

Master Thesis

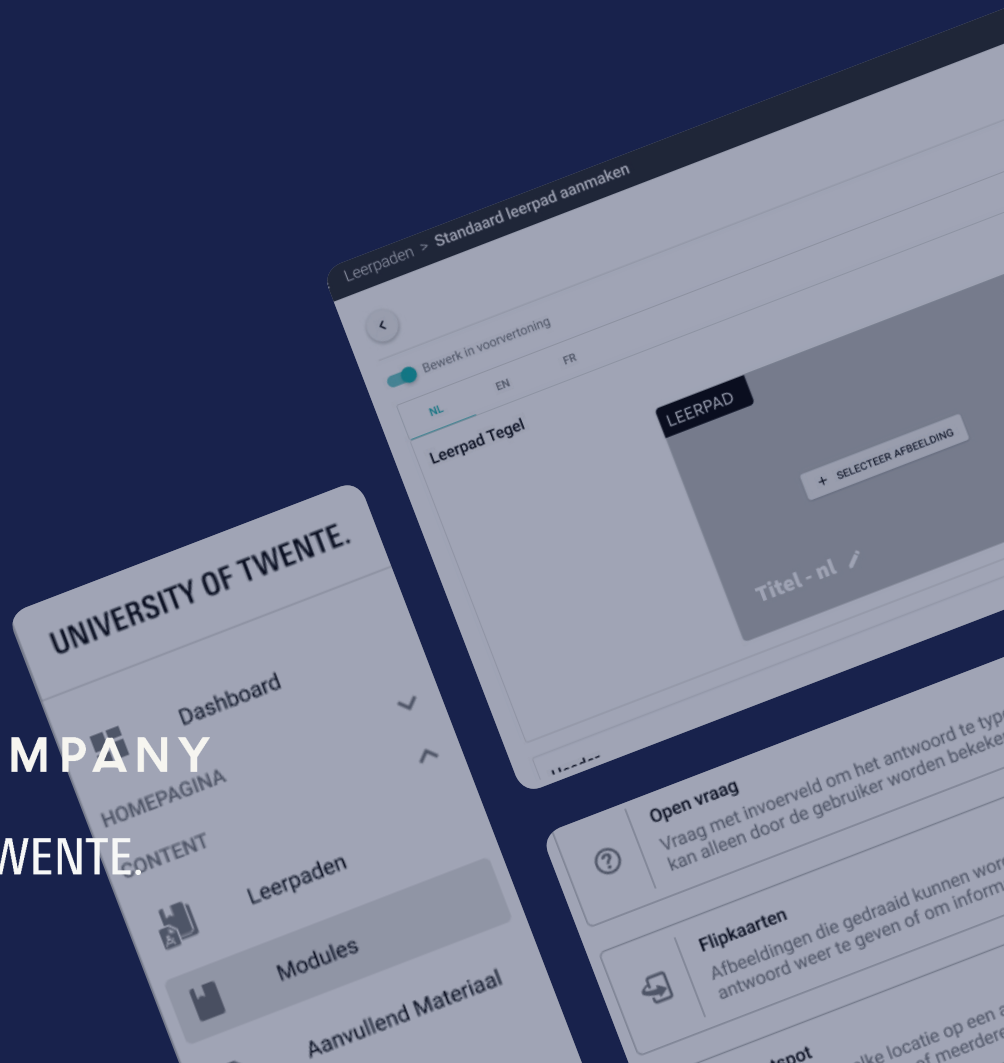
User Experience Design of a Learning Experience Platform Admin Panel

Laura van den Berg

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NERDS & COMPANY
UNIVERSITY OF TWENTE



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Laura van den Berg

S1965433

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Educational Institution

University of Twente

Drienerlolaan 5

7522 NB Enschede

Educational Details

Faculty of Engineering Technology

Industrial Design Engineering

Master Track: Human Technology Relations

Company

Nerds & Company

Capitool 15

7521 PL Enschede

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Examination Committee

Prof. Dr. Ir. M.C. van der Voort | chair

Dr. F. Toso | supervisor

Dr. J. Sturge | external member

S. Rikhof | company supervisor

NERDS &
COMPANY

blocks

UNIVERSITY
OF TWENTE.

Preface

I am pleased to present my master thesis on the redesign of a learning experience platform admin panel at Nerds & Company. This thesis marks the end of my journey as an Industrial Design Engineering student at the University of Twente. It is sometimes said that your student years are the best years of your life, and although I can't predict what lies ahead, I can understand why this is said; the freedom, personal growth and creating lifelong friendships have truly made it an exceptional time.

I am grateful for the opportunity to conclude this great student time at Nerds & Company, where I spent eight months gaining valuable experience of working in a company setting. Here I discovered the joy and significance of UX design, and realised that designing intuitive solutions is a gift, as it's not something that comes naturally to everyone.

A special thanks goes to my supervisor at Nerds & Company, Stef Rikhof, for his guidance throughout this project. Your tips and support helped me make well-informed decisions that contributed to the success of this project. To Team Studio and all other colleagues at Nerds & Company, thank you for always being open to help, for all valuable insights into UX design and Figma, and of course for the countless enjoyable moments during drinks and activities.

I would also like to thank my supervisor from the University of Twente, Francesca Toso. I greatly appreciated your guidance, positive feedback, constant reminders to get enough rest, and encouragement to make my own decisions and to keep asking *why* – a quality I believe is crucial for any (UX) designer.

I am also grateful to all participants who generously offered their time and provided insightful input during the interviews and usability tests. Without your help, this thesis would not have reached its success.

Lastly, I would like to thank my friends and family for always encouraging me and believing in me. A special thanks to my girlfriend Jodie, who I met just before starting this thesis, for allowing me to have distracting fun breaks on the weekends with you and for supporting me every step of the way. I am excited to see what the future holds with such great people around me.

Thank you all for taking the time to read this thesis, I hope you enjoy it!

Laura van den Berg
Enschede, January 2024

Summary

A growing number of companies and organisations are promoting a learning culture by introducing opportunities for professional development through digital learning technologies, leading to sustainable business success. Whereas learning management systems (LMSs) consider the learner as a passive receiver of information, recently introduced learning experience platforms (LXPs) aim to provide a more interactive and social digital learning experience.

Nerds & Company's learning experience platform, 'Blocks', offers on-brand, customised solutions for large organisations by compiling combinations of reusable learning software elements tailored to clients' requirements. Each Blocks LXP is supported by an admin panel backend, which enables learning and development or innovation departments to create and manage learning content for employees and other end-users and monitor user data. However, insufficient user involvement in the development of the admin panel has resulted in counter-intuitive features, a lack of information and overview, and inconsistencies across pages.

This thesis presents the design process and outcomes of an improved user experience (UX) for Blocks' admin panel, following five phases of the elements of user experience design. The first phase, strategy, leads to a broad understanding of the context of Blocks LXP and its stakeholders. Incorporating a service blueprint and business model canvas into an interview with the founders of Blocks points out the extensive service, value proposition, and long-term goals of Blocks. Additionally, interviews with client organisations establish their goals, use context and an initial understanding of the problem to be solved. Subsequent moderated usability tests with three admin panel users result in a large overview of usability problems. These issues are categorised according to UX planes and usability heuristics, highlighting a distinction between problems encountered by beginner and experienced users. In the scope phase that follows, issues are selected that relate to unclear hierarchy and terminology, the lack of intuitiveness when creating and publishing content, and inefficient access to relevant information.

The third phase, structure, deals with the menu structure, terminology, information architecture and navigation to support users in finding the desired information. The skeleton and surface phase then addresses additional issues related to navigation and placement of information, buttons, and icons. Guiding users through content creation is simplified by reorganising information, adding tooltips, and introducing a preview mode that provides direct feedback on the appearance of the course being created.

Finally, all redesigned solutions are integrated into a Figma prototype and evaluated through a second round of moderated usability testing, using the testing platform Maze. The results show an overall improvement in the user experience of Blocks' admin panel, providing benefits for six client organisations that manage LXPs for a growing number of approximately 8500 learners. While suggestions are made for some remaining issues, others require further refinement. Other further steps include prioritising the development of the suggested UI solutions to establish a solid foundation, continuing to involve (end) users, and keeping in mind usability heuristics such as consistency.

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Glossary

Acronyms

BMC	Business Model Canvas
HCI	Human-Computer Interaction
IA	Information Architecture
ISO	International Standard Organisation
L&D	Learning and Development
LMS	Learning Management System
LTI	Learning Tools Interoperability
LXP	Learning Experience Platform
OLC	Organisational Learning Culture
SCORM	Shareable Content Object Reference Model
SME	Small or Medium-sized Enterprise
UI	User Interface
UX	User Experience
WBCSD	World Business Council for Sustainable Development

Product Specific Terminology

Terms	From p. 61 onwards referred to as	Definition
Artikel / Article / Highlight / Resource	Article / Artikel	Written piece of content, shown on an LXP's homepage and accessible in the content library. Depending on the client, there may also be a dedicated page for articles.
Challenge		A group of questions prior to a learning path to test prior knowledge and to unlock or skip essentials of which the questions are answered correctly.
Challenge items		Questions within a challenge that are connected to an essential.
Chapter items / werkvormen		Question types that can be added to essentials.
Content group / segment	Content section / Contentsectie	A group of essentials within a learning path.
Essentials / Learning Blocks	Modules	An e-learning component that consists of different type of questions (chapter items). Essentials can be self studies, assignments, LTIs or SCORMs and can stand on their own or be part of a learning path.
First Run		Feature that asks users about their interests during their initial login to the LXP, to allocate tags to users.

Flipkaarten / flip cards		A chapter item that consists of images that can be turned around to select the correct answer or to provide information.
Hotspot		A chapter item that consists of an image with added marks (hotspots) which can be clicked to receive information.
Hidden hotspot		A chapter item that consists of an image, in which a mark (hotspot) should be dragged to the correct location.
Tags / Interesses		Keywords or labels assigned to content, to facilitate categorisation, organisation and searchability based on common themes or characteristics.
Knowledge check		A test at the end of a learning path to test whether the content is learned correctly.
Knowledge check items		Questions within a knowledge check. These are the same as the challenge items of an essential and learning path (in the current platform).
Learning paths / Leerpaden / Modules	Learning paths / Leerpaden	A collection of essentials, structured in content groups. A learning path may begin with a challenge and/or end with a knowledge check.
Leerpadgroepen / Courses		A collection of learning paths.
Meerkeuzevraag / multiple choice question		A chapter item; question with one correct answer (in contrast to 'multiple response question' which can have multiple correct answers).
Opdracht / assignment		A type of essential that can be signed off by authorised admins after completion.
Slider		A chapter item in which a number can be selected by dragging a movable circle along a bar.
Toolkit Items / Additional materials	Additional materials / Aanvullend materiaal	Supplementary learning materials, which can stand on its own or be part of a learning path, for example to add background information.
Training / training		Scheduled educational session at a specific time and place with a trainer.
Vinkvraag / multiple response question		A chapter item; question with multiple correct answers (in contrast to 'multiple choice question', which has one correct answer).
Widget	Content slider	A collection of content (e.g. essentials, learning paths, trainings) to browse through on the homepage.
Zelfstudie / self study		Mostly used type of essential, consisting of chapter items and possibly having challenge / knowledge check items connected to it, which are used in learning paths.

1. Introduction

1.1 Background

In the Netherlands, 1.9 million people changed jobs or started working in the first quarter of 2022. This is almost 400.000 more than the year before (Centraal Bureau voor de Statistiek, 2022). In a time when more and more people are changing jobs or starting to work, learning is particularly relevant to require proper training and onboarding, as well as to retain current employees at a company (Ferreira & Santos, 2022; Lin & Huang, 2021). Additionally, learning is a crucial factor for employees to develop new skills and experience a sense of fulfilment in their jobs. Therefore, an increasing number of companies and organisations are promoting a learning culture by introducing digital learning technologies for professional development (Ferreira & Santos, 2022; Lin & Huang, 2021). An organisational learning culture (OLC) facilitates acquiring and distributing information and knowledge to employees, which encourages them to learn continuously and collaboratively to improve their competencies and job performance. This leads to a collective vision for the organisation and prepares the workforce for rapid changes and demands. Establishing a learning culture is especially critical for sustainable business success, as it has a positive impact on key aspects such as strategy, innovation, employee attitude and engagement (Ferreira & Santos, 2022; Lin & Huang, 2021).

To manage such a learning culture, an increasing number of digital learning technologies are available for learning and development (L&D) teams to introduce in their organisations (Ferreira & Santos, 2022). A recent study that examined 94 L&D practices in over 1000 organisations worldwide revealed that organisations with L&D teams that experiment and innovate with new learning technologies and approaches are more than twice as likely to innovate compared to companies that do not engage in similar initiatives (Bersin, 2022; Lewis, 2022).

The concept of traditional learning, where education takes place in a single physical location, is becoming increasingly less relevant in a world where anyone with an internet connection has access to vast amounts of knowledge (Turnbull et al., 2020). In addition, the emergence of communication technology attempts to satisfy the demands of modern learners who are seeking more flexibility in their learning, wanting to avoid rigid attendance times, locations, and modes of participation. These communication technologies and mobile devices have enabled learners to acquire knowledge from various sources at any desired location. This trend is followed by the development of learning management systems (LMSs): software applications or web-based platforms that are used to deliver, complete and assess specific educational content and learner outcomes, as well as to support administrative functions (Cockrill, 2021; Ferreira & Santos, 2022; Turnbull et al., 2020). LMSs such as Blackboard, Moodle and Canvas have been the basis for online support of learners for decades. Generally, an LMS provides learning management support on the one hand, and a learning platform for the learner on the other hand (Cockrill, 2021).

While an LMS lacks interactivity and considers the learner as a passive receiver of information, in recent years new platforms have been developed which aim to provide a more interactive and social learning experience: the so-called Learning Experience Platforms (LXPs) (Cockrill, 2021). This term was invented by Josh Bersin, who compared LXPs to digital TVs or social media platforms, with features such as scrolling through content, machine-driven recommendations and search options (Bersin, 2017). LXPs contain a wide range of content types, such as articles,

videos, podcasts and courses. Other key features of LXPs include content creation, content curation, AI-based recommendations and training, learning data analytics in dashboards and reports, chatbots, integration with e-learning content providers, and integration with third-party technology platforms (TechTarget, 2022). Some LXPs also enable any employee to publish learning content. Additionally, LXPs are usually personalised and gamified, using badges and other rewards to stimulate participation and motivation (Cockrill, 2021). All in all, an LXP provides a more user-centric, interactive, social and personalised learning experience compared to an LMS.

1.2 Nerds & Company

Nerds & Company is a software company in Enschede that is founded in 2015 and is specialised in designing and developing all kinds of custom (web)applications and digital products for organisations, such as webshops, learning platforms and customer portals, as well as automating business processes (Nerds & Company, n.d.-a).

Around 35 employees work in multidisciplinary teams, each composed of a product owner and several back-end and front-end developers. Furthermore, team Studio is formed by User Experience (UX) and User Interface (UI) designers. The entire organisational chart of Nerds & Company can be found in Figure 1.1.

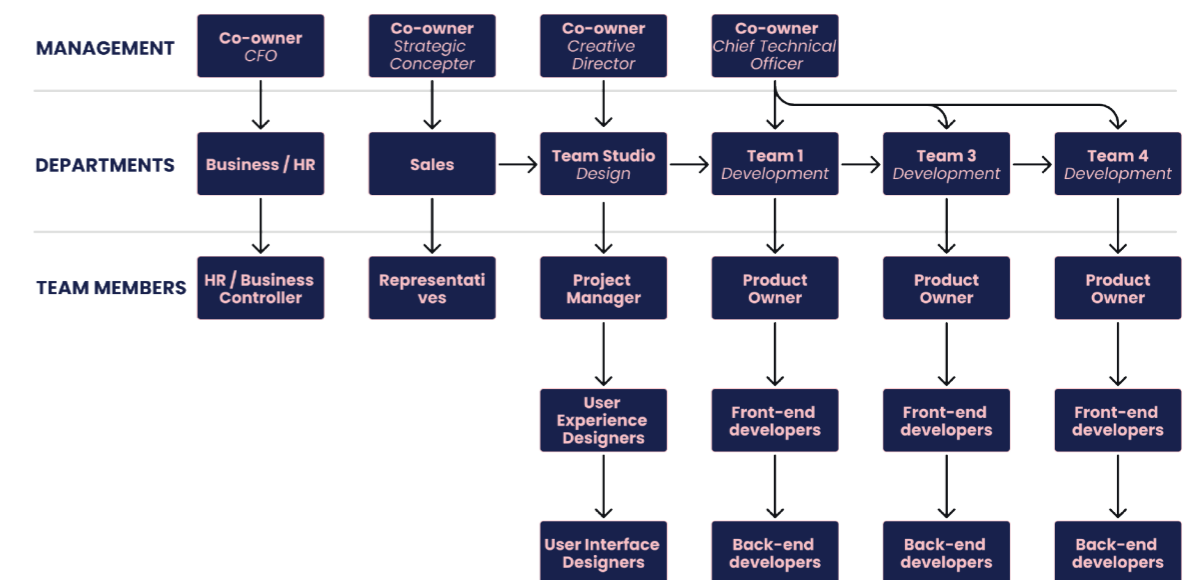


Figure 1.1: Organisational chart Nerds & Company

Overall, Nerds & Company consists of motivated and passionate 'nerds' who self-define as such due to their extensive expertise in software development and constant pursuit of knowledge in their field of work. Other values include transparency, equality and being team players. For every project, clients are involved to establish a tailored approach that includes activities such as user research, prototyping, testing, front-end and back-end development. Using the Scrum project management method (Schwaber & Sutherland, 2020), well-functioning software is developed in sprints of a fixed time period. After a product is delivered to the client, Nerds & Company will continue to be closely involved in the further development, to make sure it remains up to date and well-functioning (Nerds & Company, n.d.-b).

1.3 Problem Statement

One of the products developed by Nerds & Company is called 'Blocks LXP' (from now on also referred to as just 'Blocks'). This is a collaboration with RMMBR (pronounced as 'remember'); an agency that is focused on digital learning (RMMBR, n.d.). RMMBR is responsible for the learning content of the LXPs, while Nerds & Company design and develop the platforms. Blocks makes use of standard existing elements and features. This makes it more efficient to reuse various components among different clients, while still offering an on-brand, customised platform and support service. Figure 1.2 illustrates an example of how different brands have a unique platform in terms of front-end looks while reusing the same blocks, such as a hero section, highlighted learning paths and favourites. The names of blocks may also differ per client (e.g. highlights versus resources). This way, every client has a unique composition of blocks, while the blocks themselves, in terms of software, are reusable. Within Blocks, an 'essential' is an assignment or self-study that may consist of chapter items such as different types of questions, information provision, flip cards or sliders. Essentials can also be combined into so-called learning paths. Other features of Blocks include articles, media, offline trainings, personalised dashboards for real-time insight into progress and results, and many more learning elements (Blocks LXP, n.d.). End-users of Blocks are usually employees of the client companies, but can also be, for example, (employees of) external partners of clients.

The developed LXP is managed by clients or by RMMBR by creating and delivering personalised learning content to the end-users, as well as managing user data. This is done at the admin panel of the LXP. Although the composition of the admin panel depends on the blocks that each client has, the look and feel is the same for every client. However, since this admin panel is directly made by developers without conducting thorough research into the wishes and needs of the users, this has led to poor user experience and other usability problems. As a result, many features are implicit and are clear for the developers, but not intuitive for the users. Additionally, there is a lack of coherence across the various pages, for example when one page has a search bar and others do not. This may create a sense of inconsistency that users may feel as a lack of continuity and logical flow in navigating the website. As Blocks continues to grow, additional features are added without constant consideration whether they match the overall platform. This has made it difficult for admins to navigate and find the information they need.

Overall, the problem statement that will be further investigated in this thesis can be summarised as follows:

“Insufficient user research in the admin panel of Blocks LXP has resulted in implicit and inconsistent features, while relevant information is inefficiently accessible to admins.”

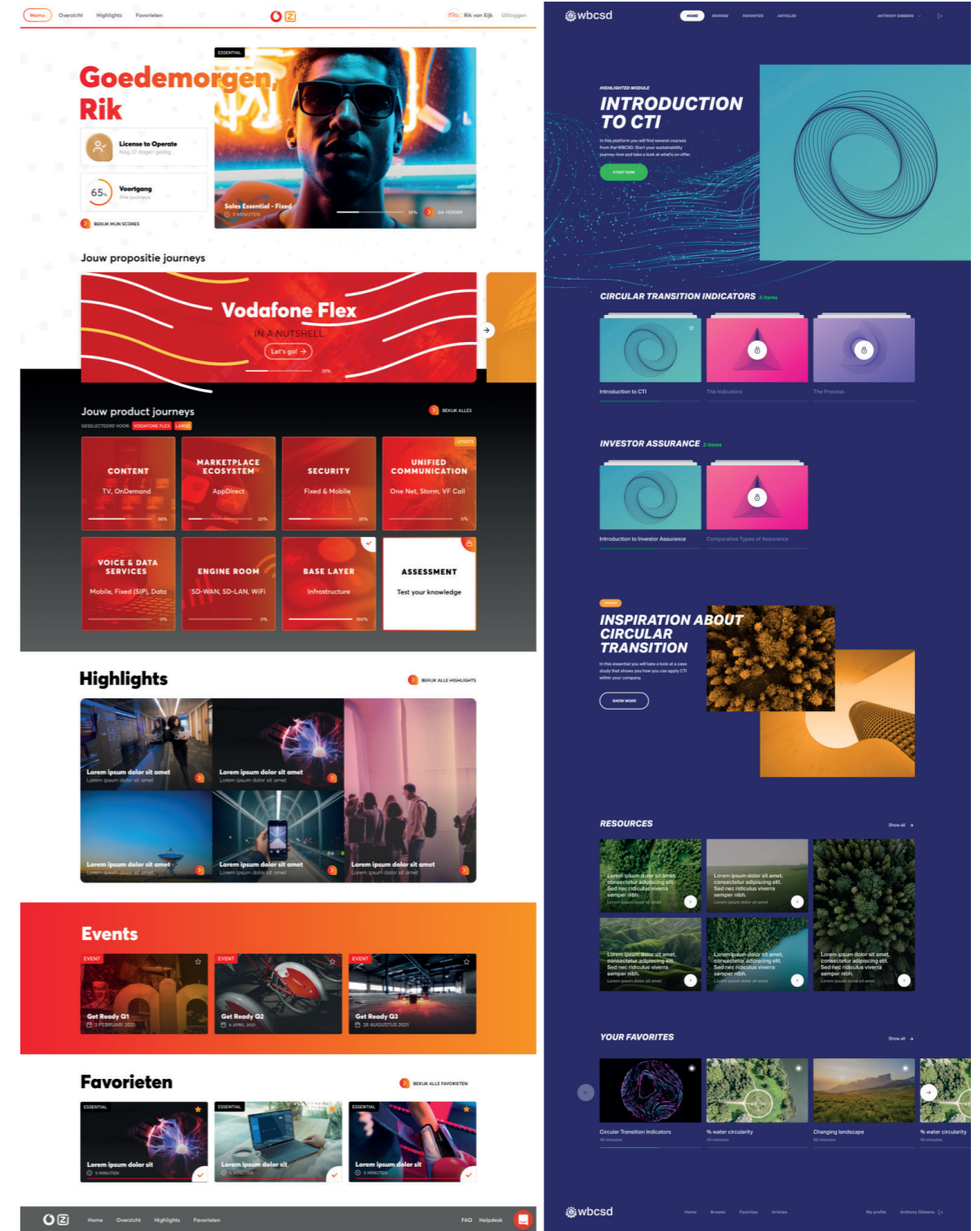


Figure 1.2: Reusable blocks personalised to client's brand

1.4 Research Objectives

Based on the described problem, this thesis aims to reveal actual user and stakeholder needs regarding the use of Blocks and implement this in a design for an improved user experience and user interface for the admin panel of Blocks, in which user learning data is managed and different types of (e-)learning content can be created and delivered to employees and other end-users.

This leads to the following main research question:

“How can the user experience of the admin panel of Blocks LXP fit the needs of admins who manage and deliver customised learning experiences to employees and other end-users?”

To answer the research question, the following questions and sub-questions will be dealt with.

1. What do users and other stakeholders want to achieve with Blocks LXP, and why?
 - a. Who are the users, end-users and other stakeholders of Blocks and what are their roles?
 - b. What are the business goals of Blocks LXP?
 - c. What do organisations want to achieve with Blocks?
 - d. What are characteristics and needs of the admins of Blocks?
 - e. What are effective and efficient ways for employees to learn new information and skills?
2. How is Blocks LXP currently used?
 - a. What are the current functionalities of (the admin panel of) Blocks?
 - b. How do organisations currently use the functionalities of Blocks and its admin panel?
 - c. What problems do users encounter when using the Blocks admin panel?
3. How can user insights be translated into a redesign of (parts of) the Blocks admin panel to bridge the gap between the goals (q1) and the current use (q2)?
 - a. What usability problems should be prioritised to address?

After addressing literature to gain a deeper understanding of the definition of user experience, usability, and effective and efficient ways to learn new information and skills, chapter 3 will further elaborate on the design process, the research activities and in which phase each research question will be discussed in this thesis.

2. Literature Review

This chapter presents the literature review results on the concepts of user experience and usability in relation to website design and learning technologies, including an explanation of Jakob Nielsen's ten usability heuristics for user interface design (Nielsen, 2020). Moreover, literature regarding effective and efficient ways of learning new information and skills has been studied.

2.1 User Experience and Usability

The success of any product, system or service designed for human use, and therefore also within the field of Human-Computer Interaction (HCI), is considered to depend on two key concepts: usability and user experience (UX) (Hassan & Galal-Edeen, 2017). Despite their significance, these terms are generally hard to distinguish, as a widely accepted viewpoint on the relationship between the two is missing (Hassan & Galal-Edeen, 2017; Sauer et al., 2020). Therefore, the definitions of usability and user experience will be examined, as well as their relationship to each other.

2.1.1 What is Usability?

The term 'usability' was introduced in the 1980s, serving as a replacement for the terms 'user friendliness' and 'ease of use' (Sauer et al., 2020). Since then, a wide range of definitions has been proposed, typically involving objective outcome measures related to performance, as well as subjective outcome measures. This is also the case in the widely adopted definition by the International Standard Organisation (ISO) in ISO 9241-11, which defines usability as *“the extent to which a product can be used by specified users to achieve specified goals with effectiveness, efficiency and satisfaction in a specified context of use”* (International Organization for Standardization, 2018).

2.1.2 What is User Experience?

User experience is often considered a vague and ambiguous concept with a large diversity in opinions (Hassan & Galal-Edeen, 2017; Sauer et al., 2020). In ISO 9421-210 it is defined as *“a person's perceptions and responses resulting from the use and/or anticipated use of a product, system or service”* (International Organization for Standardization, 2010). Within this definition, ISO also notes that user experience *“includes all the user's emotions, beliefs, preferences, perceptions, physical and psychological responses, behaviours and accomplishments that occur before, during and after use.”*

The large variety of definitions of user experience in research literature have also been studied by Sauer et al. (2020), who summarised them into three main relationships with usability, as depicted in Figure 2.1. Firstly, user experience can be defined according to a 'holistic' approach. This is the broadest perspective, encompassing all subjective, emotional and behavioural consequences of a user's interaction with a product, as an extension of the usability concept. The second type of definition includes all subjective components of the interaction but excludes the objective performance measures of usability (i.e. efficiency and effectiveness). The final definition is the narrowest one, distinguishing user experience completely from the usability concept and solely focusing on the affective outcome of the interaction (Sauer et al., 2020).

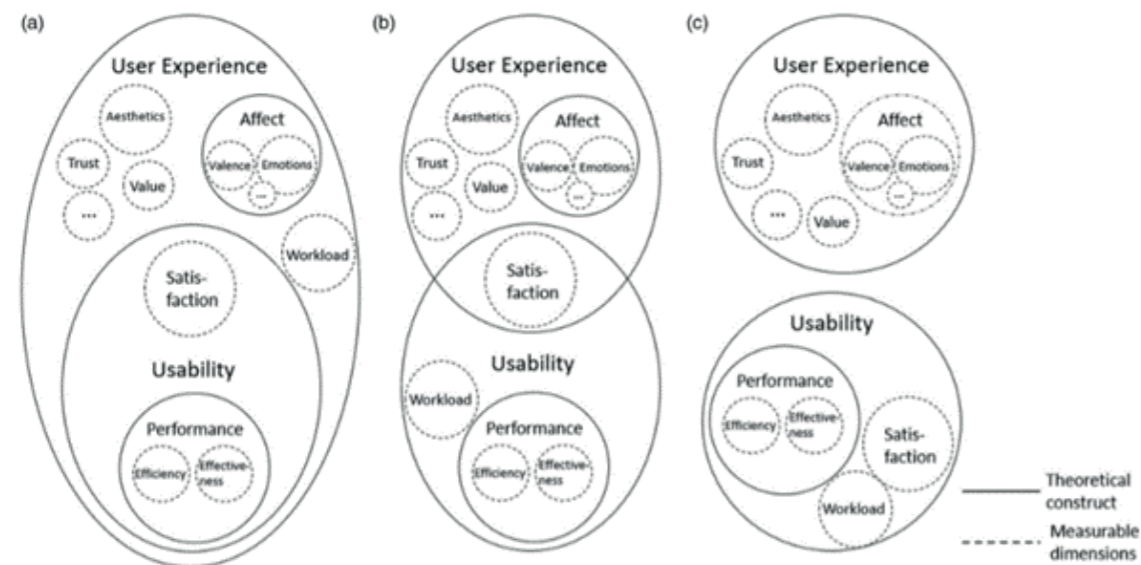


Figure 2: Different views on the relationship between usability and user experience: (a) broad-scope definition of user experience, (b) medium-scope definition of user experience, (c) narrow-scope definition of user experience (Sauer et al, 2020)

In the context of this thesis, user experience is approached from a holistic perspective, assuming that achieving high performance measures in usability also evokes positive emotions for users.

2.2 Usability Heuristics for User Interface Design

Focusing on digital user interfaces, widely used rules of thumb to avoid usability problems or to evaluate user interfaces are the ten usability heuristics for user interface design by Jakob Nielsen (Nielsen, 1994, 2020). These heuristics were initially developed in 1994 by analysing 249 usability problems and have remained relevant and unchanged ever since (Nielsen, 1994, 2020). The ten heuristics will be explained in this subchapter to further define the scope of usability and to rely on in later phases in this thesis.

2.2.1 Visibility of System Status

The first heuristic is about providing feedback on the system's status and outcomes as quickly as possible (Nielsen, 2020). This heuristic encourages open and continuous communication and transparency, contributing to a feeling of trust, certainty and being in control (Harley, 2018). Examples could include loading indicators, progress bars, and completion messages to let users know that their actions are being processed.

2.2.2 Match between System and the Real World

To ensure that the experience feels intuitive for users, it is essential to align the language, terminology, and concepts with real-world conventions (Kaley, 2018; Nielsen, 2020). This may include using icons that represent objects in the real world, such as saving a document in a folder. Such metaphors are widely established in each culture. For example, in the Western world, we associate 'up' with 'more' and 'down' with 'less'. Other examples of this heuristic include sending a text message that may feel like passing a note, viewing digital photos as if flipping through a photo album, and highlighting text that may feel like using a coloured marker to select important

text in a book. By using familiar terms and actions, users will find it easier to learn and navigate, increasing user confidence and comfort in using the interface (Kaley, 2018).

2.2.3 User Control and Freedom

Users need to be able to reverse actions after making mistakes (Nielsen, 2020; Rosala, 2020). Providing 'undo', 'back', 'cancel' or 'close' options are common ways to support a feeling of freedom and confidence. Making these options clearly visible enables user control and reduces frustration when errors occur. Therefore, design patterns that lock users into irreversible actions without their approval should be avoided.

2.2.4 Consistency and Standards

Consistency in user interface design is essential for enhancing predictability, learnability, and reducing cognitive load for users (Krause, 2021; Nielsen, 2020). Therefore, maintaining consistency is crucial both within a product and in accordance with industry conventions. The various layers of consistency and standards relate to visual elements (e.g. colours, icons, typography), page and button layout, user-entered data (e.g. dates, phone numbers) and content (e.g. tone of voice, terminology) (Krause, 2021).

2.2.5 Error Prevention

Rather than blaming users for making an error, designers should take responsibility for making it too easy for the user to commit errors (Laubheimer, 2015a). User errors fall into two categories: slips, often made by expert users performing another action than intended, and mistakes resulting from misaligned goals or expectations, for example when users think something is a button while it is not clickable (Laubheimer, 2015a, 2015b). Slips can be avoided by including helpful constraints or offering suggestions, such as search bar assistance or by offering reasonable default settings (Laubheimer, 2015a). To address mistakes, the gap between users' and designers' mental models should be discovered and bridged, using design conventions, clear affordances, and preview features (Laubheimer, 2015b). Additionally, both slips and mistakes could be prevented by reducing memory burdens, implementing confirmations before deletion, enabling undo actions, and providing warnings.

2.2.6 Recognition rather than Recall

Users should not be solely dependent on their memory to perform tasks (Joyce, 2020; Nielsen, 2020). Recognition and recall are mainly distinguished by the number of cues that help in memory retrieval. Recall involves fewer cues than recognition, making it more challenging. Therefore, elements, actions, options and other contextual information should be visible and easily accessible to assist users in retrieving information from memory. For example, selecting an option from a list requires less memory load than accurately typing it into a search bar. Additionally, the user should not have to remember information from one part of the interface to another. As a result, help should, for example, be provided in context instead of offering a lengthy tutorial on another page that needs to be memorised.

2.2.7 Flexibility and Efficiency of Use

The design should accommodate the needs of both inexperienced and experienced users (Laubheimer, 2020; Nielsen, 2020). While beginners should be able to perform tasks with ease, experts should have access to shortcuts and advanced features to enhance their workflow efficiency. Consequently, users should have the flexibility to approach tasks in a variety of ways. One way to achieve this is by enabling customisation of the interface or by incorporating

accelerators such as keyboard shortcuts. These shortcuts should be unobtrusive for novice users, while remaining discoverable for experienced users.

2.2.8 Aesthetic and Minimalist Design

Only relevant and essential information should be visible, as unnecessary elements may distract users from the information needed for their primary goals (Fessenden, 2021; Nielsen, 2020). Additionally, aesthetics matter as users' first impression of a website is based on visuals instead of functionality, while people often associate aesthetic designs as easy to use (Fessenden, 2021). Several design principles support aesthetic and minimalist design, such as the gestalt principles and implementing visual hierarchy to direct users' attention across the page.

2.2.9 Help Users Recognize, Diagnose, and Recover from Errors

Error messages should be designed to assist users in understanding the issue and resolving it effectively (Neussesser & Sunwall, 2023; Nielsen, 2020). Therefore, such messages should be noticeable and recognisable to users and use language familiar to users rather than technical jargon. Additionally, the issue should be concisely described, as well as provide clear guidance on how to recover from mistakes.

2.2.10 Help and Documentation

Despite a well-designed interface, users may still need assistance (Neussesser & Sunwall, 2023; Nielsen, 2020). As a result, the system should offer accessible documentation and instructions. Proactive help is provided to prevent issues before users encounter problems, such as onboarding tutorials and contextual tips. On the other hand, reactive help involves detailed instructions or videos when users face issues and seek solutions. Since long texts are inefficient for users, instructions should be brief, easy to scan, and incorporate features like search options, graphics, and videos.

2.3 Design for Learning

Besides the learning content itself, the way it is delivered largely impacts its effectiveness (Dirksen, 2016). A learning experience does not merely aim for learners to know more, but to *do* more with that knowledge. For example, a nice looking e-learning course is useless if it does not provoke changes in a learner's knowledge, skills, or behaviour. To design such successful learning experiences, it is critical to understand the learners' wants, current skill level and learning styles. Moreover, it is important to identify what gaps should be bridged in the learning journey. Besides a knowledge gap, this could involve gaps in skills, motivation, habits and environment (Dirksen, 2016). The first step of successful learning involves remembering, after which the information can be retrieved and combined to eventually use this information to build skills. This section will elaborate on sensory, short-term and long-term memory, and what implications this has on learning design, illustrating how an LXP can contribute to the learning experience of learners.

2.3.1 Sensory memory

The filter of all perceptions and sensations starts in sensory memory where the majority of stimuli go unnoticed, unless something grabs attention (Dirksen, 2016). Incorporating this in learning design suggests that implementing a consistent format requires no mental energy to the format, directing more focus to the content. However, excessive consistency may lead to learners ignoring elements, which is called 'habituation', for example when using identical feedback in the same location. Therefore, implementing diverse teaching methods becomes a valuable tool for maintaining attention (Dirksen, 2016).

2.3.2 Short-term memory

Once attention is captured, information is transferred to short-term or working memory, allowing to hold on to ideas or thoughts long enough to take action (Dirksen, 2016). Repetition serves to refresh the information in working memory until applying it and repetition is stopped. Consistent repetition eventually passes the information onto long-term memory.

The widely known statistic about the number of items in working memory is approximately 7 ± 2 (Miller, 1956). However, this number can vary based on the use of memory aids. For example, chunking information into smaller, similar or sequentially items, or using items from long-term memory facilitates memorisation. Applying chunking in learning design, for example by creating smaller steps into categories, encourages learners to concentrate on one section at a time, enabling them to process and remember information more efficiently. Furthermore, engaging learners in learning activities causes them to retain the information longer and increases the chance of transferring it to long-term memory (Dirksen, 2016).

2.3.3 Long-term memory

The ultimate goal of closing the knowledge gap is to ensure that information is integrated into long-term memory, where it can easily be retrieved and becomes part of a network of associations (Dirksen, 2016). Information becomes more accessible and memorable when it is based in a rich context through numerous associations. The study environment or context being part of these associations makes in-context learning highly effective.

In addition, these associations can also be applied by matching the way of practicing with the ultimate intended use. Therefore, recognition activities are effective for identifying correct answers, while learning to recall information is necessary for requiring spontaneous retrieval. Although repetition can effectively transfer information to long-term memory, it is a limited strategy due to the low amount of associations it generates (Dirksen, 2016).

3. Methodology

In this chapter ‘the elements of user experience’ will be introduced as a foundation for this project. Furthermore, the research activities will be discussed and placed within a double diamond model that illustrates the design process. Moreover, the thesis structure will be outlined.

3.1 The Elements of User Experience

To address the research questions presented in chapter 1.4, ‘the elements of user experience’ by Jesse James Garrett will be followed (Garrett, 2011). These elements break down the process of designing the user experience into smaller parts, ensuring that every aspect of the user’s experience with the product is deliberately and consciously planned. Figure 3.1 illustrates the five elements or planes: strategy, scope, structure, skeleton and surface. Starting from the bottom, each plane focuses on more specific details and decisions.

The choices that are made in each plane depend on the ones of the planes below it. This does, however, not mean that every plane should be finished before starting the next plane; choices of a lower plane can also be re-evaluated while making choices in the current plane.

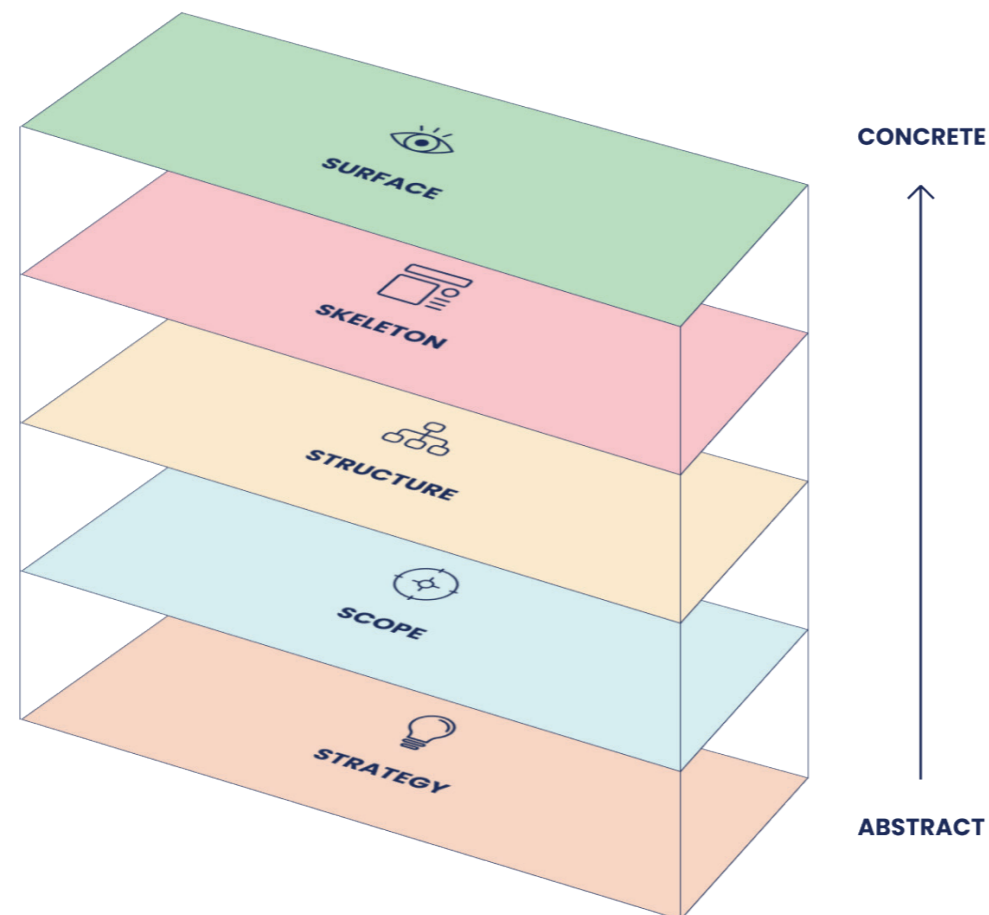


Figure 3.1: Elements of user experience; five planes (based on Garrett, 2011)

3.1.1 The Strategy Plane

The strategy element involves setting clear goals and objectives for the user experience. It is the foundation on which all future decisions should be based. It focuses on understanding the target audience, their needs, and aligning the design with the overall business or project objectives (Garrett, 2011). Therefore, the aim of the strategy phase in this project is to gain an understanding of Blocks and its broader context and user requirements. Consequently, this involves analysing stakeholders, business objectives, current use and user needs regarding Blocks and its admin panel.

3.1.2 The Scope Plane

In the scope plane, all insights from the strategy plane will be translated into functional and content requirements for the product. This helps determine what features, functions and content should and should not be included to meet the user’s needs and the product goals within the project’s constraints (Garrett, 2011). The scope plane is especially relevant to determine what parts of the admin panel will be tackled based on a prioritisation of user pain points that will be uncovered in the strategy plane.

3.1.3 The Structure Plane

The structure element includes interaction design and information architecture. Interaction design concerns the behaviour of the system in response to the user, while information architecture involves creating a logical and intuitive arrangement of content elements that allows users to easily find what they are looking for (Garrett, 2011). The defined pain points will be classified according to the fitting plane (structure, skeleton or surface). In this phase, new design solutions for the admin panel will be suggested regarding the pain points corresponding to the structure plane.

3.1.4 The Skeleton Plane

The skeleton element deals with interface, navigation and information design. In this plane, the optimal placement of screen elements, such as buttons, controls, images and text will be determined, while presenting the information in an understandable way (Garrett, 2011). Similar to the structure plane, the pain points corresponding to the skeleton plane will be addressed in this phase.

3.1.5 The Surface Plane

The surface plane relates to the visual presentation of the user interface. It involves the selection of colours, typography, imagery, and other visual elements that give the product its look and feel, and provides the desired sensory experience. The surface element aims to create a visually attractive and cohesive design that enhances the overall use experience (Garrett, 2011). Since the visual style of Blocks is already determined, this plane will be combined with the skeleton plane.

3.1.6 Product as Functionality and Information Platform

These five planes can be addressed regarding two perspectives. On the one hand, a digital product can be considered as a platform of functionality, consisting of a set of tools that can be used to accomplish certain tasks. On the other hand, a digital product can be seen as an information medium in which users find, absorb and make sense of the provided information. The various components within the five planes in relation to the functionality and information duality can be seen in Figure 3.2.

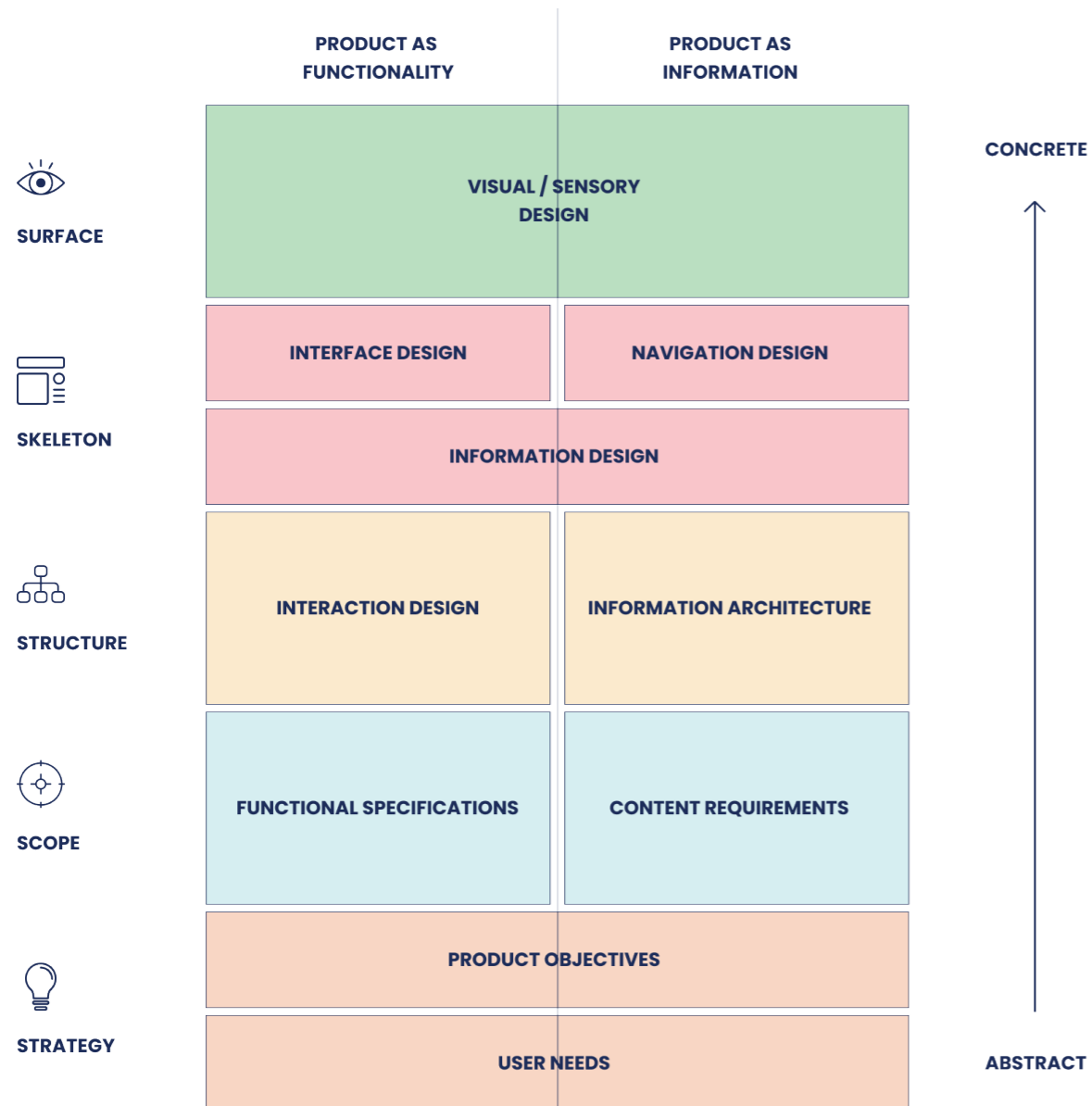


Figure 3.2: Five planes divided into functionality and information (based on Garrett, 2011)

3.2 Design Process and Thesis Structure

Besides the elements of user experience, the followed design process is also based on the double diamond, developed by the British Design Council (Design Council, 2019). This is a visual description of the iterative design process which is divided into four phases: discover, define, develop and deliver. The pair of diamonds symbolise a process of analysing an issue more widely (divergent thinking) and then narrowing down to focused steps (convergent thinking).

Figure 3.3 illustrates how the various research activities, as will be discussed in chapter 3.3, and deliverables can be placed in the double diamond model, and how these are related to the five user experience planes. The thesis structure is also included in this image. As can be seen, a larger emphasise is placed on the strategy plane, since the development of Blocks lacked a solid foundation from this plane. Instead, development started fast and new features were added continuously without thorough user research, as mentioned in the introduction.

As illustrated, the strategy plane is, in this case, also depicted as an individual diamond, in which the diverging phase analyses Blocks as a whole and the converging phase focuses on the admin panel. Within this diamond, a separate distinction is made between the goals and the current use of both Blocks as a whole and the admin panel. After this, the scope plane will attempt to close the gap between goals and current use by selecting specific problems that will be addressed through determined selection criteria. Subsequently, solutions for the established problems will be formed by designing and prototyping new user interfaces in Figma and testing these with users.

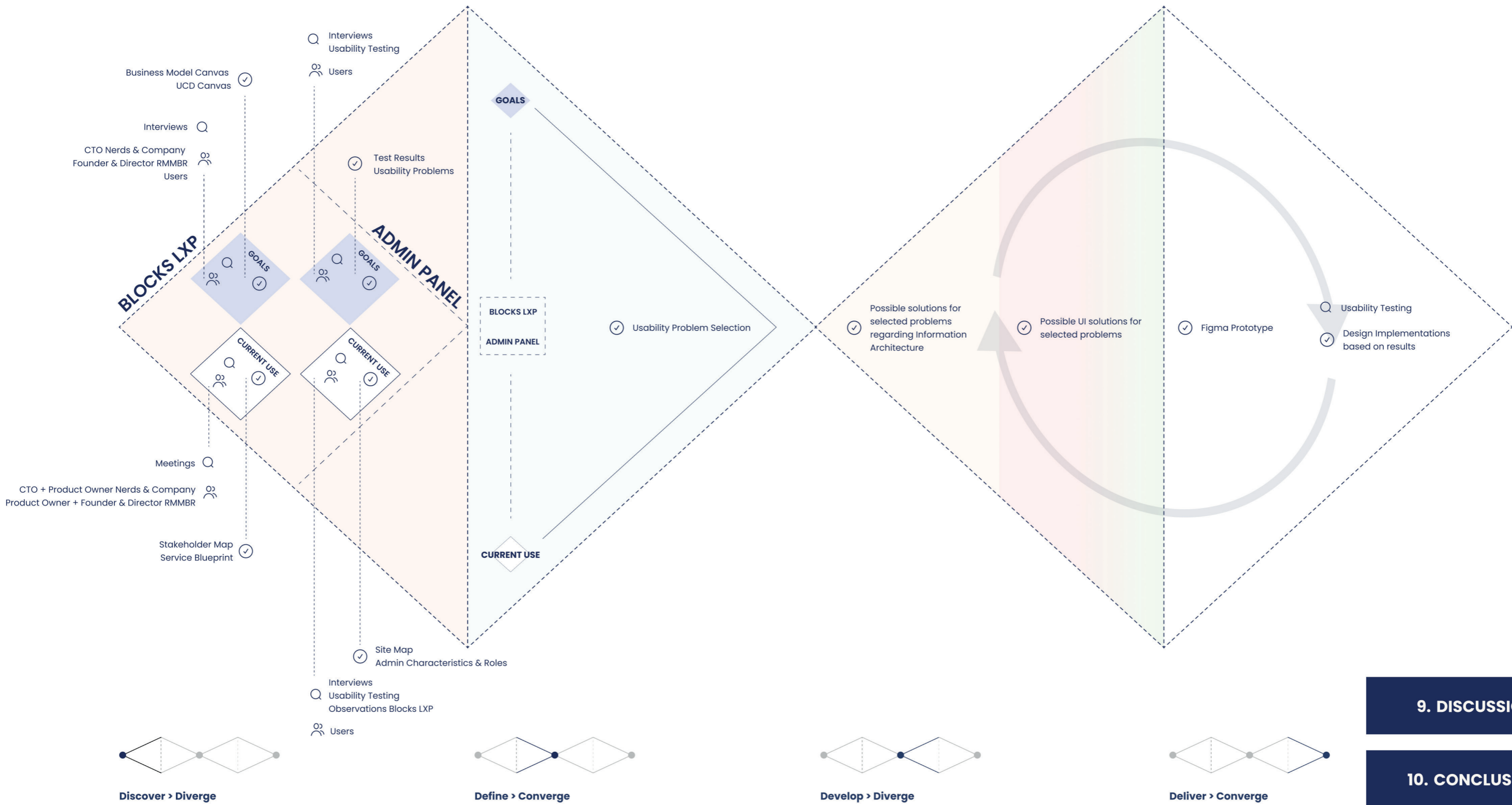


Figure 3.3: Design process and thesis structure

3.3 Research Activities

The main research activities that have been conducted with users and other stakeholders, who will be introduced in detail in the next chapter, are interviews and usability tests.

All participants in this study received the information brochure that can be found in Appendix A.1 and signed the informed consent as presented in Appendix A.2.

3.3.1 Interviews

During the strategy phase, six online semi-structured interviews, with a total of eight stakeholders, have been carried out in order to answer research questions 1 and 2. Generally, semi-structured interviews aim to gather information about a set of central topics, while also allowing some exploration when new issues or topics arise (Wilson, 2013). In this case, the goal of interviewing users and other stakeholders is to gain a deeper understanding of the context and background of Blocks and how it is used, as well as to discover what all stakeholders want to achieve with Blocks. Interviews have also been used as part of usability tests, to uncover what problems users encounter when using the admin panel of Blocks and to gather more useful feedback of the redesign.

Of all interview recordings, transcriptions have been made. Since the interviews and user tests have been conducted in Dutch, the transcriptions have been translated to English for this thesis.

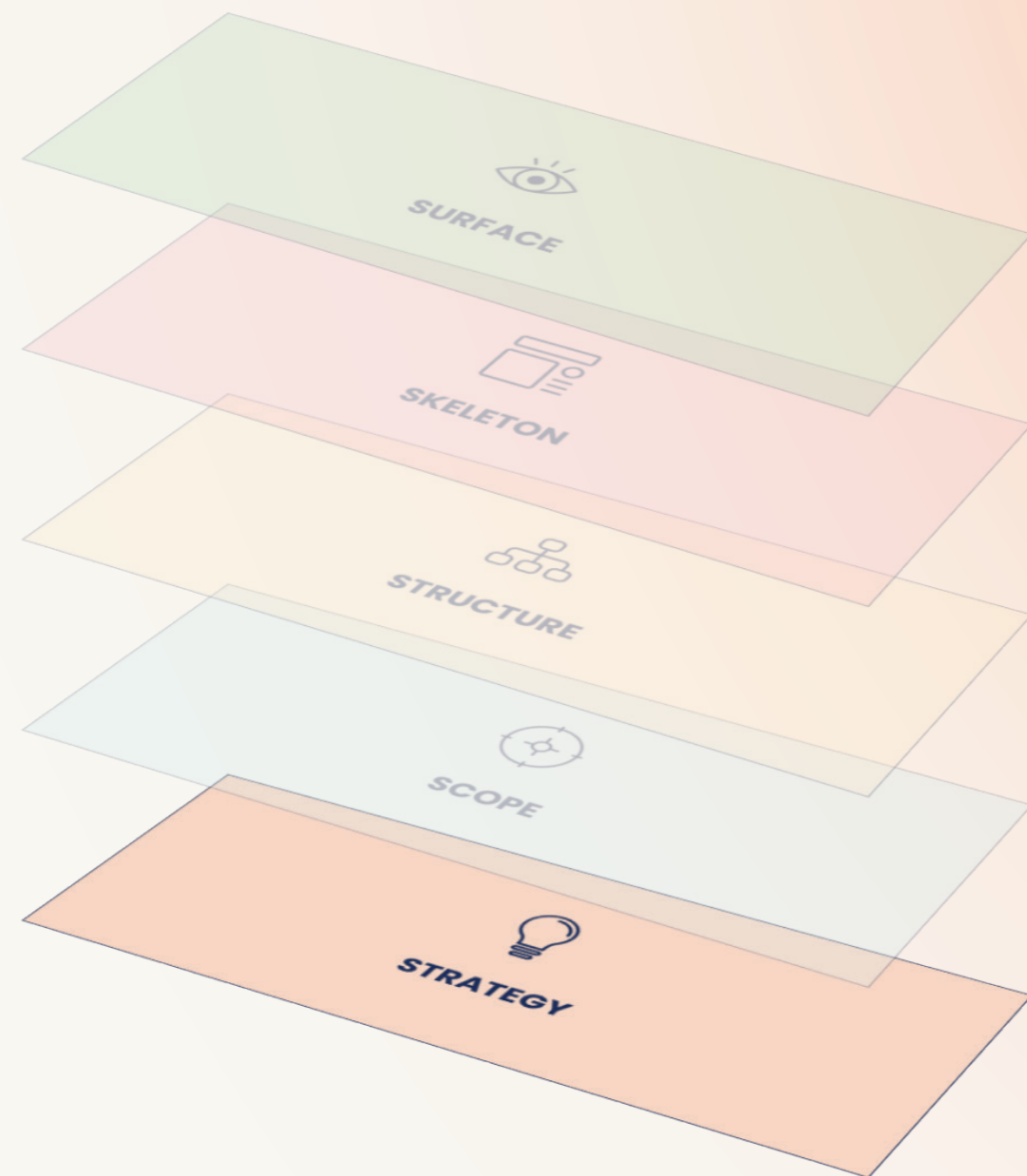
3.3.2 Usability Testing

In user-centred design, it is essential to evaluate usability throughout the whole design process (Norman & Kirakowski, 2017). Therefore, usability testing has been performed during the strategy phase as well as in a later phase when new user interfaces have been designed. In usability testing a distinction can be made between formative testing and summative testing (Joyce, 2019; Norman & Kirakowski, 2017; Sauer et al., 2020). Formative evaluations are usually done while testing iterations throughout a (re)design project and aim to gather user feedback and identify problems regarding user-product interaction in order to improve it. On the contrary, summative testing is usually done just before or after launching a product to assess the overall usability and quality of the user-product interaction compared to an earlier version, another product, standards or requirements. Although formative evaluation is often qualitative and summative evaluation is often quantitative, it does not always have to be the case (Joyce, 2019; Sauer et al., 2020). In this project, qualitative formative testing has been conducted, allowing more room for feedback and design suggestions.

Similar to typical usability tests (Norman & Kirakowski, 2017; Sauer et al., 2020), in both moderated usability test rounds, users of several clients were requested to perform a number of predefined tasks in the admin panel and in the redesigned prototype. In addition, participants were asked to think aloud while interacting with the platform to provide further valuable information. During the first tests, both the observations and the participant's comments aimed to gather feedback and identify usability problems to be addressed in the design phase to eventually improve the usability and user experience of parts of the admin panel. The final tests, using testing platform Maze, aimed to discover to what extent the usability of the redesign in a Figma prototype has been improved compared to the current admin panel, and what issues still need improvement.

Testing was conducted both in-person at the RMMBR office in Amsterdam, and online for the

remaining sessions. Audio was recorded and transcribed, and screen recordings were made for review purposes. More details regarding the procedure, tasks and questions will be discussed in the corresponding chapters.



4. Strategy

The strategy phase is the foundation of a successful user experience (Garrett, 2011). In this plane, the context will be broadly discovered by providing a stakeholder analysis and a service blueprint about all tasks and user journey steps involved in Blocks. This will mainly be based on preliminary interviews. Additionally, the strategy plane is about finding the product objectives and the user needs (Garrett, 2011). Therefore, the exploration of the business goals of Blocks and the resulting business model canvas will be described. After that, the user goals and current use of Blocks and its admin panel will be examined by conducting interviews and usability tests. All in all, the strategy phase results in broad insights regarding the context, the business and user goals of Blocks, as well as a list of (usability) problems concerning the admin panel.

4.1 Stakeholder Analysis

A stakeholder is anyone who is interested in a project, product or company, or who has power, influence or control over it (Rosala, 2021). In case of this project, stakeholders include anyone who has interest in Blocks or who collaborates on the realisation of the platform. Blocks is currently used by six large organisations with a total number of approximately 8500 active learners. Figure 4.1 shows the stakeholder map of Blocks. This map is based on an interview with the product owner of RMMBR about the context, users and roles of Blocks (see transcript in Appendix B.1). Additionally, feedback from RMMBR and Nerds & Company (see transcript in Appendix B.2) is incorporated and verified in later interviews with clients.

The map illustrates how the owners and founders of Blocks (i.e. RMMBR and Nerds & Company) are related to the users of the admin panel and the end-users of Blocks. The arrows represent communication with the various partners. Although some clients have more communication with either RMMBR or Nerds & Company, the communication is never exclusively with one of them. Additionally, not all clients use the admin panel themselves. An introduction to all stakeholders in relation to Blocks will be discussed in the remainder of this subchapter. This information is partly based on interviews with clients, of which the transcripts can be found in Appendix B. More information regarding specific client's goals of Blocks will be discussed in chapter 4.3.

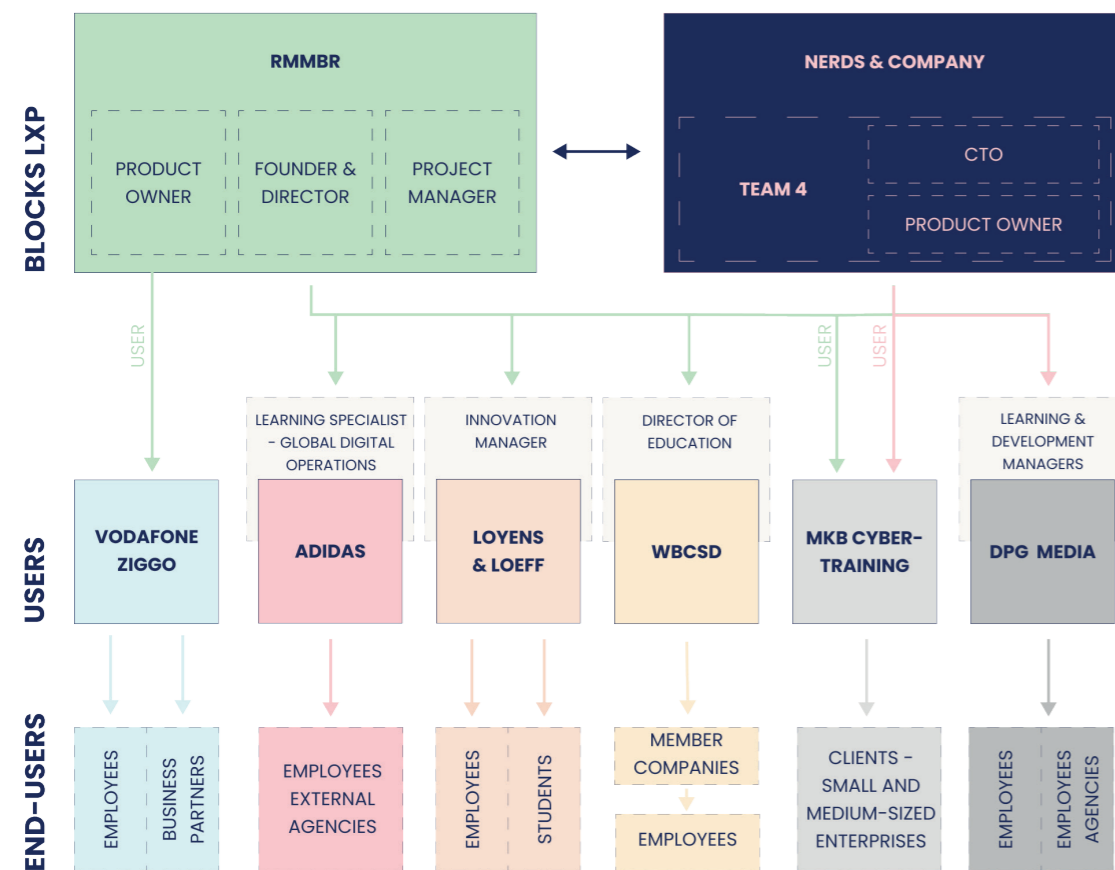


Figure 4.1: Stakeholder map Blocks LXP

4.1.1 RMMBR

As presented in the introduction, RMMBR (pronounced as 'remember') is an agency located in Amsterdam, that is focused on digital learning (RMMBR, n.d.). They are experienced in creating, designing, writing and delivering digital or blended learning solutions. Therefore, within Blocks RMMBR is responsible for creating content for the platform, such as text, images and a variety of

different digital teaching methods, such as questions, flip cards and videos. Other responsibilities include communication with clients and project management.

The most involved people concerning Blocks are the product owner, founder & director and project manager of RMMBR. The product owner can be regarded as the most significant user of the admin panel, as he has use experience in admin panels of multiple clients besides being the main user of the admin panel of VodafoneZiggo.

4.1.2 Nerds & Company

Nerds & Company is already substantially introduced in chapter 1.4. 'Team 4' is mainly responsible for Blocks, in which the product owner and CTO are most involved in the strategy of Blocks.

4.1.3 VodafoneZiggo

VodafoneZiggo is a Dutch company offering communication and entertainment services to consumers and businesses. It is a joint venture of Liberty Global, the biggest international TV and broadband internet company, and Vodafone Group, one of the world's biggest telecommunication companies (VodafoneZiggo, n.d.).

The Blocks platform of VodafoneZiggo is divided over two segments. On the one hand, VodafoneZiggo's own employees use the platform. On the other hand, business partners of VodafoneZiggo have their own platform in which their employees receive their learning experience. Although there are two separate platforms, they are both managed in the same admin panel. Instead of using the admin panel themselves, VodafoneZiggo chose to let RMMBR manage the whole platform for them. For this reason, VodafoneZiggo will not be involved in the user studies regarding the admin panel of Blocks.

4.1.4 Adidas

Adidas is a German multinational that designs and produces sport shoes, clothes and accessories (Adidas, n.d.). The Blocks environment of Adidas is not used by their own employees, but solely by employees of external agencies, such as call centres. The main user of the admin panel is a learning specialist at the global digital operations department. Due to a non-disclosure agreement with Nerds & Company, Adidas will also not be involved in the user research of this project.

4.1.5 Loyens & Loeff

Loyens & Loeff is a law firm that offers legal services and tax advice. They have offices in the Netherlands, Belgium, Luxembourg and Switzerland, as well as financial centres around the world (Loyens & Loeff, n.d.). Unlike other clients, Blocks is not used by the learning & development department. Instead, Loyens & Loeff uses Blocks for an 'Innovation Experience', that originated from an innovation challenge in which lawyers and tax advisers tried to find technological solutions for a problem that they experienced at their work. The Innovation Experience consists of one course with multiple components and aims to provide all employees with the same level of knowledge regarding innovation. Therefore, the users of the admin panel are innovation managers and advisors. The innovation department was established to digitalise and automate tasks to increase job satisfaction in the law business which traditionally involves much paper work. Besides employees, end-users will in the future also be (law) students who can therefore also already learn about what a law firm does in the field of innovation.

4.1.6 WBCSD

WBCSD stands for the 'World Business Council for Sustainable Development', and is the premier global, CEO-led association of around 250 businesses that aims to transform the business world to a more sustainable one (World Business Council for Sustainable Development, n.d.). These member companies are typically international leading companies within a sector, such as Shell within the oil and gas industry, and Meta, Google and Microsoft within the technology sector. WBCSD searches for solutions together with businesses and offers guidance, tools and platforms to tackle climate, nature and inequality challenges across sectors and geographical regions. The member businesses do not only represent a total of 19 million employees, but are also responsible for 20% of all greenhouse gas emissions on our planet. Therefore, WBCSDs global network of almost 70 national business councils around the world has a unique position to deliver impactful solutions.

In May 2023 WBCSD started using Blocks to offer an LXP to business professionals who have the resources to run a company and understand the language that is obtained at business studies. These are often positions like HR, sales, procurement, finance and administration, while having influence on sustainability. The admin panel is mainly used by the director of education, who puts all produced digital education on the platform. He does this together with an intern, while also teaching colleagues of other teams how to handle the admin panel.

4.1.7 MKB Cybertraining

MKB Cybertraining is a private limited company by three partners; communication agency and initiator 'xtract bv Xander Koppelmans', communication agency 'brainstorm en concept' and Blocks LXP. In this case, Blocks is used to create an e-learning platform for small and medium enterprises (SMEs) that aims to make SMEs resistant against cybercrime, such as ransomware, CEO fraud, phishing and brute force attacks, in a practical and accessible way. Therefore, the end-users of the learning platform by MKB Cybertraining will be employees of SMEs with up to twenty employees. These companies will mainly be reached via partners of large companies, such as suppliers and subcontractors.

Since in this case the users of the admin panel will be RMMBR and Nerds & Company, other stakeholders within MKB Cybertraining will not be involved in user research concerning the admin panel.

4.1.8 DPG Media

DPG Media is the largest media house in the Netherlands, who publish newspapers, magazines and online services from over 80 brands, and organise events (DPG Media, n.d.). Blocks is the basis of their 'Academy' which can be used by all employees. This Academy is managed by the learning and development team at the HR department, which currently consists of two learning and development consultants, two coordinators and two interns.

4.1.9 Conclusion

To conclude, Blocks serves clients from a diverse range of markets, since it offers adaptability to meet their distinct needs and requirements. Moreover, the users of the admin panel of Blocks cannot easily be captured in a single term such as 'Learning and Development managers', since not all clients use the admin panels themselves and also people in other job positions use the admin panel. However, some characteristics can be established, such as the fact that current clients are large organisations and users of the admin panel are in a position related to learning and development or innovation. More specific characteristics and roles of admin panel users

will be described in chapter 4.4.1. Additionally, end-users are usually employees of their own organisation, but can also be employees of partner organisations or students. Chapter 4.3 will elaborate further on the goals of client companies regarding Blocks.

4.2 Service Context and Goals Blocks LXP

To find out more about the design, development and delivery process of Blocks and what steps a client goes through when requesting an LXP, the CTO of Nerds & Company and the Founder & Director of RMMBR have been interviewed. Here, a first version of a service blueprint based on information from the interview with the Product Owner of RMMBR (Appendix B.1) has been discussed. The session also aimed to gain more insight into the business goals of Blocks by filling in a business model canvas together. The transcript of this interview can be found in Appendix B.2.

4.2.1 Service Blueprint

A service blueprint is a diagram that visualises the relationship and touchpoints between different service components (people, resources, processes) and the customer journey (Gibbons, 2017). It provides a holistic view of the service and its underlying resources and processes. In addition, service blueprints may help discovering weaknesses and identifying opportunities for optimisation.

Figure 4.2 presents the service blueprint of the design, development and delivery of Blocks, which is divided in a quotation phase, design phase, (pre-)development phases, testing and training phase, and use and further development phase. This service blueprint is a general representation of the service around Blocks and may differ per client. A service blueprint consists of various key elements (Gibbons, 2017). First of all, the customer journey illustrates the step-by-step actions that customers take when interacting with the service of RMMBR and Nerds & Company. It includes activities related to communicating wishes, receiving design outcomes and providing feedback. This interaction is represented by the arrows crossing the 'line of interaction' on the front stage, which focuses on the visible aspects of the service that customers directly encounter during their interaction (Gibbons, 2017). Alternatively, the backstage actions, below the line of visibility, present behind-the-scenes activities performed by RMMBR and Nerds & Company, including project management, design and development steps. Furthermore, channels and evidence identify resources and places that anyone in the blueprint, either in the frontstage or backstage, has an exchange with. Lastly, a time reference for every phase is specified.

All in all, the service blueprint clarifies that Blocks LXP is not only about the product itself, but involves an extensive service with many client touchpoints, as well as weekly support, communication and further development after launching the LXP. Additionally, RMMBR offers an optional supplementary service that specifically focuses on content creation.

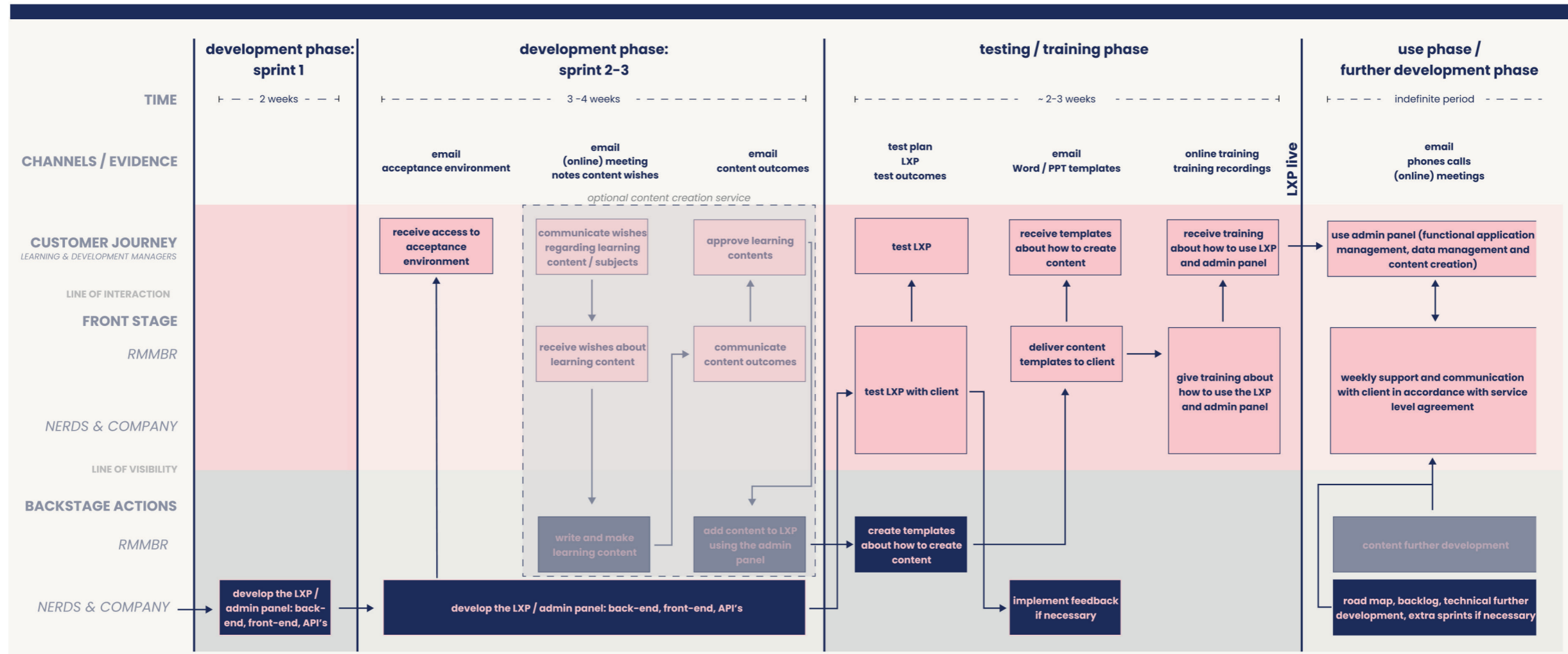
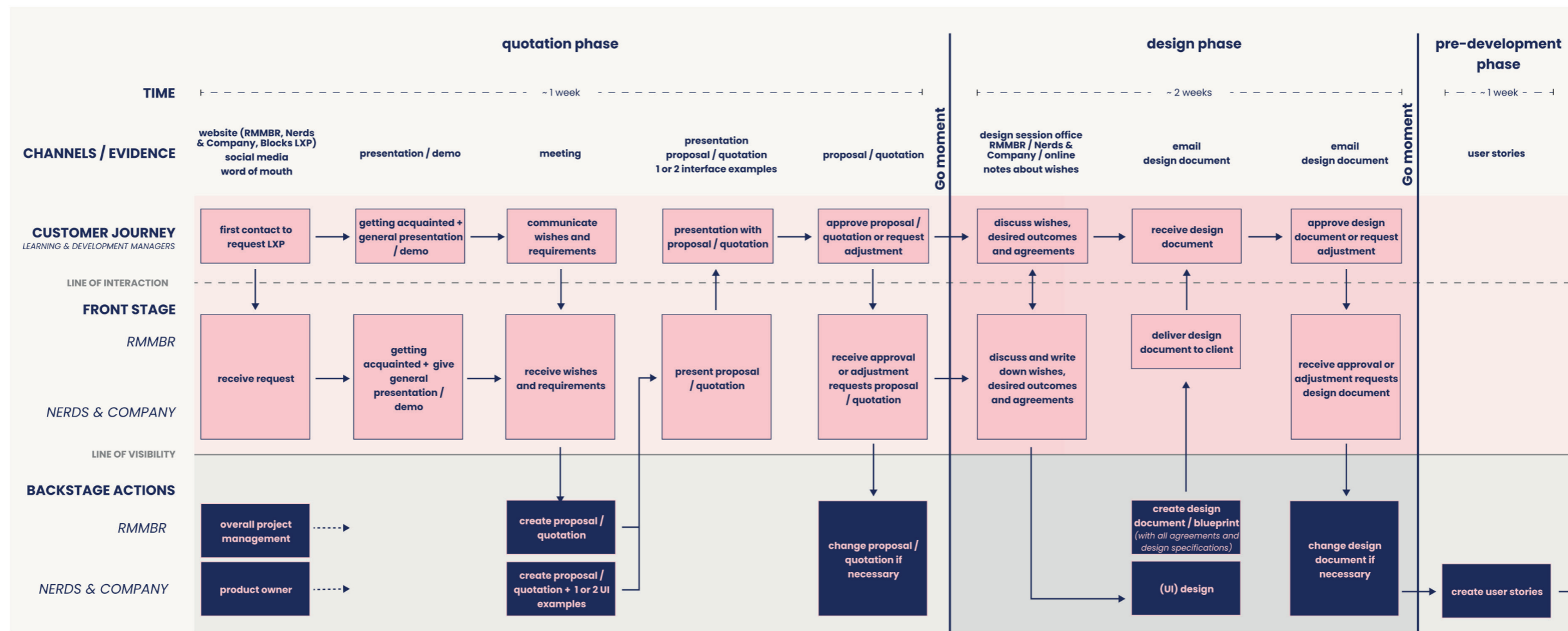


Figure 4.2: Service Blueprint Blocks Delivery

Regarding the admin panel, it is valuable to know that clients receive Word or PowerPoint templates that are used to create learning content, as well as a training about how the admin panel works. These templates are used to see what specific learning methods look like for the end-user and, for example, to indicate how many characters can be used. An example of a part of the template can be seen in Figure 4.3. Although it may seem that templates could be redundant if this could also be incorporated in a user friendly and intuitive admin panel, there are several reasons why these templates are needed outside of the admin panel, as clarified by the interview with RMMBR and Nerds & Company. First of all, the iterative writing process is poorly supported when directly writing in the admin panel. It is, for example, more efficient to immediately see the result of the text in the final context instead of writing it in the admin panel and switching back and forth to the preview mode. Secondly, writers are more familiar with traditional text editing programs rather than modern web technology. Finally, the most crucial reason is that the content writers are often not the ones that actually manage or access the admin panel. Considering that the platform includes licenses, it would be ineffective to grant access to everyone, particularly domain specialists who have expertise in specific domains but lack substantial knowledge about e-learning.

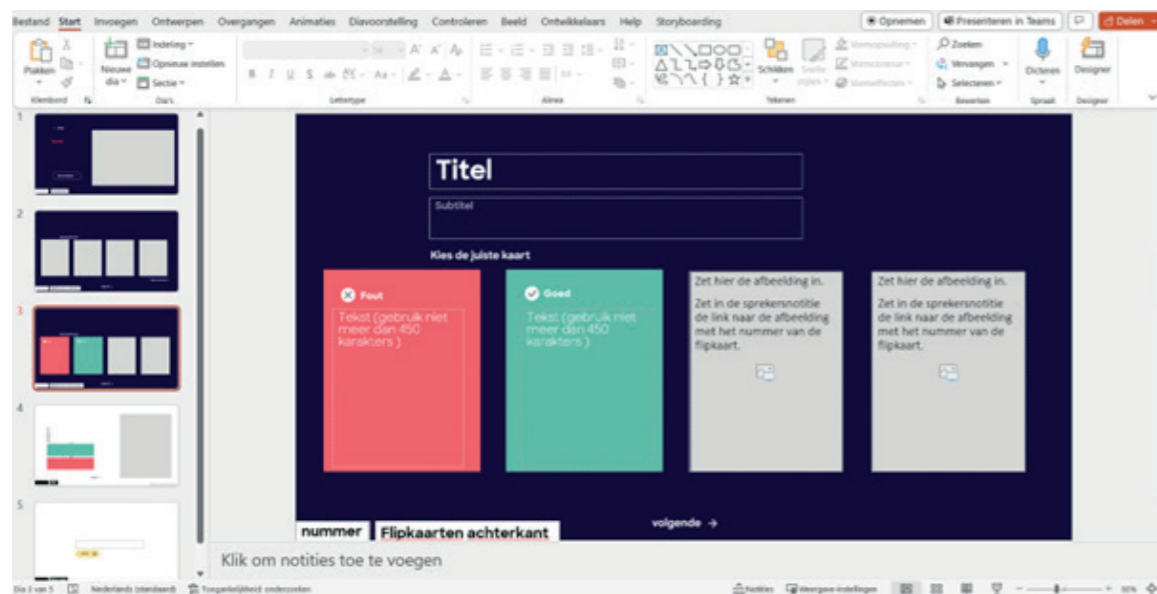


Figure 4.3: Example of learning content template

4.2.2 Business Model Canvas

A business model canvas (BMC) is a tool that provides a visual representation of a business, product or service. It helps to understand the context and objectives of Blocks and identifies requirements to deliver the service (Interaction Design Foundation, n.d.). Therefore, it aims to not only map the user needs and wishes, but also contribute to the success of Blocks.

The BMC consists of nine key elements: customer segments, value proposition, channels, customer relationships, revenue streams, key resources, key activities, key partners and cost structure. The full business model canvas of Blocks in the current situation, as filled in together with RMMBR and Nerds & Company, can be found in Appendix C.1 It shows that the current target group are (international) large enterprises who value branding, want a next-level learning platform and are looking for innovation. Due to the prices, smaller organisations can usually not afford it, and are therefore not part of the current customer segments. The main value proposition of Blocks for the target group is that it provides a complete on-brand learning experience and offers everything

around learning at one place. In addition, due to the support from both RMMBR and Nerds & Company, all wishes regarding content, technical aspects and design are possible, as long as client's financial resources allow for it.

Besides the current situation, also a BMC for a desired future situation was filled in to discover possible objectives (see Appendix C.2). The main differences compared to the current situation are found in Figure 4.4 and Figure 4.5 showing a part of both canvases, and are about RMMBR and Nerds & Company eventually wanting to add a basic version of Blocks that is suitable for smaller organisations and SMEs. Instead of a fixed price, price per sprint and additional costs, this basic version would work with a monthly fee per user. The basic version would still offer a premium learning experience platform, but less on-brand and personalised. Therefore, this also results in less development time and less required support, making it more affordable for smaller organisations. For RMMBR and Nerds & Company this results in a growth opportunity for Blocks since it requires less employees per client and ensures fixed monthly incomes.

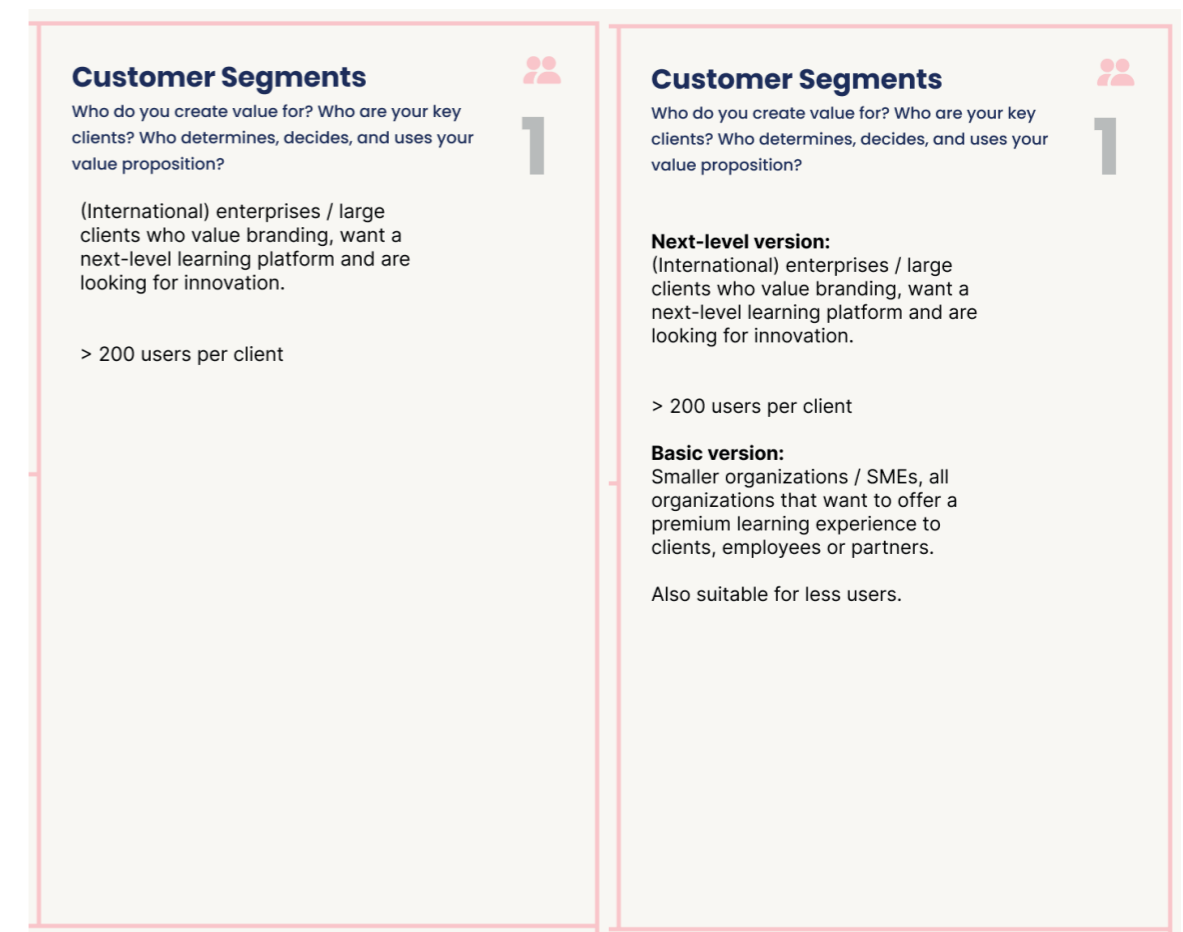


Figure 4.4: Customer segments of current BMC (left) and desired BMC (right)

This future vision of a basic version of Blocks confirms the importance of a user friendly admin panel, if it will be used by a wider target audience who would ideally use it autonomously. Consequently, the admin panel should be intuitive and self-explanatory to minimize the reliance on external support.

Revenue Streams

How do your clients reward you for the value you provide?
What are the different revenue streams?

- Design phase → fixed price
- Price per sprint
- Yearly fee → hosting, SLA, admin licenses
- Optionally support and further development
- Optionally content creation

Revenue Streams

How do your clients reward you for the value you provide?
What are the different revenue streams?

Basic version: License model → e.g. monthly fee per user

Figure 4.5: Revenue streams of current BMC (top) and desired BMC (bottom)

4.3 User Goals Blocks LXP

Interviews with representatives of four client companies aimed to uncover their objectives and aspirations with Blocks, as well as their perspectives on the advantages and disadvantages of the platform as a whole. Key findings have been highlighted in bold and incorporated into a user-centred design canvas, as discussed in chapter 4.3.5.

4.3.1 Blocks Goals MKB Cybertraining

For MKB Cybertraining (interview transcript in Appendix B.3), the primary goal of using Blocks is to **enhance the safety of SMEs** in the Netherlands, and potentially in other countries, in an accessible and genuine way by making them resistant against cybercrime. Another objective is to **offer a certificate** to companies that completed the training, enabling them to present themselves as a cyber-aware and digitally safe entrepreneurs.

According to MKB Cybertraining, the advantages of Blocks, in comparison to other options, are mainly related to its **flexibility** and **scale**. Since it is a modular system, all wishes can be incorporated. Although the **costs are higher**, it will be **more profitable in the long run** with potentially millions of users on the platform. Currently, a drawback is that **not all required Blocks are present yet**. For example, a payment module that was not relevant for other organisations had to be developed specifically for MKB Cybertraining, which can be time-consuming.

4.3.2 Blocks Goals DPG Media

According to the learning and development consultants of DPG Media (see interview transcript in Appendix B.4), their Academy, of which Blocks is the basis, primarily aims to be **one central place**

where all learning interventions come together, and that **all employees who want to learn or professionally develop themselves go there**.

DPG Media highlights that one of the advantages of the platform is that it puts the **learner at the centre**. Additionally, the greatest benefit is the **complete customisation** to own wishes by adding elements. However, the large amount of possibilities can also lead to **excessive freedom for users**. Therefore users may stop using the platform due to information overload and a lack of navigation. Moreover, employees often **struggle to differentiate between various terms** such as 'training', 'e-learning', 'essential' or 'learning path'. Lastly, implementing or modifying features requires a **significant amount of time and money**.

4.3.3 Blocks Goals Loyens & Loeff

As discussed in chapter 4.1.5, Loyens & Loeff (transcript in Appendix B.5) uses Blocks for an 'Innovation Experience', aiming to easily **align the knowledge of every employee** regarding technological innovation in their field of work, since this traditionally involves extensive paperwork. Consequently, the Innovation Experience **contributes to the job satisfaction and work efficiency** of their employees.

Furthermore, the Innovation Experience intends to involve students in the innovative practices of a law firm from an early stage. Since junior employees often start with repetitive work, they can **benefit from executing these tasks in innovative ways**. Currently, Loyens & Loeff primarily uses Blocks for **data, project and stakeholder management** to maintain control over platform activities. While the LXP currently offers only one course with multiple components, the innovation manager expects that Blocks will be used more extensively, as their innovation department continues to develop further.

According to Loyens & Loeff, some benefits of the LXP include its **manageability for employees**, as it contains a **balanced mix of media** such as pictures, podcasts and videos instead of relying heavily on text. Therefore, employees especially appreciate the dynamics of the platform. In addition, it **raises awareness of ongoing innovation initiatives** within the office, highlighting the time and effort invested in innovation developments to make employees' lives easier. Another mentioned advantage is the platform's **timelessness**, as it has remained relatively consistent in content over one year.

4.3.4 Blocks Goals WBCSD

As discussed in the interview with its director of education (see transcript in Appendix F.1), WBCSD seeks to **provide education to its member businesses** as a part of its overarching objective to **transform the business world towards a more sustainable one**. This vision, referred to 'Vision 2050', envisages a world where more than 9 billion people can live well within planetary boundaries by mid-century (World Business Council for Sustainable Development, n.d.). The education offer is partly done in person or via webinars. However, recognising the need for a **larger scale**, WBCSD has developed their Academy of which Blocks is the basis. This aims to **present their learning content to many members simultaneously**. The LXP comprises four extensive courses, each consisting of multiple learning blocks and requiring several hours to complete. This includes for example a course on investor assurance, addressing sustainable investments. Additionally, the Academy offers members the opportunity to do a self-assessment of their net zero journey, enabling them to measure their advancement in their journey to emission neutrality. This check results in a learning package depending on the given input.

While end-users **generally express satisfaction and rarely encounter usability issues** within the LXP, the director of education expresses that the **user experience of going through the courses can be improved**. For example, new learning modules could be suggested to the user after finishing a course. Additionally, confirmation emails sometimes do not come through the firewalls of megacompanies. Another current issue is that end-users **only partially complete a course** rather than finishing them entirely. Nevertheless, the director of education perceives the LXP as **a significant improvement in terms of user experience compared to the previous platform**, for which they used **'Moodle'**. Here end-users encountered numerous problems related to usability and intuitiveness.

4.3.5 User-Centred Design Canvas

A user-centred design canvas, as shown in Figure 4.6 (larger in Appendix C.3), aims to arrange key information from user research and business value in a single framework (Zawadzki, 2016). The left side of the canvas describes the users' problems, motives and fears, whereas the right side covers the solutions, alternatives and competitive advantages of Blocks. The middle column gathers all information regarding the business, users and unique value proposition. Although the canvas is commonly applied to organise assumed information and potential scenarios, in this case it is used to summarise all gathered information from the interviews with client organisations for the current situation of Blocks. Therefore, only information mentioned in the interviews is presented in this canvas.



Figure 4.6: Impression of user-centred design canvas Blocks (larger in Appendix C.3)

In conclusion, the goals of client organisations align closely with the vision of Nerds & Company and RMMBR when comparing the value propositions of the user-centred design canvas with the business model canvas (see Figure 4.7). This is particularly true for the customisability and centralisation of learning interventions. However, overall the founders also highlight more features and opportunities that the platform can offer, while the clients place greater emphasise on the learner and their experience.

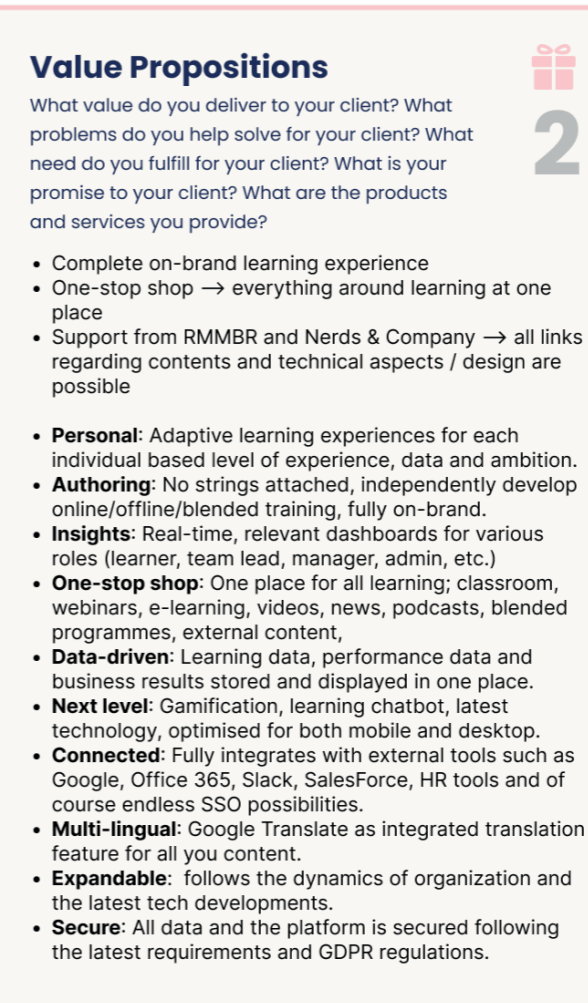


Figure 4.7: Comparison value propositions business model canvas (left) and user-centred design canvas (right)

4.4 Current Use Admin Panel

Now that a solid foundation has been established regarding the context and goals of Blocks as a whole, the admin panel as focus of this thesis will be further explored. Firstly, this section will define the characteristics and roles of admins based on the conducted interviews. Following that, an introduction to the admin platform will be provided, along with a discussion of the initial usability problems that have been identified based on the interview results and observations. A selection of these issues will serve as input for usability tests to validate whether users also encounter these problems, as well as to identify additional problems. Ultimately, the usability tests result in an extensive list of usability problems of a part of the admin panel.

4.4.1 Admin Characteristics and Roles

Apparent from the interviews, the activities performed in the admin panel can be broadly categorised into three main functions. Firstly, the primary role of an admin is to create and manage learning content. As mentioned in chapter 4.2.1 where the service blueprint is discussed, the actual content, such as questions and text on flip cards, is often written by content writers who do not have access to the admin panel. Therefore, the admins are responsible for copying the content into the admin panel and publishing it onto the platform while ensuring it looks visually

appealing to the end-users. Secondly, admins can be responsible for functional application management, which includes importing users, assisting them with access in the admin portal, and creating groups. The last role of admins is to monitor user data regarding number of logins and completed courses, by checking the dashboard or making exports.

Different clients often have varying interests regarding these functions. For instance, Loyens & Loeff is primarily interested in user data and does not focus much on creating new content, whereas other clients concentrate more on content creation. Additionally, the allocation of these responsibilities may differ for each client, as they may be performed by one person or multiple individuals. Moreover, the admin panel makes a distinction between different user roles, such as superadmins, employees, or trainers, leading to different permissions and access. These roles and its names again vary depending on the client.

4.4.2 Current Platform

Figure 4.8 provides an initial impression of what the admin panel (for DPG Media) looks like.

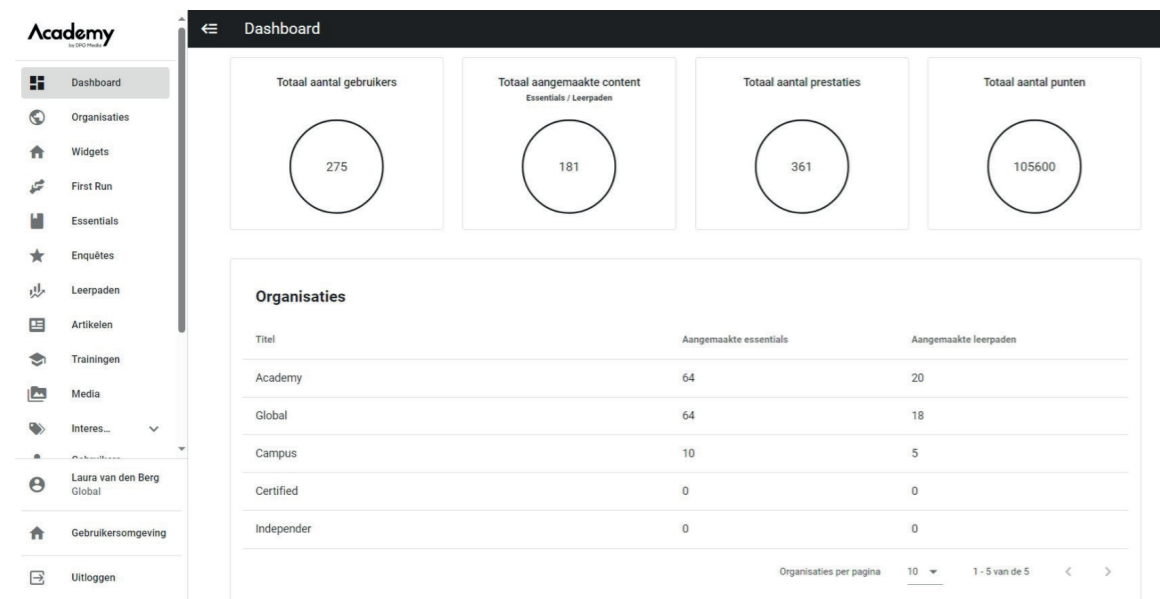


Figure 4.8: Admin panel blocks LXP

To get an overview of all the pages within the admin panel, a site map is created (see Figure 4.9). This is a hierarchical diagram that shows how pages are prioritised, linked and labelled (Jhang, 2020). While site maps are typically used for designing new websites, in this case it is applied to gain an understanding of the existing architecture. Note that the admin panels of DPG Media and VodafoneZiggo are in Dutch, and the platforms of WBCSD and Loyens & Loeff are in English.

Due to the extensive size of the admin panel, the site map only shows the first level of pages visible after logging into the admin panel, which correspond to the menu items. Since these menu items may vary among clients, the site map combines the admin panels of DPG Media, VodafoneZiggo, WBCSD, and Loyens & Loeff. The colours indicate the presence of each menu item for each client, highlighting the most common ones. However, the visibility of certain menu items also changes based on the role of an admin panel user.

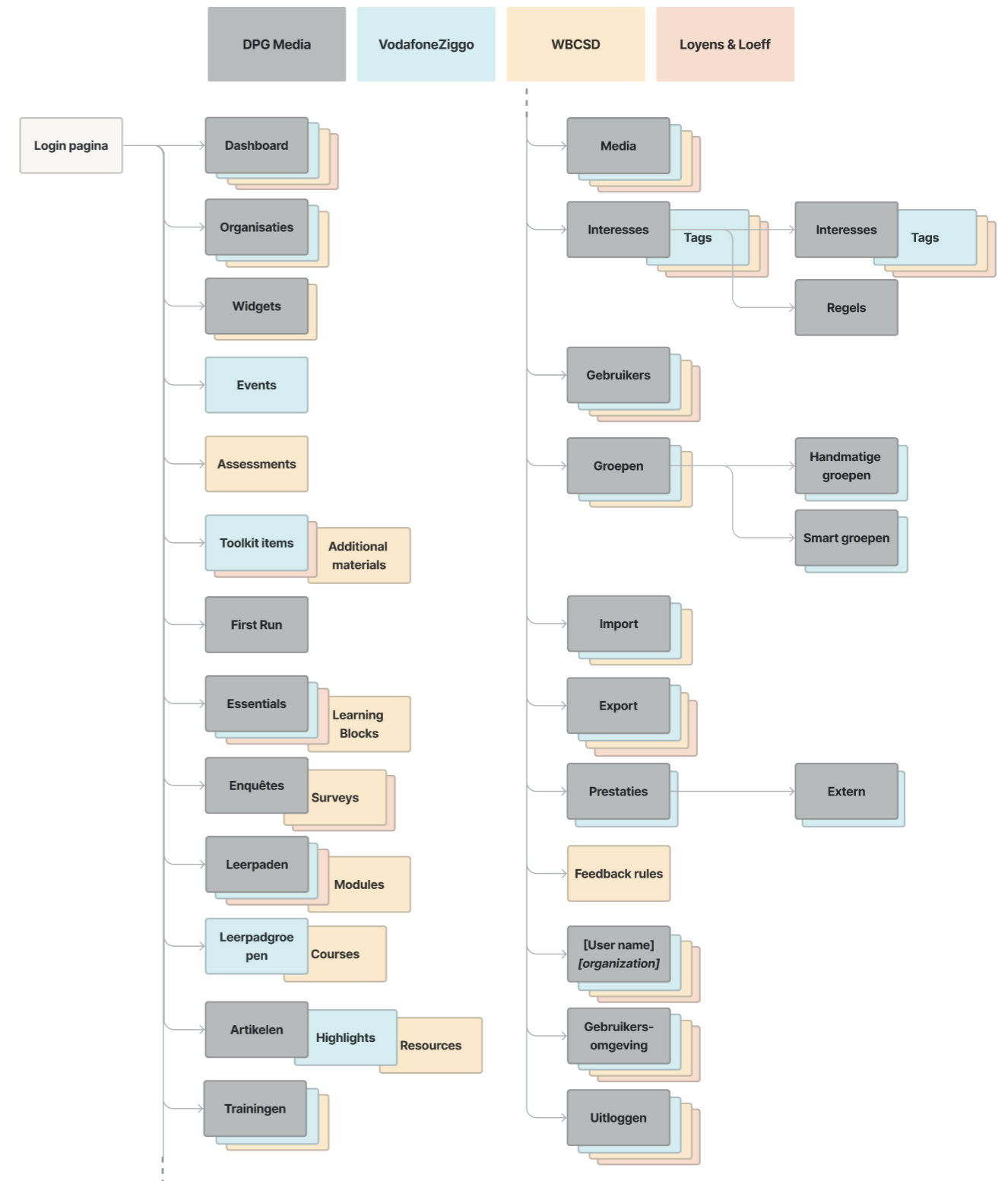


Figure 4.9: Site map menu items admin panel

One of the most prevalent pages is the 'Essentials' page. Within Blocks, essentials can be self-studies or assignments, and depending on the client, also LTIs (Learning Tools Interoperabilities), SCORMs (Shareable Content Object Reference Models) or trainings. Self-studies are most commonly used and consist of 'werkvormen' ('chapter items') and 'challenge/knowledge check items'. Chapter items are, for example, texts with images, videos, flip cards, quotes and various types of questions. Challenge and knowledge check items are either multiple choice questions, 'vinkvragen' ('multiple response questions'), or sliders. These questions are used within optional 'challenges' at the beginning and 'knowledge checks' at the end of learning paths to test (pre) knowledge of the content to be learned from the essentials within the learning path. Learning paths are composed of 'content groups' or 'segments' which, in turn, consist of one or multiple essentials. This structure is visualised in Figure 4.10.

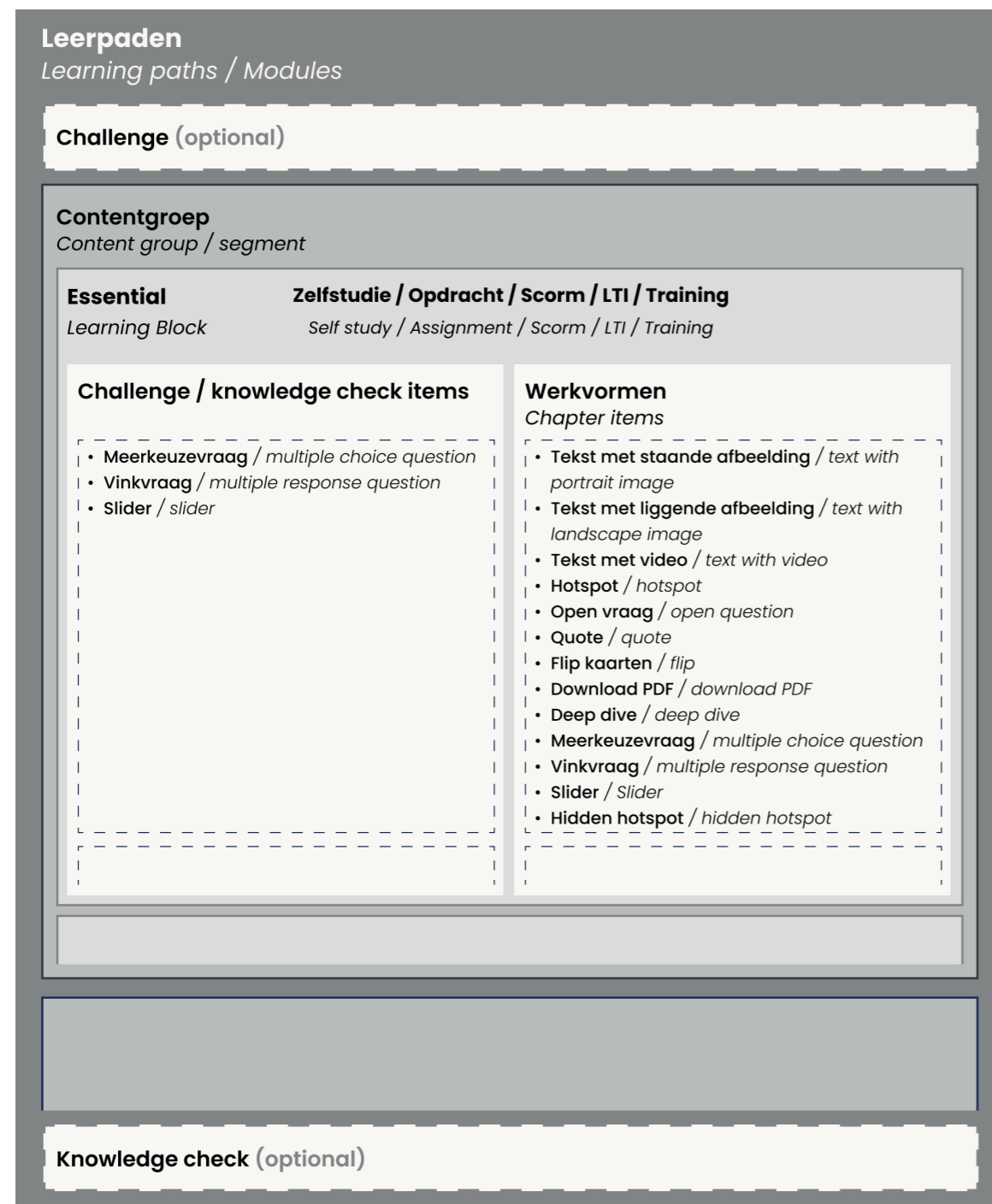


Figure 4.10: Structure learning paths and essentials

To explore the structure of the admin panel in more detail, an additional site map has been made and can be found in Appendix D.1. This site map illustrates how the pages within 'essentials' are linked, while emphasising on self-studies.

4.4.3 Initial Usability Problems

To further examine the issue, an initial extensive list of 67 usability problems was created by working in the admin panel and including issues that have already been mentioned during the interviews. This list can be found in Appendix E.1. Again, more emphasis was placed on the 'essentials' page, together with the 'learning paths', as these are strongly associated and mostly used. Besides that, pain points that were previously mentioned in interviews have been incorporated.

One example of a usability problem is that clicking on the 'edit' button within an essential (for WBCSD also called 'learning block'; see Figure 4.11) only allows the user to edit the information and locking settings of the essential. However, the challenges and chapter items can only be modified when the user is not in editing mode.

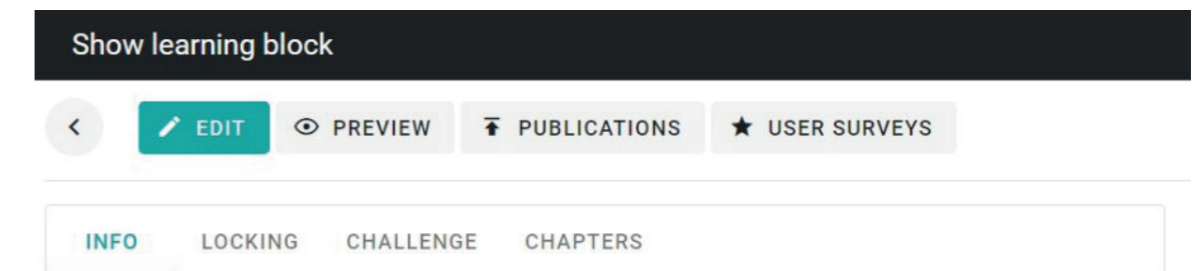


Figure 4.11: Buttons within essential or learning block

Other issues include inconsistent use of search bars or filters, as well as counterintuitive text, icons, navigation or buttons. Overall, the usability problems in Appendix E.1 are categorised based on the type of issue, distinguishing whether the problem is related to text, elements, icons, features, user flow or layout. Furthermore, it is indicated whether something is missing, not intuitive, not consistent or a flaw.

A decision regarding the selection of usability problems to be included in the user testing was made in discussion with the CTO and product owner of Nerds & Company. The product owner made a personal prioritisation based on urgency of fixing the issues and how much he recognised it as a problem. Additionally, the focus was placed on essentials and learning paths as key sections of the admin panel, and specifically problems were chosen for testing when it was uncertain whether they would be a concern for users.

4.4.4 Usability Testing

To evaluate the selection of 21 pain points, and verify whether users perceive these as problems as well, a usability test has been done with three users: the director of education of WBCSD, a learning and development coordinator of DPG Media, and the product owner of RMMBR. According to Jakob Nielsen (2000), founder of Nielsen Norman Group, a UX research and consulting firm, there is a correlation between the number of test users and the number of usability problems found, as illustrated in the graph in Figure 4.12.

According to this graph, as the number of participants increases, the number of insights gathered per user decreases due to overlapping usability issues (Nielsen, 2000). Therefore, in this case, three users have participated in the usability test, since this has already led to the discovery

of a significant amount of usability problems. Moreover, the three participants differ in terms of experience level within the admin panel, leading to the discovery of a wider range of usability problems. Whereas the learning and development coordinator from DPG Media has barely worked with essentials and learning paths, the director of education of WBCSD regularly creates learning blocks and modules (i.e. essentials and learning paths), and the product owner of RMMBR is the most experienced user, using the admin panel daily and providing trainings on it to other future users.

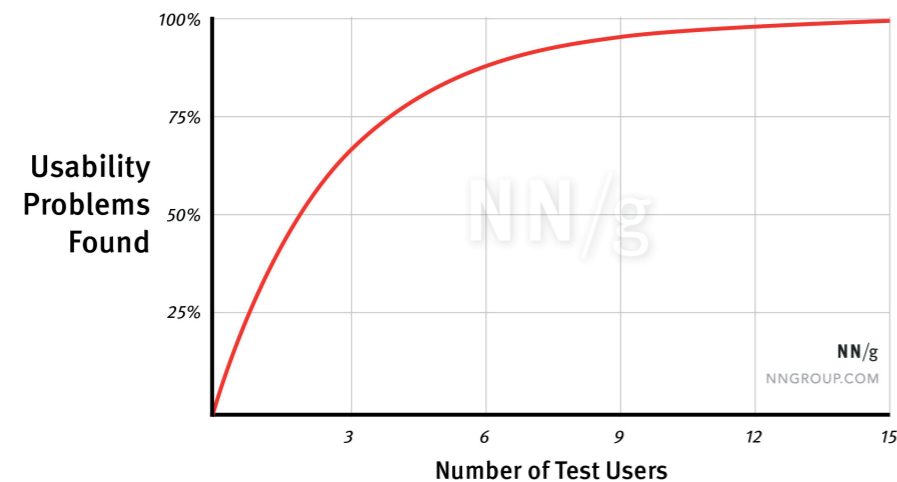


Figure 4.12: Correlation between number of test users and usability problems found (Nielsen, 2000)

The usability test made use of the thinking aloud method, during which users were asked to verbalise their thoughts while performing various tasks within their organisations' admin panel acceptance environment. This approach enables gathering valuable information (Norman & Kirakowski, 2017; Sauer et al., 2020). The specific tasks that are related to the selected pain points can be found in Appendix E.2 and involve creating an essential, including a multiple choice challenge and flip cards, and adding this to a learning path. Additional tasks relate to navigation through the essentials and learning paths sections. As not every issue is relevant to every client, not all selected problems were tested for each user. For example, only DPG Media has the feature of creating content in multiple languages, which could therefore not be tested with the other users. Apart from the selected usability problems, users were free to mention any other pain point they encountered while interacting with the platform. Predefined and supplementary questions were posed to gather user insights into their understanding, way of working, obstacles and envisioned possible solutions.

4.4.5 Usability Problems

All usability tests were recorded, and the translated transcriptions can be found in Appendix F. Screen recordings were used to review the usability problems discovered during the tests, leading to an overview of the evaluation of the selected pain points, which can be found in Appendix G.1. Besides the selected pain points, participants mentioned a significant number of other problems. These ranged from obvious problems, for example not being able to delete essentials and learning paths, to suggestions for improved features, such as additional text editing options for subheadings. In total, the usability tests revealed a number of 118 problems, including the initially found problems that were not tested and excluding the tested issues that turned out not to be a problem for users. The complete list of usability problems, as well as initial potential solutions mentioned by test participants can be found in Appendix G.2.

To understand the main challenges users face and identify potential design opportunities for the remainder of this project, the usability problems have been categorised regarding several aspects using digital sticky notes in FigJam. The complete categorisation can be found in Appendix G.3. First of all, the colour of each sticky note corresponds to a certain menu item. Secondly, the problems are grouped based on the applicable UX plane (see chapter 3.1) and usability heuristic (see chapter 2.1) (Nielsen, 2020) to identify correlations concerning the type of problems. Only the upper three UX planes (structure, skeleton and surface) are included, since the first plane, strategy, already covers the collection of all goals and problems discussed in this chapter, and the scope plane represents the selection of categorised usability problems itself. Concerning the usability heuristics, it should be noted that many issues can be classified into multiple heuristics. Therefore, the most suitable one is chosen, although this may be slightly subjective. For example, unclear terminology is categorised in the second heuristic, 'match between system and the real world', but could also fit 'recognition rather than recall' as users should remember the meaning of words instead of instantly understanding it. Lastly, icons have been added to the sticky notes to indicate which client has reported each problem.

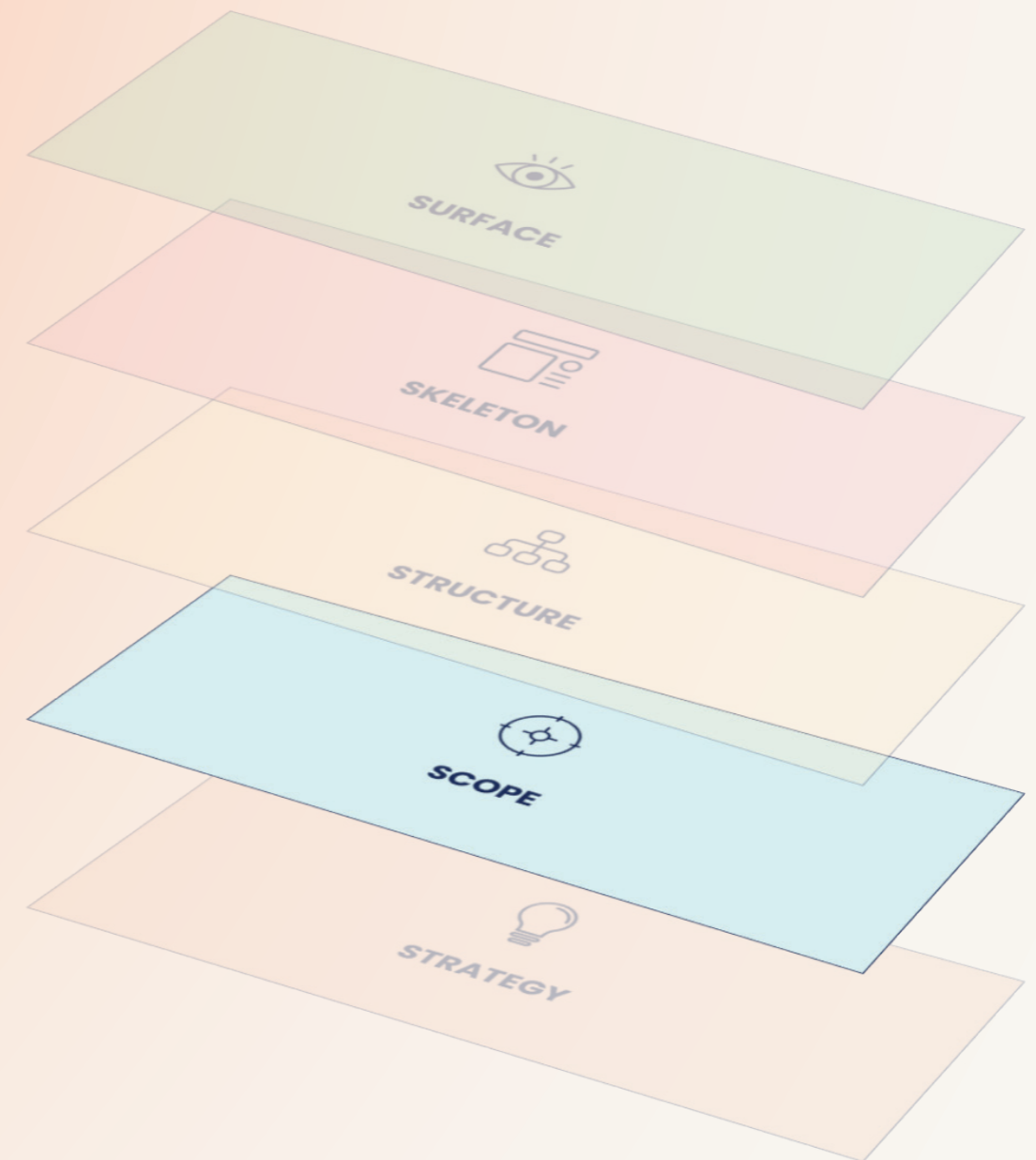
Resulting from this classification, there are various conclusions to be made. First of all, the majority of the problems belong to the skeleton plane, which are often smaller compared to structure-related issues. However, still approximately a quarter of the problems concern the structure of the admin panel. In addition, a clear distinction could be recognised between novice users and experienced users. The user from DPG Media, who generally works with trainings and is unfamiliar with working with essentials and learning paths, primarily struggles with issues related to the second heuristic: match between system and real world. This includes unclear language, insufficient information and mismatches between the users' expectations of how the platform should function compared to how it actually works. On the other hand, the more experienced users from WBCSD and RMMBR are accustomed to non-intuitive aspects and instead encounter problems related to a more diverse range of issues. This includes a lack of overview, flexibility and efficiency of use, user control and freedom, consistency, and information that the user remembers instead of recognises. A final aspect that is noticeable from the classification is that there are no issues regarding error messages, indicating that these are useful and clear. The next chapter will further define the project's scope and the selection of problems to be addressed, based on this collection and categorisation.

4.5 Conclusion

Overall, the strategy phase resulted in a broad understanding of the context of Blocks LXP and its admin panel, which evidently involves an extensive service to the user, such as regular support, communication and further development. The users of the admin panel usually have a position related to learning and development or innovation in a large organisation, whereas end-users are employees of diverse companies, partner organisations or students. Admins are responsible for publishing learning content onto the LXP, functional application management, and monitoring user data. As Blocks eventually aims to develop a basic version of Blocks, which should be accessible for smaller organisations and involves less support, a refined and intuitive user experience is crucial. Interviews and usability tests have shown that this is not yet the case for the current admin panel. An extensive range of usability problems have been identified and classified according to UX planes and usability heuristics. Novice users experience difficulties regarding unclear and non-intuitive terminology and features, while experienced users struggle with a lack of overview and efficiency of use. The problem classification will be the basis to inform the decision-making during the scope phase and the remainder of this project.

5. Scope

During the scope phase, the strategy is translated into actionable tasks (Garrett, 2011). Generally, this involves creating functional specifications and content requirements, which encompass descriptions of the features and content elements that a product requires. However, in this case where the product already exists and the strategy phase has resulted in a wide range of issues, translating the strategy into scope entails selecting the specific problems that will be addressed in the remainder of this project. Therefore, this chapter will describe the criteria and selection of usability problems, the nature of these problems, and how they will be addressed in the subsequent phases.



5.1 Usability Problem Selection

Since the strategy phase has resulted in a large number of identified problems (see Appendix G.3), a decision should be made regarding which ones to address. This selection is based on various criteria, as presented in Table 1. Firstly, problems that have been mentioned by all three participants suggest a higher priority and are therefore selected. Secondly, issues belonging to the structure plane also suggest a higher priority, as the structure plane forms the foundation for the skeleton and surface planes. A third criteria is that only problems related to essentials and learning paths are selected. However, interactive learning paths are excluded from this selection to keep the number of problems manageable.

Table 1: Usability problem selection criteria

Selection Criteria
1. Mentioned by all usability test participants.
2. Belonging to structure plane.
3. Related to essentials and learning paths (excluding interactive learning paths).

One of the problems that meets these criteria is related to the menu order. According to the participants, the menu lacks any logic, since similar menu items are not grouped together, and there is also, for example, no alphabetical sorting. This issue can be combined with other problems concerning unclear terminology, lack of instructions, and the fact that users need to learn the structure of all content elements (learning paths, content groups, essentials, 'werkvormen', etc.) instead of recognising them within the platform. Addressing the menu order may help clarify this hierarchy of content elements. A second category of selected problems, of which three have been mentioned by all participants, concern a lack of overview in the list of essentials and learning paths. Appendix G.4 gives an impression of where in the categorisation problems are selected, as these are marked with a red circle. The exact problems can be read in the overviews in Figures 5.1 and 5.2, which will be introduced in 5.1.1 and 5.1.2.

Although there are many more problems causing frustrations for users, it is also important to consider that the chosen problems should lead to considerable design opportunities, as many problems already suggest clear solutions. For example, back buttons sometimes leading to the wrong pages and essentials and learning paths that cannot be deleted have straightforward solutions (i.e. direct to the right page and provide deleting options). In contrast, the selected problems offer a wide design space. All other problems, which will not be further addressed in this thesis, remain valuable for Nerds & Company to be aware of, enabling them to solve these issues themselves.

5.1.1 Unclear Terminology and Hierarchy

As shown in Figure 5.1, the first set of issues is summarised in the following problem statement: 'The hierarchy of learning paths, content groups, essentials, challenges, 'werkvormen', etc. is not apparent, the terminology is unclear, and it is not intuitive how to create and publish content.'



Figure 5.1: Overview of selected problems regarding unclear hierarchy and terminology of content elements

Users have not explicitly mentioned that they do not understand the content hierarchy, since they have already learned it. However, clarity only comes after receiving instructions, rather than from the design itself. For example, the director of education at WBCSD said: *"I instruct them [new users] about the structure. [...] So the concept of having a course, a course exists of multiple essentials, an essential has multiple learning blocks. [...] as long as someone has heard that once, then they get it."* Ironically, this quote describes the structure inaccurately, since he means 'modules' (in other platforms called 'leerpaden' or 'learning paths') instead of 'essentials'. The WBCSD platform does not use the term 'essential', but refers to it as 'learning block'. Additionally, the participant of DPG Media mentioned that it is unclear what a 'contentgroep' is, and all participants noted that beginner users do not immediately understand the distinctions between other components of this content hierarchy, such as self-studies, assignments, trainings, chapter items, and challenges.

A design opportunity for this problem could lie in another problem, namely 'the menu order does not make much sense'. This does not significantly bother users, but it does present an opportunity to create more intuitive terms and group similar pages together to clarify the structure of the platform. A disadvantage of changing the terminology and menu order may be that current users and end-users have to adapt to the changes.

Another highlighted problem could also serve as a design opportunity to improve the clarity of the platform, namely to add a manual or onboarding when someone is new to the admin panel. According to the usability heuristic 'help and documentation', it is better if the system can be used without documentation, but it may be necessary to familiarise users with the interface or provide additional help (Joyce, 2020). However, foundational aspects and usability problems of the platform should be prioritised before designing a manual or onboarding experience. This is because otherwise, the explanation within the onboarding would need to be adjusted. Due to the extensive size of this design opportunity, it falls beyond the scope of this project.

5.1.2 Lack of overview in list of essentials and learning paths

The second major issue to be addressed relates to the list of essentials and learning paths (see Figure 5.2). All participants have mentioned the lack of overview regarding which essentials belong to which learning paths and what content is published. Much of the necessary information can only be accessed by clicking on individual essentials or learning paths, resulting in an inefficient workflow. Additionally, the lists are currently sorted by the oldest date, but this is not apparent, and there is no option to rearrange them by the newest date as preferred, since the dates are not provided in the list.

Consequently, it will be analysed what information should be presented in the lists of essentials and learning paths, and how this can be organised in a way that reduces the number of clicks required to identify important information. This improvement to the lists may also help clarify the hierarchy of learning paths, essentials, and chapter items, as described in the previous problem.

A lack of overview also appears in other parts of the admin panel. For example, there is no overall overview of the connections between each tag and its associated content, as well as an overview that indicates which users belong to which groups and how subgroups are linked to main groups. Although the scope of this project is limited to essentials and learning paths, the solution could potentially be adaptable to other sections with a lack of overview as well.



Figure 5.2: Overview of selected problems regarding unstructured list of essentials and learning paths

5.1.3 Approach

The selection of the issues presented above influences the process and approach for the next phases of the project. It could be possible to involve users in the design phase as well, using co-design methods. In co-design users are regarded as design partners and experts of their experiences to make sure the product optimally fits their needs (Sanders & Stappers, 2008). For example, card sorting serves as a valuable tool to determine an optimal menu structure that matches users' mental model, allowing them to find what they are looking for (Sherwin, 2018). This method enables users to categorise individual topics based on criteria that make sense to them, and can also be used to determine suitable terminology for these topics.

However, card sorting requires a substantial amount of time compared to the potential outcomes. After all, participants of the usability tests have already suggested several solutions. Consequently, instead of directly involving users again, user interface solutions will be created and tested with users at a later stage. Resulting from the problem descriptions, redesigns of the menu, the list of essentials, the list of learning paths, and the information and editing pages of essentials and learning paths will be made using Figma. To accomplish this, first inspiration from competitors will be explored, including an analysis of terminology used by other learning platforms. After creating new user interface solutions for the selected issues, another round of user tests, using an interactive Figma prototype, will be conducted. This will determine the effectiveness of the proposed solutions and indicate areas that require further refinement or changes.

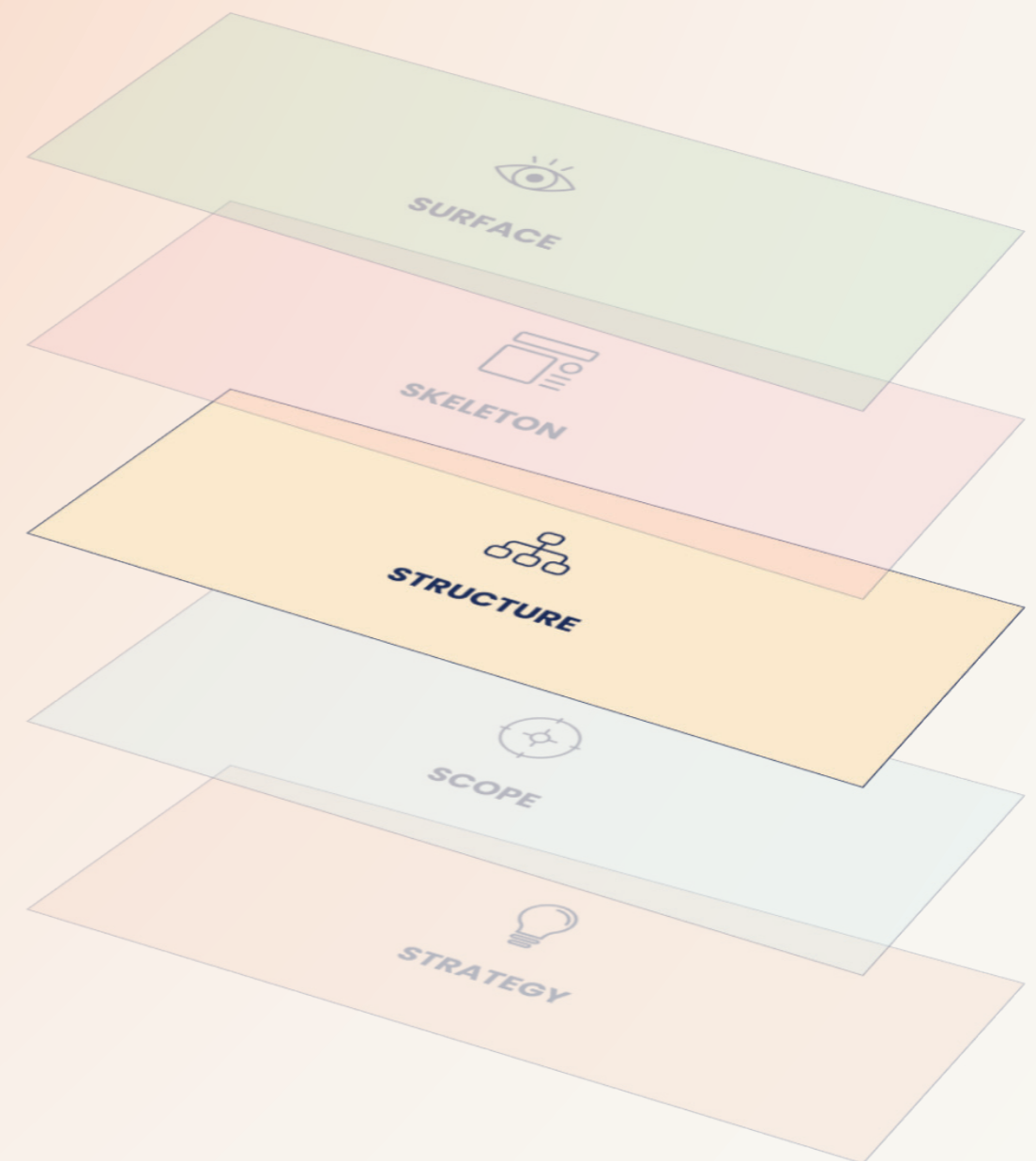
In addition to the selected problems as discussed in this chapter, the prototype that will be used for the upcoming usability tests have also addressed other identified problems. These are minor and straightforward changes to implement while certain pages are already being changed, or these will be resolved automatically due to another solution. These additional addressed problems can be found in Appendix G.5.

5.2 Conclusion

In conclusion, the scope phase has resulted in the selection of two key problems. The first main issue relates to the unclear hierarchy and terminology of elements within the platform's content creation process, and to the lack of intuitiveness while creating and publishing content. This problem will be addressed by reorganising the menu structure and redesigning pages in which essentials and learning paths are created. Secondly, the list of essentials and learning paths need to be redesigned to provide an overview that shows the relationship between learning paths and their corresponding essentials, as well as what content is published on the platform. The proposed solutions will undergo user testing to ensure that the redesigns meet the needs and wishes of all stakeholders.

6. Structure

The third plane of the elements of user experience design is the structure phase which deals with interaction design and information architecture (Garrett, 2011). This chapter describes the process of solving issues concerning the categorisation of information across the different pages. This includes the menu order and corresponding terminology, as well as the information architecture regarding essentials and learning paths.



6.1 Menu Order and Terminology

6.1.1 Menu Order

As outlined in the scope chapter, one of the issues acknowledged by all user test participants is about the lack of structure in the menu order, where the current arrangement of menu items lacks any logic or classification. Enhancing the menu's structure is expected to improve the comprehension of various menu items by categorising them, as well as preventing users from scrolling through an extensive list of items. All client companies have a distinct combination of menu items depending on the blocks they have requested. In addition, the menu items are not consistently ordered across the platforms of different clients. An example of the current menu of VodafoneZiggo is presented in Figure 6.1.

The menu items of all client companies have been combined to form a new general menu structure. As suggested by the Director of Education of WBCSD (see transcript in Appendix F.1) and the Product Owner of RMMBR (transcript in Appendix F.3), all menu items related to content and all menu items related to users and groups could be combined in a dropdown menu. Therefore, the primary option for structuring the menu contains the dropdown menu headings 'content', 'gebruikersbeheer' (user management) and 'homepage'. The 'homepage' heading has been introduced to combine the items 'widgets', 'leerpadgroepen' (also called 'courses') and 'articles' (also called 'highlights' or 'resources'), and represents content groups featured on the platform's homepage. The dashboard is not included in a dropdown heading, as well as the item 'First Run', which is a feature specifically used by DPG Media to ask users about their interests during their initial login to the learning platform.

In addition to this categorisation, 'interesseregels', an item specific to DPG Media, can be placed under 'tags' (for DPG Media referred to as 'interests'), since this is a feature to automatically allocate tags. At the same time, the top-level menu items of the dropdown menus could refer to their own page, avoiding a situation in which the main menu item is the same as its sub-items, as is currently the case for tags. Furthermore, 'smart groups' is associated with groups and 'essentials' and 'toolkit items' can be nested under 'learning paths' to clarify that learning paths exist of a collection of essentials and toolkit items. Figure 6.2 presents two iterations of this menu structure. Whereas the version on the left is similar to the current visual design, the second iteration shows submenu items without requiring to expand it, making it more efficient to find the frequently used 'essentials'. Note that in the final menu only one submenu would be expanded at a time, resulting in a more concise list of visible menu items. This is the case for all following iterations.

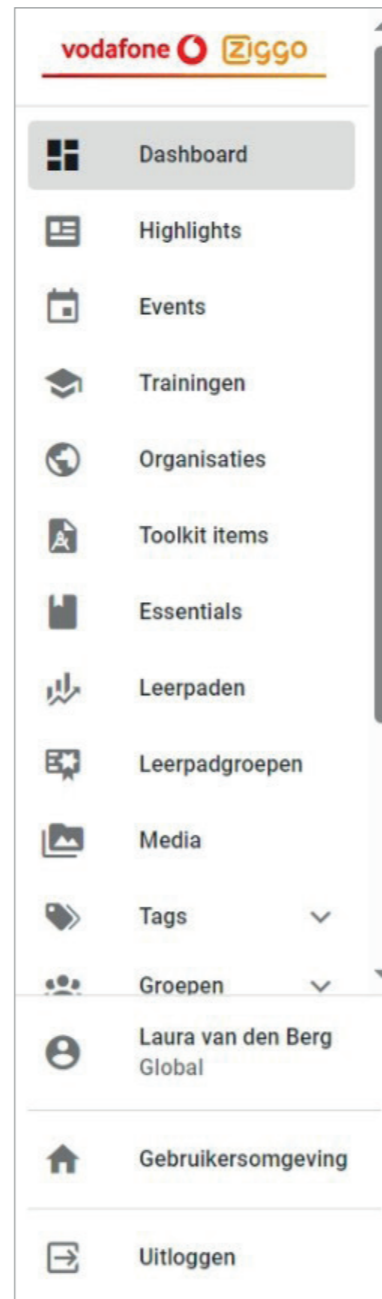


Figure 6.1: Current menu of VodafoneZiggo

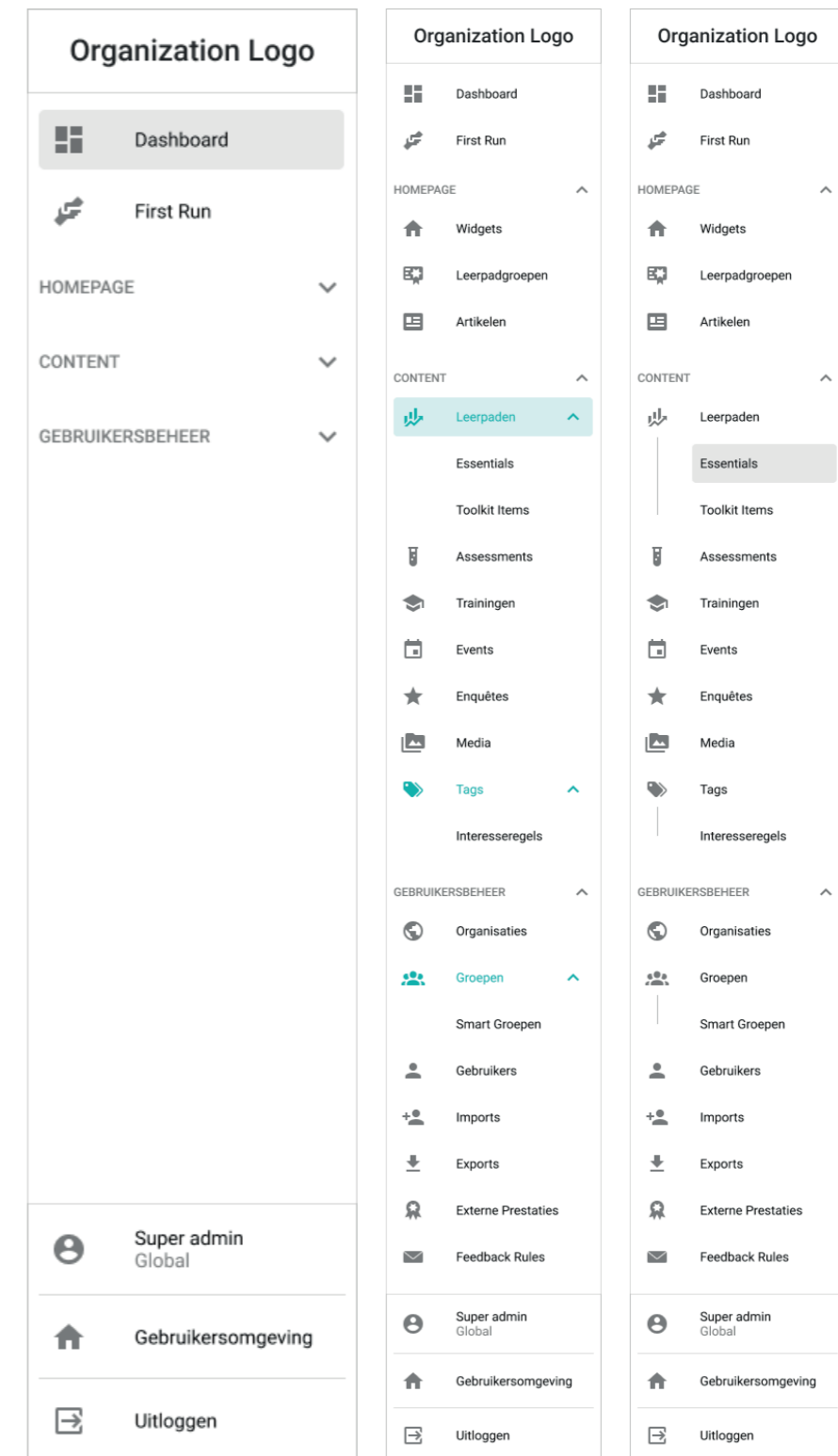


Figure 6.2: First options of new menu structure

A review meeting with developers pointed out that although placing 'essentials' and 'toolkit items' under 'learning path' may clarify the definition of learning paths, it may also imply that essentials and toolkit items are exclusively usable within learning paths, while they can also stand on their own.

Moreover, it became apparent that in the future ‘widgets’, ‘learning path groups’ and ‘articles’ will not be exclusively used on the homepage, making this heading irrelevant. While ‘articles’ can find their place under ‘content’, ‘widgets’ and ‘learning path groups’ primarily serve as collections of created content. Additionally, many menu items fall under the ‘content’ subheading, making it desirable to introduce an extra subdivision. An alternative menu structure distinguishes between menu items in which content is created and those that facilitate this creation. This option, therefore, includes the following the menu headings: ‘contentcollecties’, ‘type content’, ‘content tools’ and ‘gebruikersbeheer’ (user management). The alternative structure is depicted in Figure 6.3, which highlights the changes compared to the previous iterations and will also be used as input for the final usability testing.

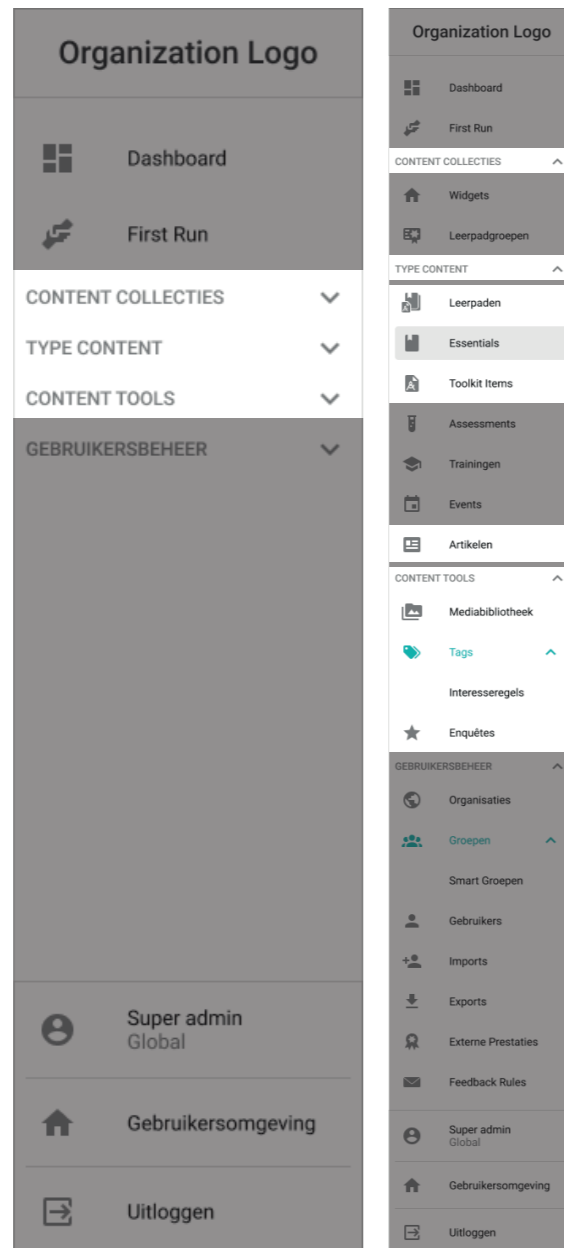


Figure 6.3: Second option of new menu structure

6.1.2 Terminology

As discussed in chapter 5.1.1, the difficulty of understanding the hierarchy of content elements is also related to vague and non-descriptive terminology. Moreover, platforms of different clients

often use different terms for the same features, resulting in inconsistency and complicated communication for developers. As there are both Dutch and English platforms, terms should be similar in both languages to avoid confusion.

Terms that require replacement due to the unclear description of their function include ‘essentials’, ‘toolkit items’ and ‘widgets’. For example, ‘essential’ was originally applied to the initial client, describing e-learning’s mandatory for specific users. However, this term is still being used while these e-learning’s are not essential to complete, making the term illogical. Additionally, feedback from the DPG Media test participant indicated that ‘contentgroepen’ evoked associations with people, as ‘groepen’ in the menu represents user groups (see Appendix F.2).

To identify suitable alternatives, a competitor analysis was conducted to find out commonly used terms that describe types of content. Various competitors along with a description of the platform and their used terms related to content can be found in Appendix H.1. The user interfaces of these competitors also serve as sources of inspiration in further steps of the process of redesigning the admin panel.

After exploring alternative options in a brainstorm session, the prototype that will undergo user testing will adopt the terminology adjustments as presented in table 2. From now on, this thesis will consistently adopt the new terminology to describe these elements, even when referring to the current platform, to prevent confusion.

Table 2: Terminology adjustments.

Current Term	New Term
Essential	Module
Toolkit items	Aanvullend materiaal (additional materials)
Widgets	Content sliders
Media	Mediabibliotheek (media library)
Artikelen / highlights / resources	Artikelen (articles)
Contentgroepen (content groups)	Contentsecties (content sections)

The Cambridge Dictionary defines a module as “one of a set of separate parts that, when combined, form a complete whole” (Cambridge Dictionary, n.d.), accurately describing its independent functionality as well as being part of a learning path. ‘Additional materials’ is already being used in the WBCSD platform, providing a clear description of its purpose for adding supplementary learning materials, as opposed to the current ambiguous term ‘toolkit item’. Similarly, the term ‘content sliders’ is already used when adding a new ‘widget’, while more accurately referring to its function of sliding through a collection of content.

When implementing these new terms, it is crucial to adapt them in the front-end of the platform as well, ensuring consistency and, therefore, comprehension for admins as well as for end-users of the LXP.

6.2 Information Architecture and Navigation

Information architecture (IA) deals with the underlying organisation of a site’s content and functionality (Cardello, 2014). While it is not part of the user interface, it informs the navigation; elements in the user interface that allow users to reach specific information on the site. A number of problems in the admin panel that have been identified during the usability test are related to

its information architecture. This section discusses for each problem where information should be added or moved to in order to solve it. Although navigation is part of the skeleton plane instead of the structure plane, corresponding options for UI solutions will be provided in this section as well to enhance readability.

6.2.1 Overview Modules in Learning Paths

First of all, it is currently not possible to see in which learning paths a certain module is except for checking each individual learning path. A solution could either be to show this in the overview of modules or when clicking on an individual module. Since a module can be in a large amount of learning paths, the most feasible solution would be to add this information in the information page of a module. Since the metadata that is currently placed on this info page will be moved to the module overview (see chapter 6.2.2), this space can be used to display in which learning paths the module is (see Figure 6.4).

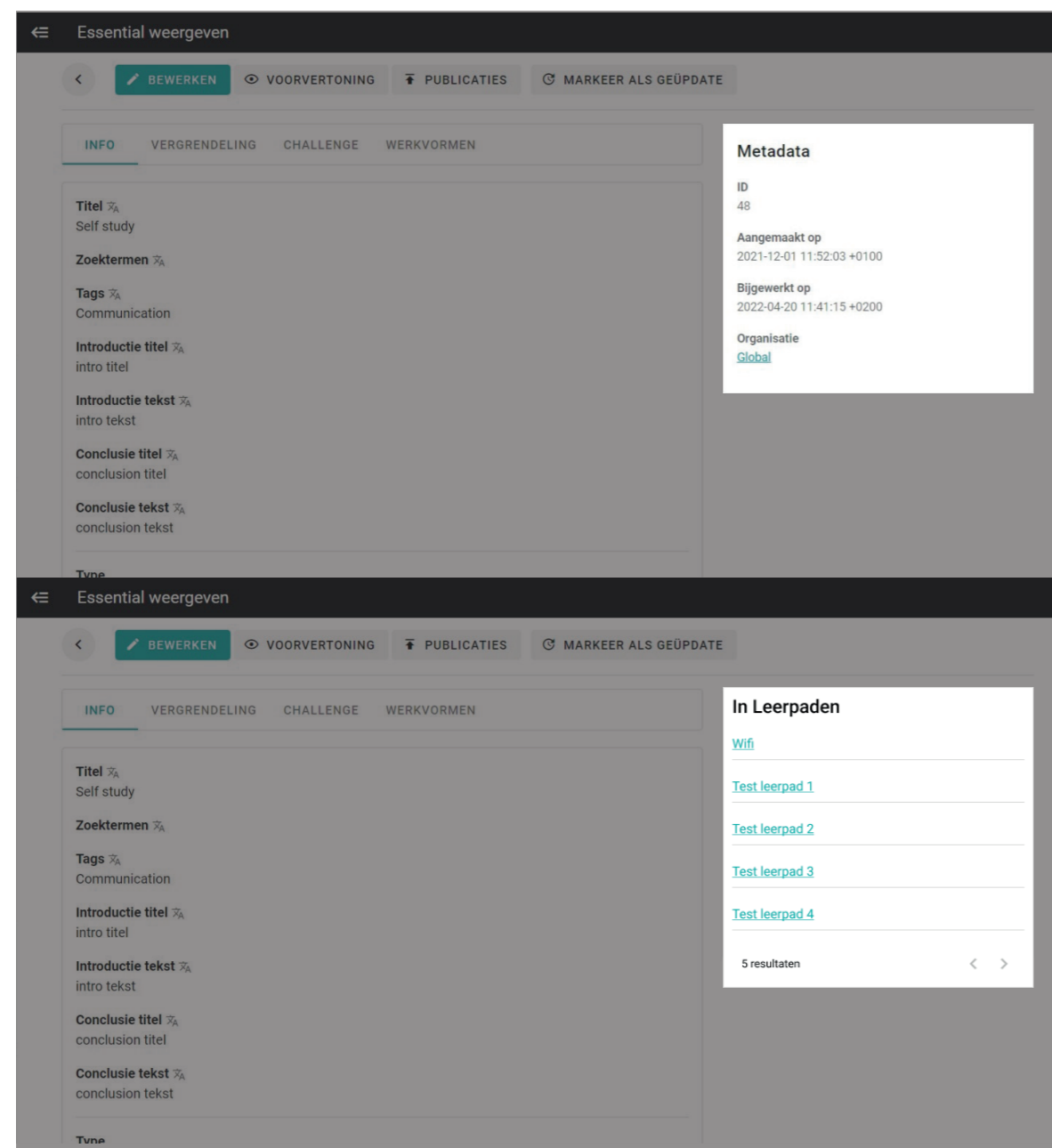


Figure 6.4: Learning path information replacing metadata

6.2.2 Modules and Learning Paths Overview

An additional issue related to the information architecture pertains to the information that should be presented in the module and learning path overviews. As illustrated in Figure 6.5, the existing module overview includes only the title, type, organisation and default locking status. The learning paths overview does not show its locking settings, but does include an extra button for accessing its content management page.

Titel	Type	Organisatie	Standaard vergrendeld	
Zakelijk Internet Pro - De mogelijkheden	Zelfstudie	Global	⊗	✎ ⚙
Maiores libero repudiandae ut.	Zelfstudie	Global	⊙	✎ ⚙
SD-WAN - The Basics	Zelfstudie	Global	⊗	✎ ⚙
Velit est nemo provident.	Zelfstudie	Global	⊙	✎ ⚙
Training test 1	Training	Global	⊗	✎ ⚙
Corporate Internet - Het verkoopgesprek	Zelfstudie	Global	⊗	✎ ⚙
Zakelijk Internet Pro - Het verkoopgesprek	Zelfstudie	Global	⊗	✎ ⚙
Zakelijk Internet - Advanced	Zelfstudie	Global	⊗	✎ ⚙
Zakelijk Internet Extra - Introductie	Zelfstudie	Global	⊗	✎ ⚙
IP-VPN - Het verkoopgesprek	Zelfstudie	Global	⊗	✎ ⚙

68 resultaten < 1 2 3 4 5 6 7 > Max 10 items

Figure 6.5: Current information in module overview

However, an often mentioned problem relates to the lack of information in this overview. For example, the Project Manager at RMMBR said: "Sometimes you have to open things very often before you have the information you're looking for, and you would actually like to have that at a higher level" (Appendix F.3). This is especially the case for checking which modules are published on the platform and which ones are not. Currently, the only way to view the publication status of modules is by checking them all individually. Besides adding a column that indicates whether a module or learning path is published or not, an option would be to allow users to expand a row, revealing the organisation and language in which it has been published (see Figure 6.6).

Titel	Type	Gepubliceerd	Organisatie	Talen	In Leerpaden	Aantal keer voltooid	Laatst voltooid
∨ In het buitenland studeren	Zelfstudie	⊙			2	10	vandaag ***
∧ Duurzaamheid op de UT	Zelfstudie	⊙			1	23	1 dag geleden ***
		⊙	Global	NL EN			
		⊙	Studenten	NL EN			

Figure 6.6: Publication details added to module or learning path overview

Moreover, the metadata, such as the creation date, last modification date, and the organisation, which has been removed from the info page, can be integrated into the module's overview. Adding these dates would also facilitate sorting the list of items based on these dates, which solves the problem of having to go to the last page to find the newest module or learning path. Other options to incorporate in these overviews which were not mentioned in the user tests, include the

number of learning paths a module is part of, the number of completions and the date on which the module or learning path is last completed. The learning path overview could incorporate the number of modules, trainings, and additional materials that are part of each learning path. Besides the 'edit' and 'publish' button, also 'delete' and 'duplicate' options are added, since this was not possible before, as mentioned by the Product Owner at RMMBR. These buttons can be accessed through the three dots representing extra options.

Implementing this information would result in the visual design as presented in Figure 6.7. As suggested in this image, the increased information would lead to a wider table, requiring a scroll bar to access all columns. The next test will need to suggest the necessary columns and whether this scroll bar is desirable and user-friendly to include.

Titel	Type	Gepubliceerd	Organisatie	Talen	In Leerpaden	Aantal keer voltooid	Laatst voltooid	Aangemaakt op ↓	Bijgewerkt op	Vergrendeling
▼ In het buitenland studeren	Zelfstudie	✔			2	10	vandaag	10-01-2023	13-01-2023	...
▼ Duurzaamheid op de UT	Zelfstudie	✔			1	23	1 dag geleden	09-01-2023	13-01-2023	Bewerken Publiceren Dupliceren
▼ Honoursprogramma	Zelfstudie	✔			5	3	een maand geleden	08-01-2023	13-01-2023	Verwijderen
PhD begeleiden	LTI	⊗			3	-	-	07-01-2023	13-01-2023	...
Masteropdrachten	Zelfstudie	⊗			2	-	-	06-01-2023	13-01-2023	...
▼ Stress en welzijn	Scorm	✔			0	48	5 dagen geleden	05-01-2023	13-01-2023	...
▼ Cursusregistraties	Zelfstudie	✔			8	36	3 dagen geleden	04-01-2023	13-01-2023	...
▼ Diversiteit op de UT	Zelfstudie	✔			6	49	vandaag	03-01-2023	13-01-2023	...
▼ Pre-University	Zelfstudie	✔			1	14	6 dagen geleden	02-01-2023	13-01-2023	...
Alumni Talks	Scorm	⊗			2	-	-	01-01-2023	13-01-2023	...

Figure 6.7: Redesign module overview

To address the challenge of managing this substantial amount of information, users could be provided with the option to specify which columns should be visible and in which order the columns should be. This functionality already exists in the current platform, but due to the limited amount of columns it is barely used. However, the increased amount of data makes this feature useful again. Figure 6.8 illustrates an alternative design compared to the existing design. Note that the buttons' purpose is now more explicitly conveyed by adding the word 'kolommen' or 'columns' and a more descriptive icon. Furthermore, the eye icon indicates its function of hiding and showing specific columns.

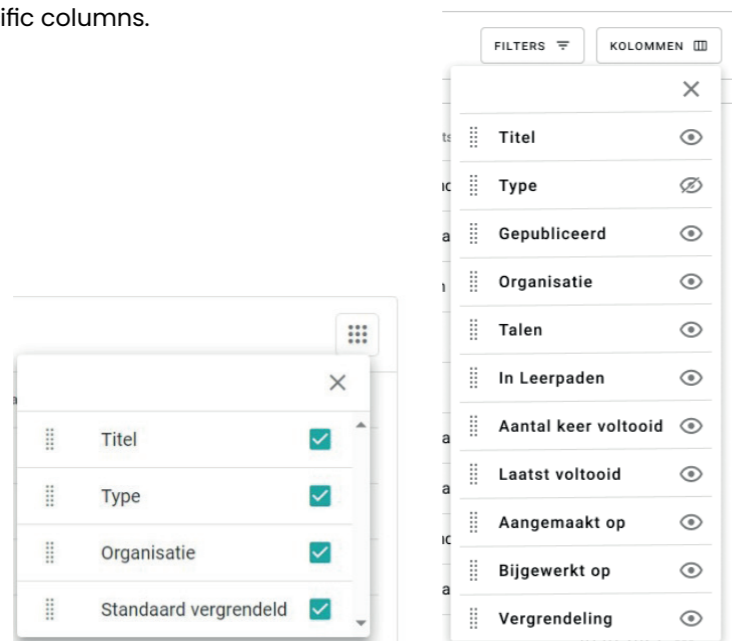


Figure 6.8: Current (left) and redesigned (right) way of hiding and showing columns

Lastly, the filter feature has been changed as well (see Figure 6.9). Making it more compact accommodates for the increased amount of information to filter.

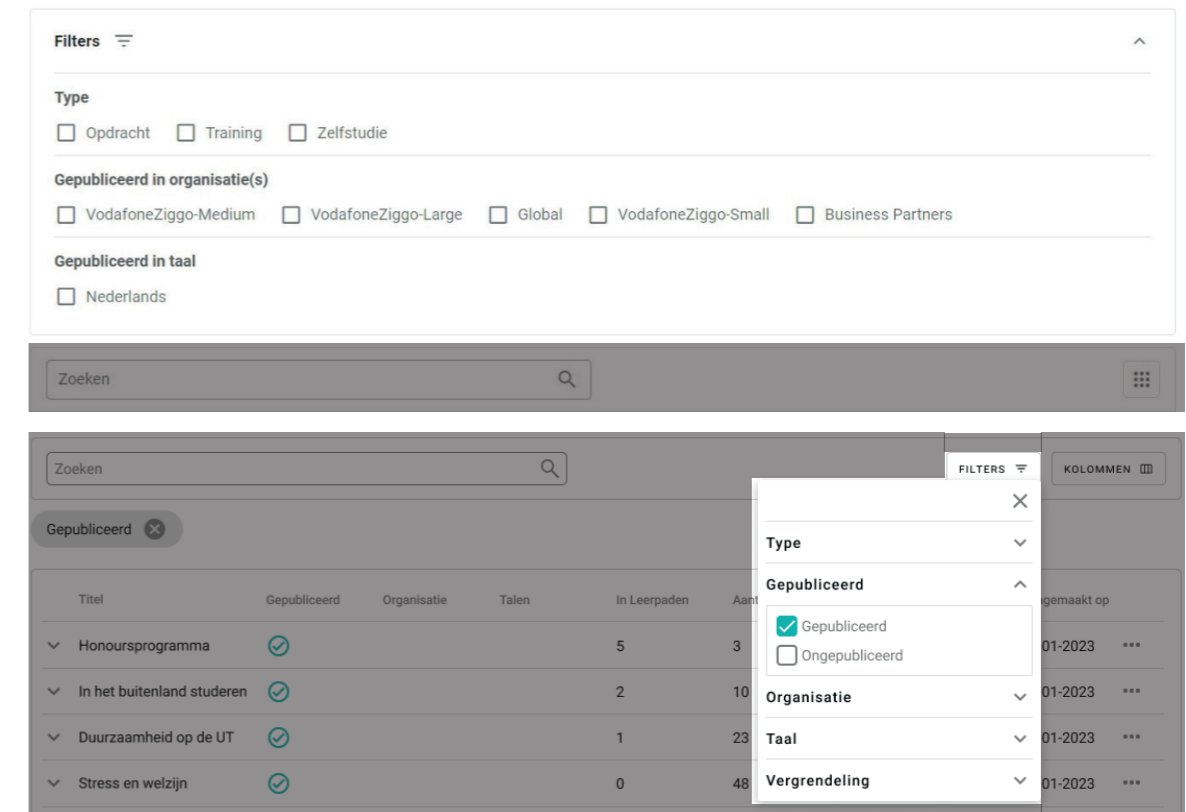


Figure 6.9: Current (top) and redesigned (bottom) filter

6.2.3 Learning Paths

Currently, the process of creating or editing a learning path involves many steps at once, indicating room for improvement in the information architecture of learning paths. This section describes how certain identified problems will be indirectly dealt with by addressing this IA. Figure 6.10 shows the site map of the current state of creating a learning path and an adapted site map containing additional pages.

Firstly, it would be beneficial to allocate a separate page for the locking settings rather than including them in the general information page. This aligns with the approach used in modules, contributing to consistency across the platform.

Secondly, currently challenges and knowledge checks can be added in a learning path, while the questions within those challenges and knowledge checks are created within the modules. This often causes users to struggle with understanding the function of a challenge and knowledge check when creating a module. As the Director of Education of WBCSD mentioned during the usability test (Appendix F.1): "I work with the system, so I know how it works, but in my explanation to others I notice that it [difference between challenge and chapter items] is often something they have to think about for a moment. That in chapter items they really put content-related questions in the content and that the challenge questions are used outside of the learning block itself. And these are more the test question that are used externally. That is not very clear." Consequently, it would be logical to create a separate page for challenges and knowledge checks within learning paths in which also the questions are created. In the modules, the 'challenge / knowledge check' page could then be removed.

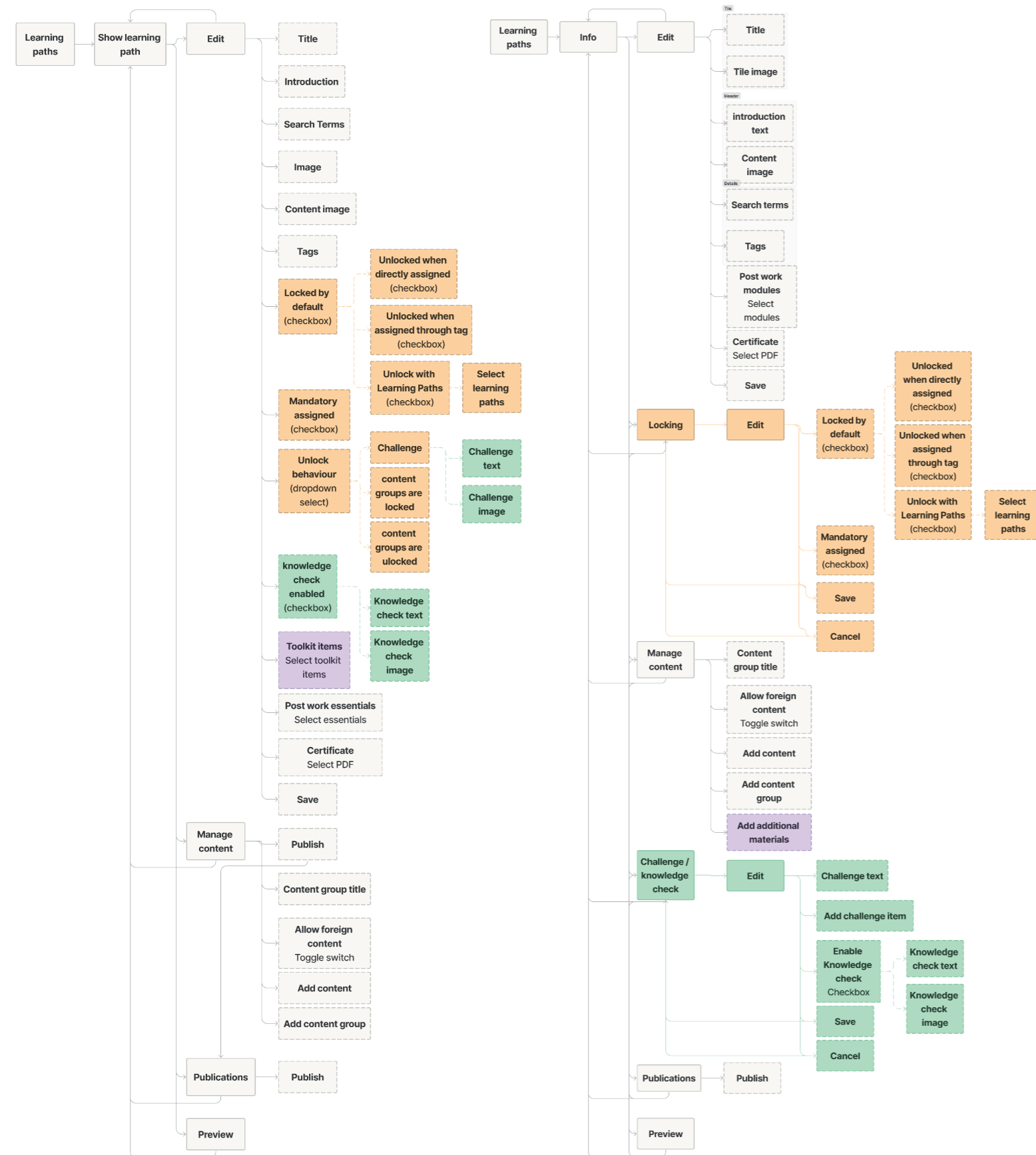


Figure 6.10: Site map current learning path structure (left) and new structure (right)

Furthermore, it is more coherent to relocate 'additional materials' to the 'manage content' page, considering that additional materials are also a type of content that is added to the learning path.

An unresolved issue relates to modules that can be selected as post-work to be unlocked after completing the learning path. Since this option is currently positioned on the first page when creating a learning path, one of the test participants mistakenly believed they had to select modules to include in the learning path. To maintain consistency in the workflow, it is advisable to relocate the 'post work modules' option after managing the content. However, this would require an entire new page specifically for this single option. Therefore, it was decided to leave this option in the current information page and evaluate this workflow in the upcoming user tests.

6.2.4 Navigation Buttons

As a result of the improved information architecture, the navigation buttons within learning paths have been changed accordingly. Currently, a learning path information page displays four buttons at the top: 'Edit', 'Preview', 'Manage Content', and 'Publications' (see Figure 6.11). Although all buttons have a similar appearance, their functions differ. 'Edit' is used for modifying the general information of a learning path (review Figure 6.10 to see what information). 'Preview' redirects the user to a new browser tab presenting the learning path in the platform's frontend. On the other hand, 'Manage content' and 'Publications' link to their corresponding pages, enabling users to respectively add modules to the learning path and publish it on the platform. The 'Manage Content' page includes only one navigation button besides the back-button, namely 'Publish', while the 'Publish' page only has a back-button. This arrangement makes it challenging for users to determine their current location within the platform.

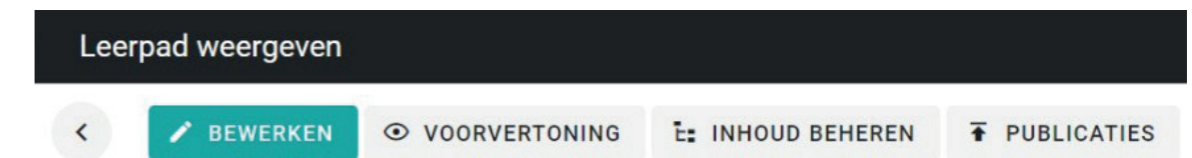


Figure 6.11: Current learning path navigation buttons

A suggested redesign of the navigation buttons is presented in Figure 6.12. All top buttons lead to their respective pages and remain in a fixed position on each page, while highlighting the button of the corresponding current page. The 'Edit' button has been relocated inside the learning path information area, providing clarity regarding the information that can be edited through this button. Lastly, the 'Preview' button has been moved to a bottom bar that remains visible on every page, clarifying its function as a preview of the entire learning path.

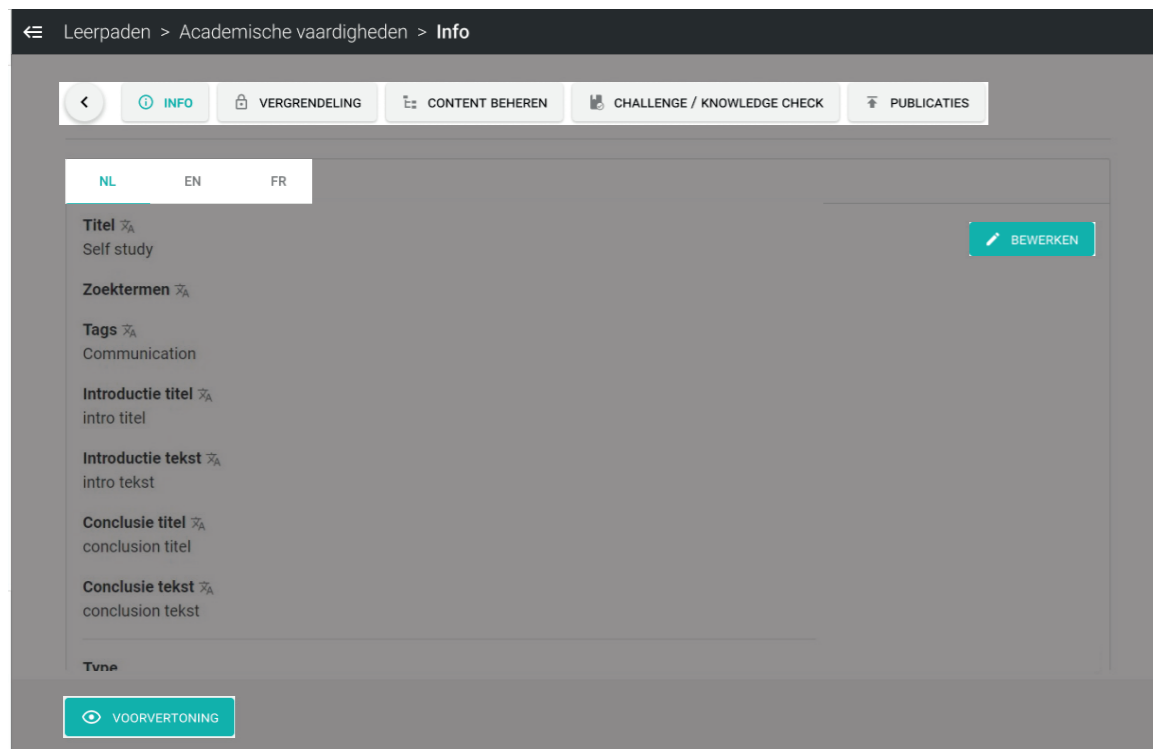


Figure 6.12: Redesign learning path navigation buttons

To ensure consistency throughout the entire platform, similar navigation buttons are introduced within the modules. The current and redesigned page layout can be seen in Figure 6.13. While previously used tabs are changed into separate pages, the redesign reuses these tabs to change between languages. Additionally, as discussed in chapter 6.2.3 the 'challenge' page has been moved to learning paths.

Another implementation is a so-called breadcrumb navigation bar; a series of links located at the top of the page, indicating the current subpage and allowing easy navigation to preceding pages. Therefore, it supports users in wayfinding by providing awareness of their present position within the website's hierarchical structure (Laubheimer, 2018).

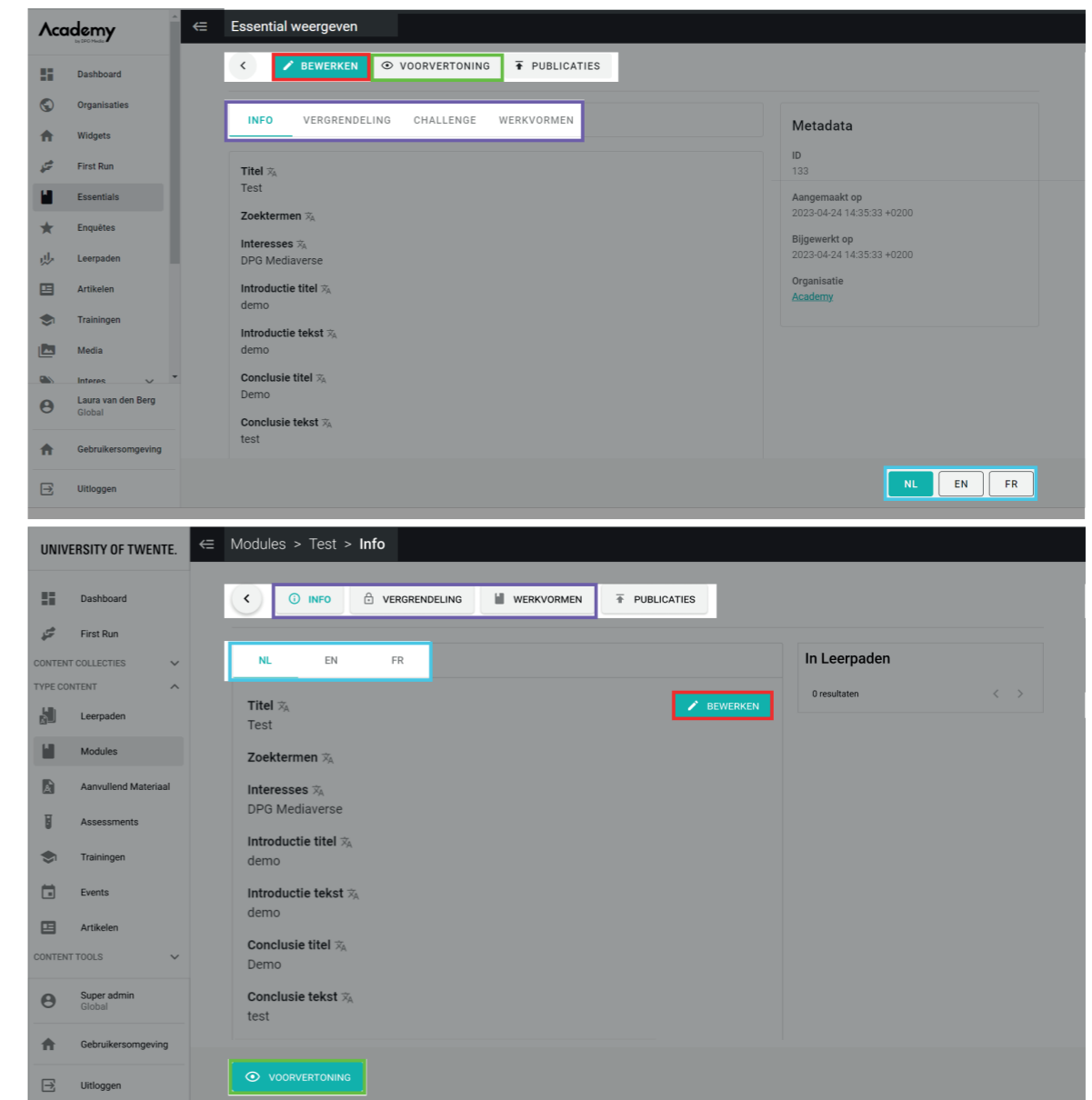


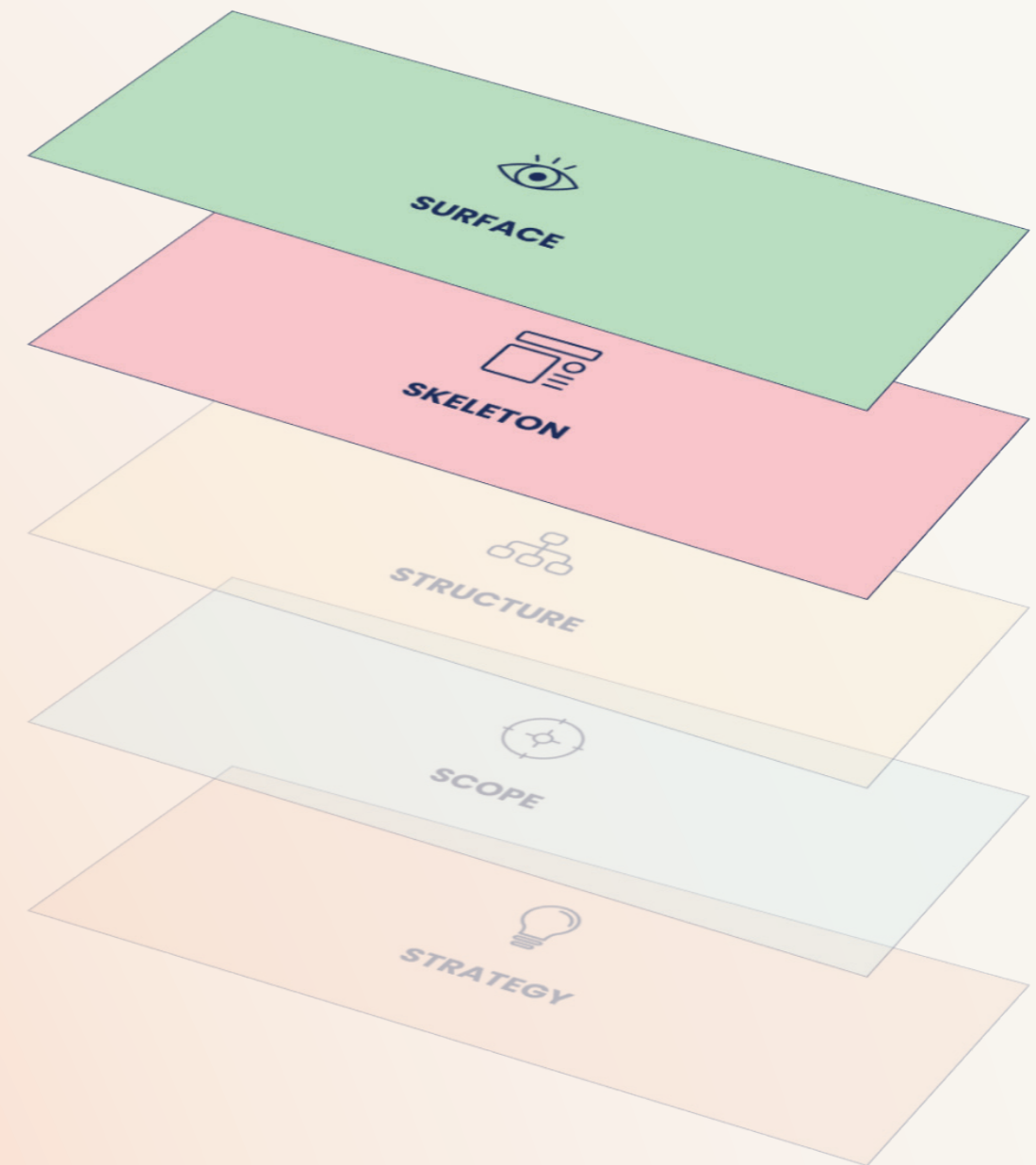
Figure 6.13: Current (top) and redesigned (bottom) module navigation buttons

6.3 Conclusion

The structure plane has resulted in an improved menu structure by including subsections of corresponding menu items. This aimed to enhance the comprehension of several menu items and consistency across all platforms. In addition, menu items and other elements are further clarified by reviewing their terminology and aligning it with industry-standard terms from other learning platforms. Moreover, the information architecture and navigation has been reviewed to support users with finding the desired information within modules and learning paths. The IA of learning paths have especially been changed, while the navigation buttons are consistently adjusted accordingly and enhance wayfinding within the platform. Therefore, the problems that were found in the usability tests that correspond to the structure plane have been addressed. The improved information architecture and navigation lay a foundation for a more intuitive user interface of which the rest of the selected usability problems will be addressed in the next chapter. After that, all improvements will be evaluated in upcoming usability tests with users of the admin panel.

7. Skeleton & Surface

After determining the information allocation for each page in the structure phase, the skeleton plane addresses the optimal placement of buttons, text, information and other interface components on a specific page, while intuitively communicating relevant information to guide users toward their goals (Garrett, 2011). This is often done through wireframing; a method in which interface blueprints are created to establish the structure and layout of potential design solutions (Interaction Design Foundation, 2016). Wireframes are typically low-fidelity, using boxes and lines to represent images, text and icons. However, in this case, surface elements such as colours, icons and typography are already integrated into the platform and do not pose significant issues for users. Therefore, this chapter combines the skeleton and surface planes, proposing UI solutions that immediately incorporate surface elements instead of first creating low-fidelity wireframes. All other problems related to the skeleton and surface phase that were mentioned by usability test participants will be addressed in this chapter.



7.1 Redesign Content Creation

7.1.1 Module and Learning Path Types

The first choice when starting to create a module already poses a problem for beginner users as they do not know the difference between self-studies, assignments, LTIs and Scorms. Figure 7.1 shows a potential solution by integrating icons and descriptions to clarify each type. Note that due to the change in terminology an 'essential' and a 'module' refer to the same feature. In the redesign assignments are excluded, since these are not used anymore. The same solution can be implemented for learning paths, in which there are standard, dynamic or interactive learning paths depending on the client (see Figure 7.2).

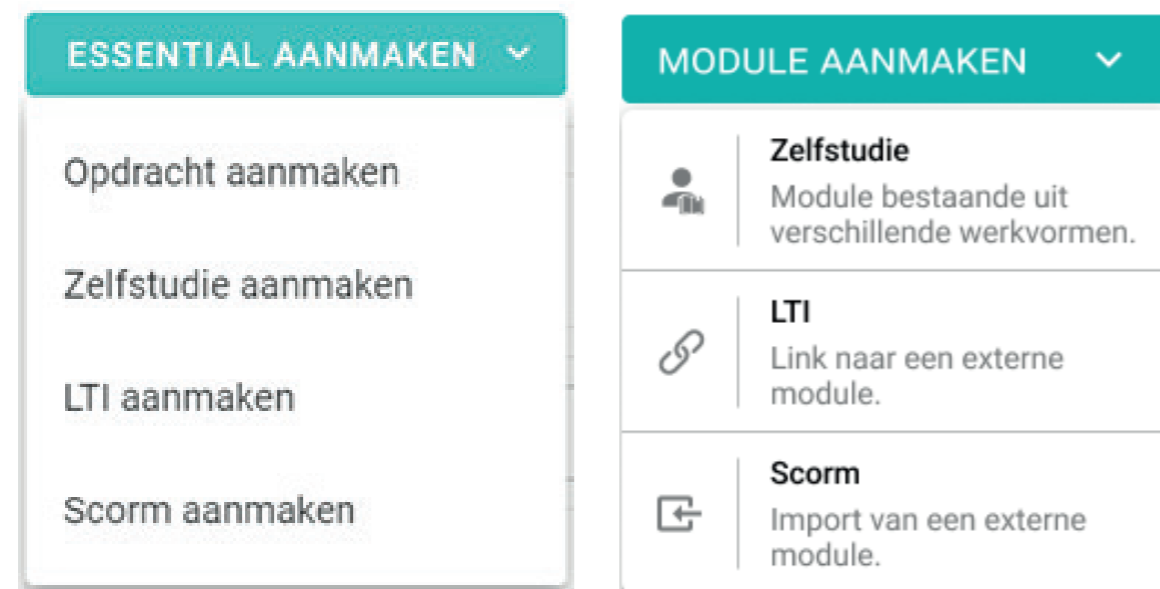


Figure 7.1: Current (left) and redesigned (right) way of creating a module

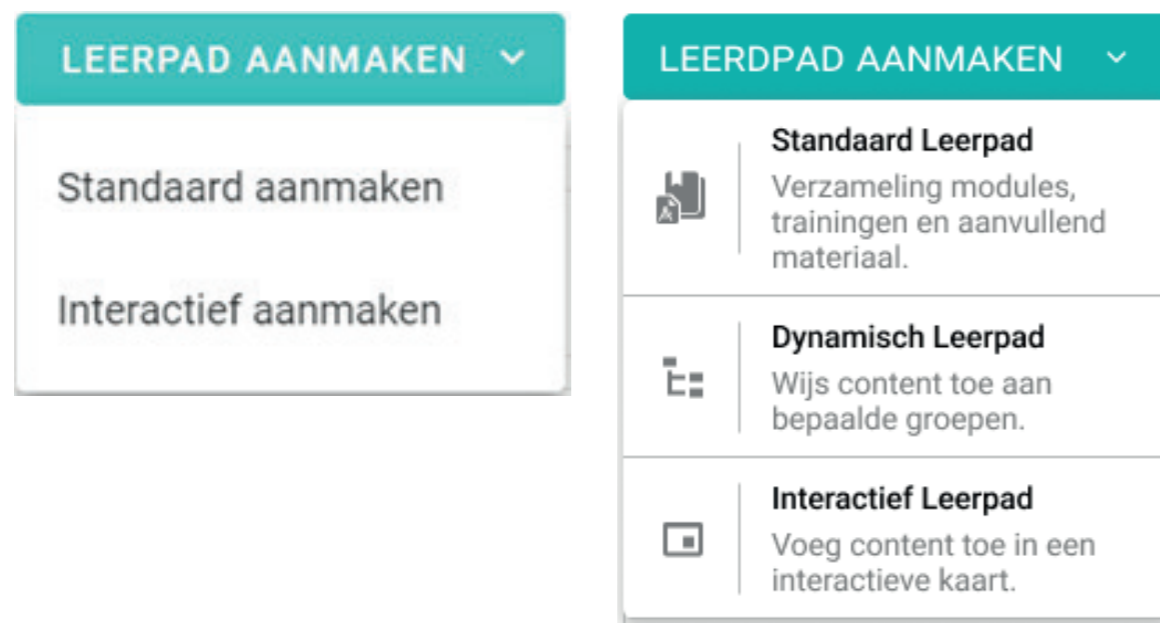


Figure 7.2: Current (left) and redesigned (right) way of creating a learning path

7.1.2 Creating Modules and Learning Paths

When starting to work with modules and learning paths (see current module design in Figure 7.3), determining the outcome on the platform's frontend can be challenging. For example, the Learning and Development Coordinator at DPG Media did not know where the 'title', 'introduction title', 'conclusion title' and 'conclusion text' would appear (see Appendix F.2). In addition, the difference between 'image' and 'content image' was unclear.

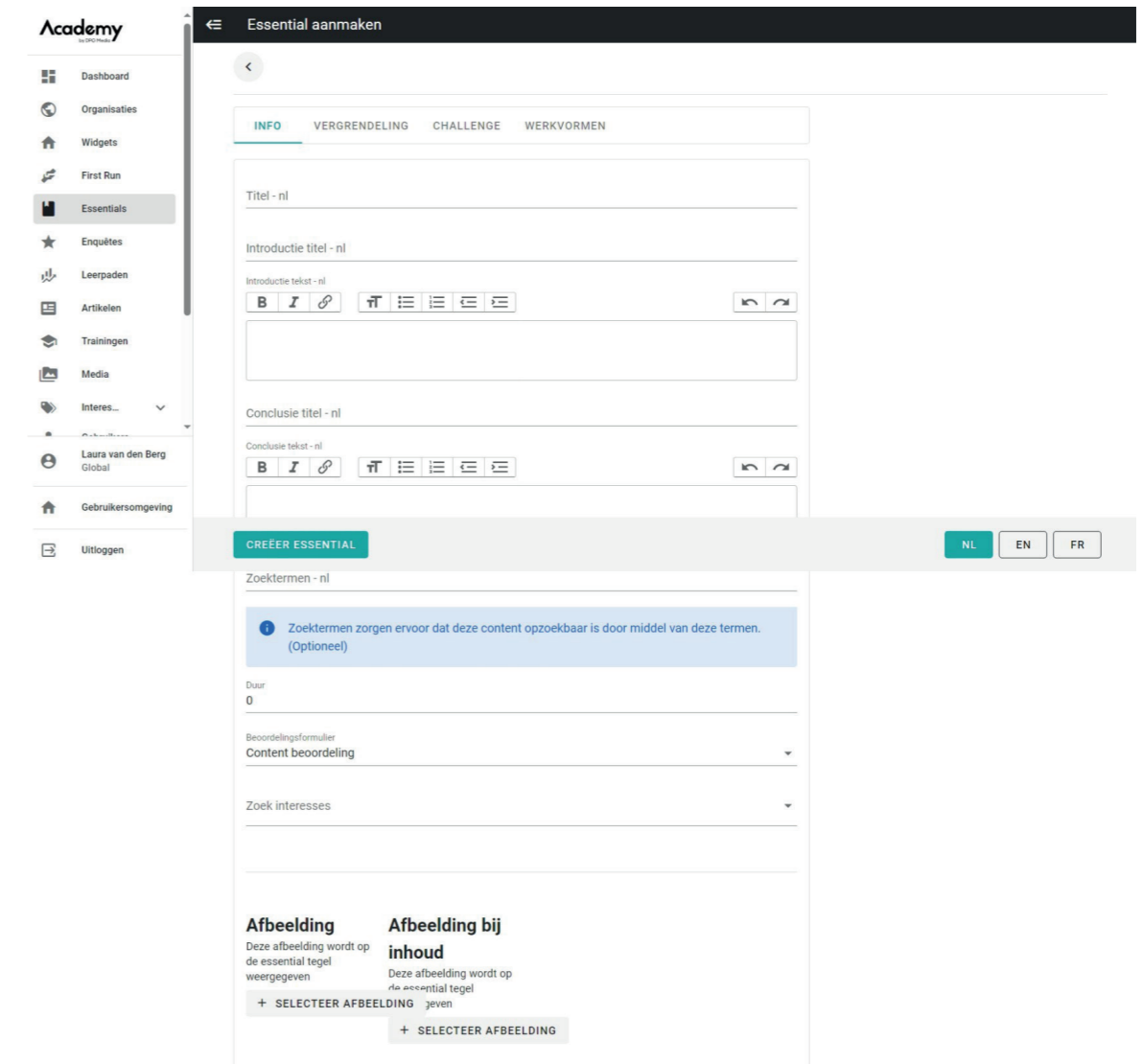


Figure 7.3: Current design of creating a module

This lack of feedback contradicts multiple usability heuristics, as explained in chapter 2.2. For example, it violates the 'visibility of system status' principle, as feedback is not quickly presented to users. Moreover, the 'match between system and the real world' heuristic is lacking due to unfamiliar terms, and 'recognition rather than recall' is neglected, since users have to memorise where all information will be located instead of easily recognising it within the frontend environment.

To address the absence of feedback, a 'preview mode' is introduced in which information can be immediately filled in within the context of the platform's frontend. The design of the module's preview mode can be seen in Figure 7.4.

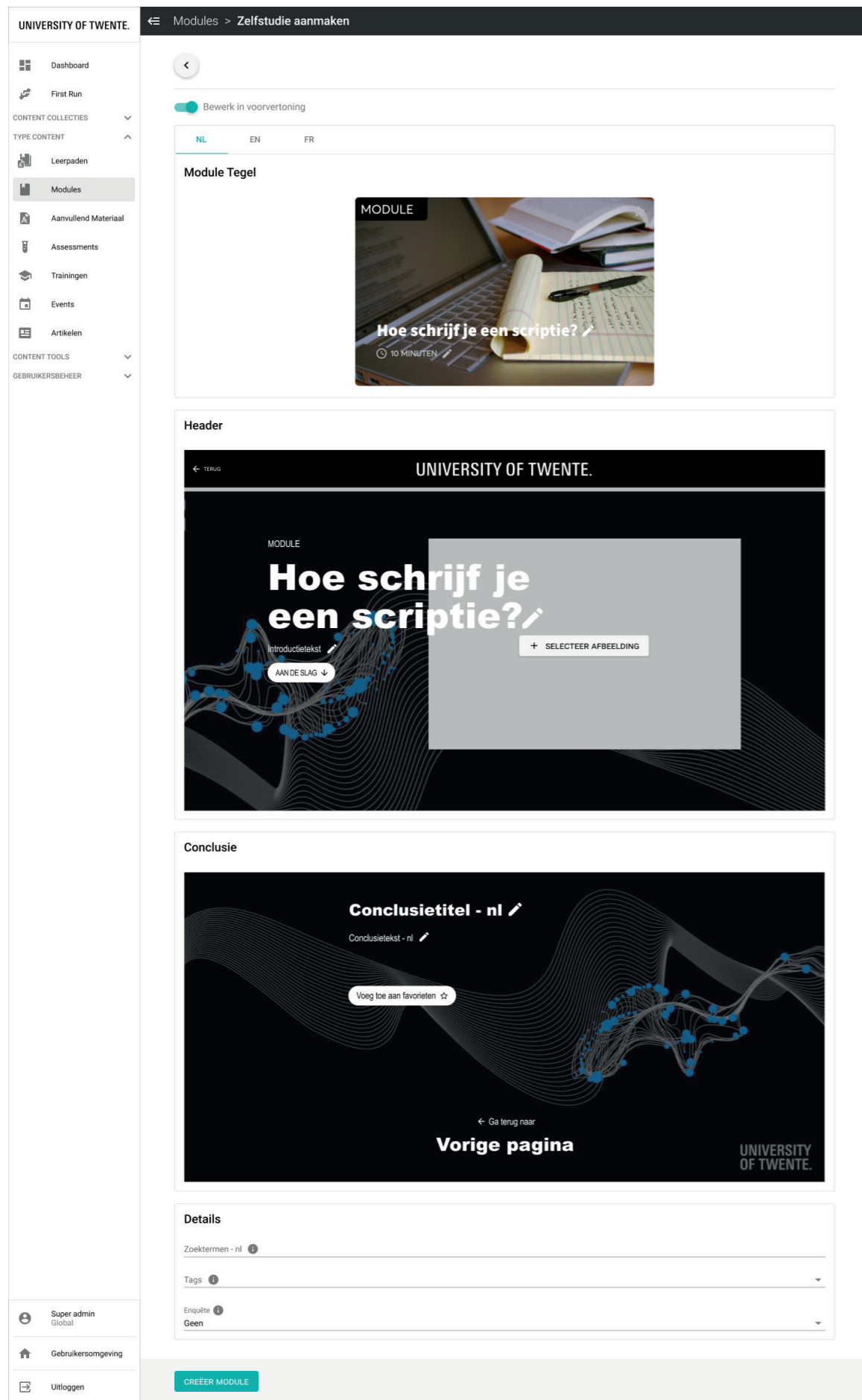


Figure 7.4: Preview Mode Modules

To prevent workflow delay of experienced users who already know where information ends up, the 'normal' mode also remains present and can be accessed through a toggle switch at the top. On this page, the order of input fields is adjusted to match the preview mode, see Figure 7.5. Additionally, the 'introduction title' was excluded, since it apparently did not have a function. For terms without a visual outcome, an information icon is added as a tooltip, providing extra explanation upon hovering over it.

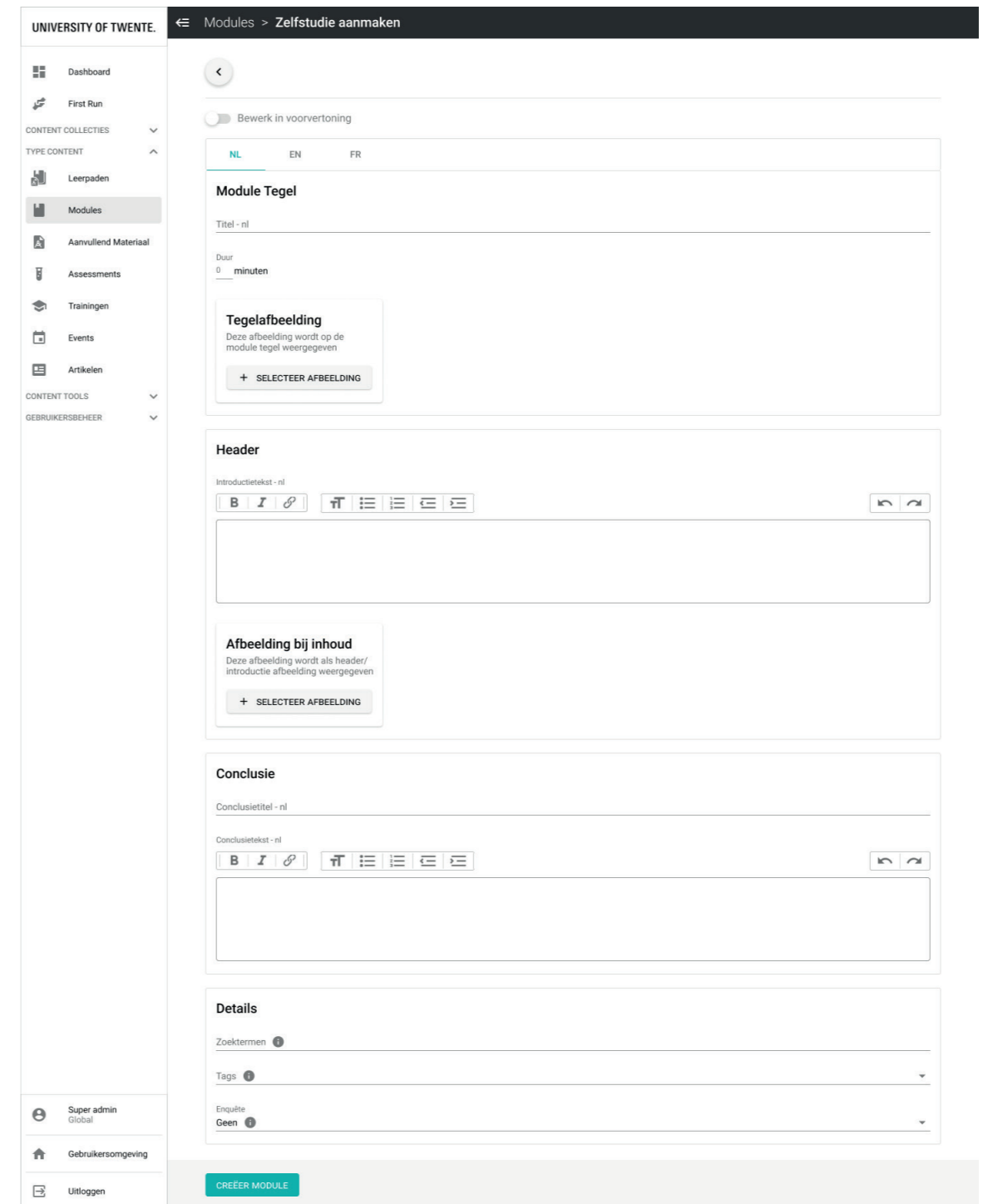


Figure 7.5: Redesigned module creation page while not in preview mode

Appendix I.1 contains earlier iterations of the preview mode, with one option discarded due to information overload, and another due to inefficiency for experienced users.

Moreover, Appendix I.2 presents how the same solution can be implemented for learning paths, while comparing it to the current design of the learning path creation page. Here, some functions have been relocated to other pages as explained in chapter 6.2.3.

7.1.3 Managing Learning Path Content

After creating a learning path, content can be added in so-called 'content groups', which will be renamed to 'content sections' as discussed in chapter 6.1.2. The current design of the content management page can be seen in Figure 7.6.

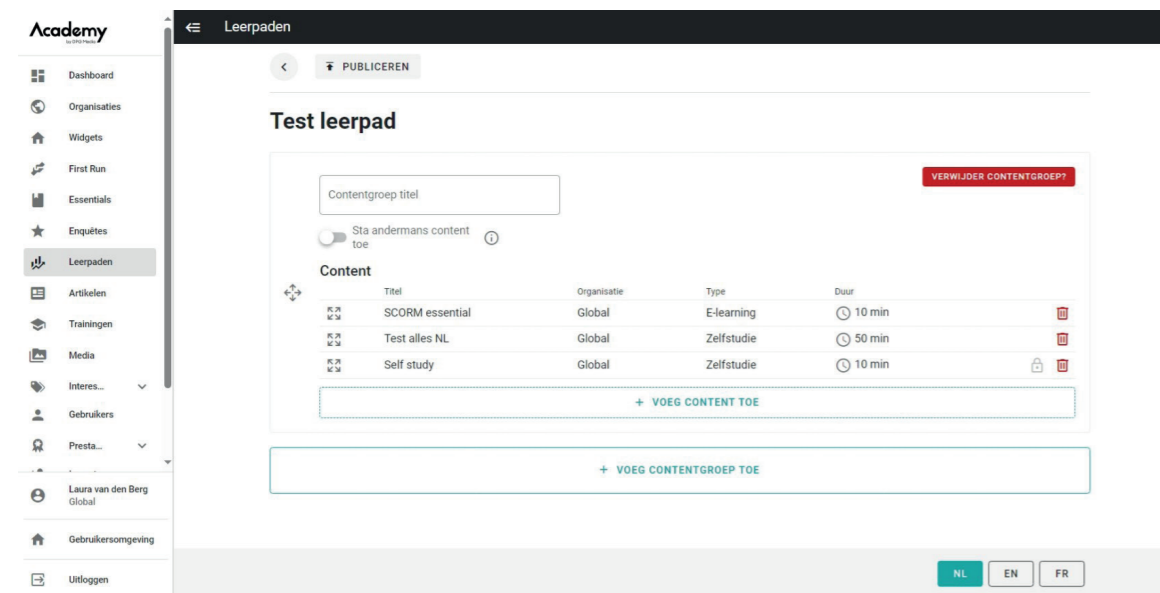


Figure 7.6: Current content management page

During usability testing it was not immediately clear that in this context 'content' refers solely to modules. Since it would be desirable to also add trainings into a learning path, 'add content' will be changed to 'add module or training'. Figure 7.7 presents the redesign of the content management page, also incorporating the new navigation and language buttons, as well as additional materials, as discussed in chapter 6.2.3 and 6.2.4.

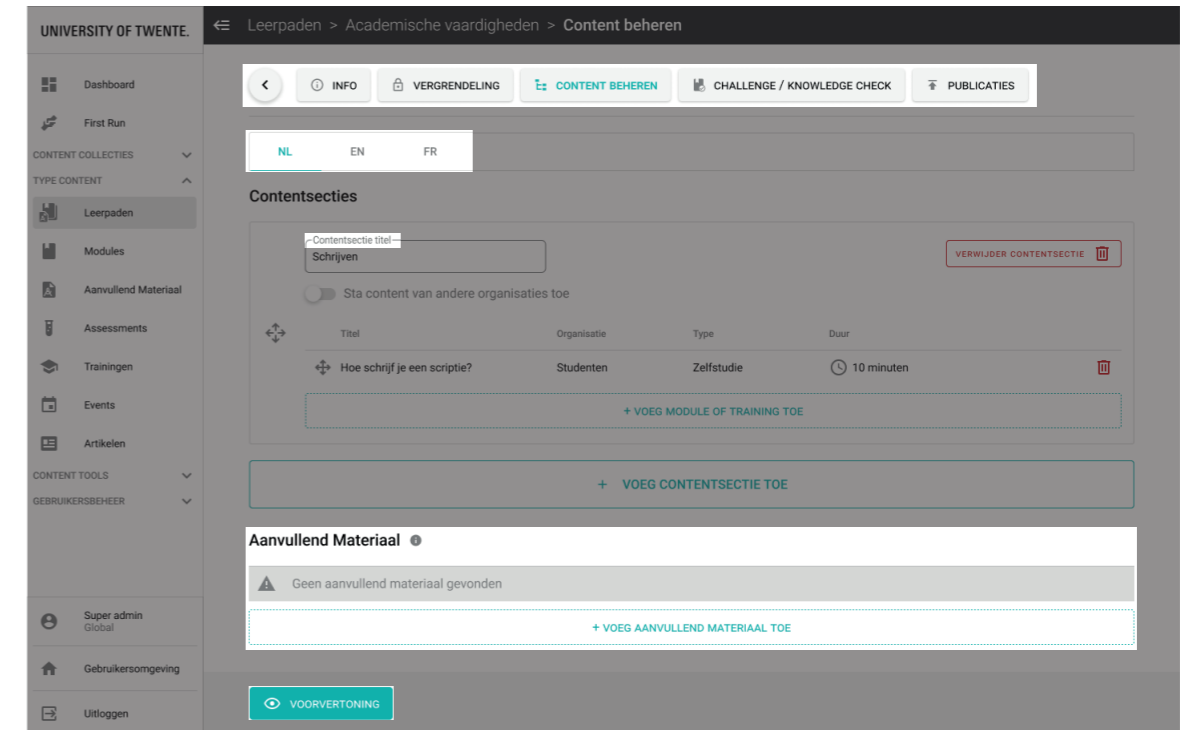


Figure 7.7: Redesign content management page

7.2 Redesign Chapter Items

7.2.1 Creating Chapter Items

Modules include so-called 'werkvormen' or 'chapter items'. These represent different methods for presenting and assessing information for end-users, such as different types of media, questions and assignments. Although some, like 'text with portrait image' or 'PDF download', are self-explanatory, others may not be immediately clear based solely on their names, for example 'hotspot', 'flip cards', 'deep dive' or the difference between 'multiple choice' ('meerkeuzevraag') and 'multiple response' ('vinkvraag'). To address this, icons and a brief explanation have been incorporated into the list of chapter items, as depicted in Figure 7.8. To accommodate for its increased space requirement, the updated chapter items list slides in from the right side of the page and allows users to scroll through it, rather than it being a dropdown button.

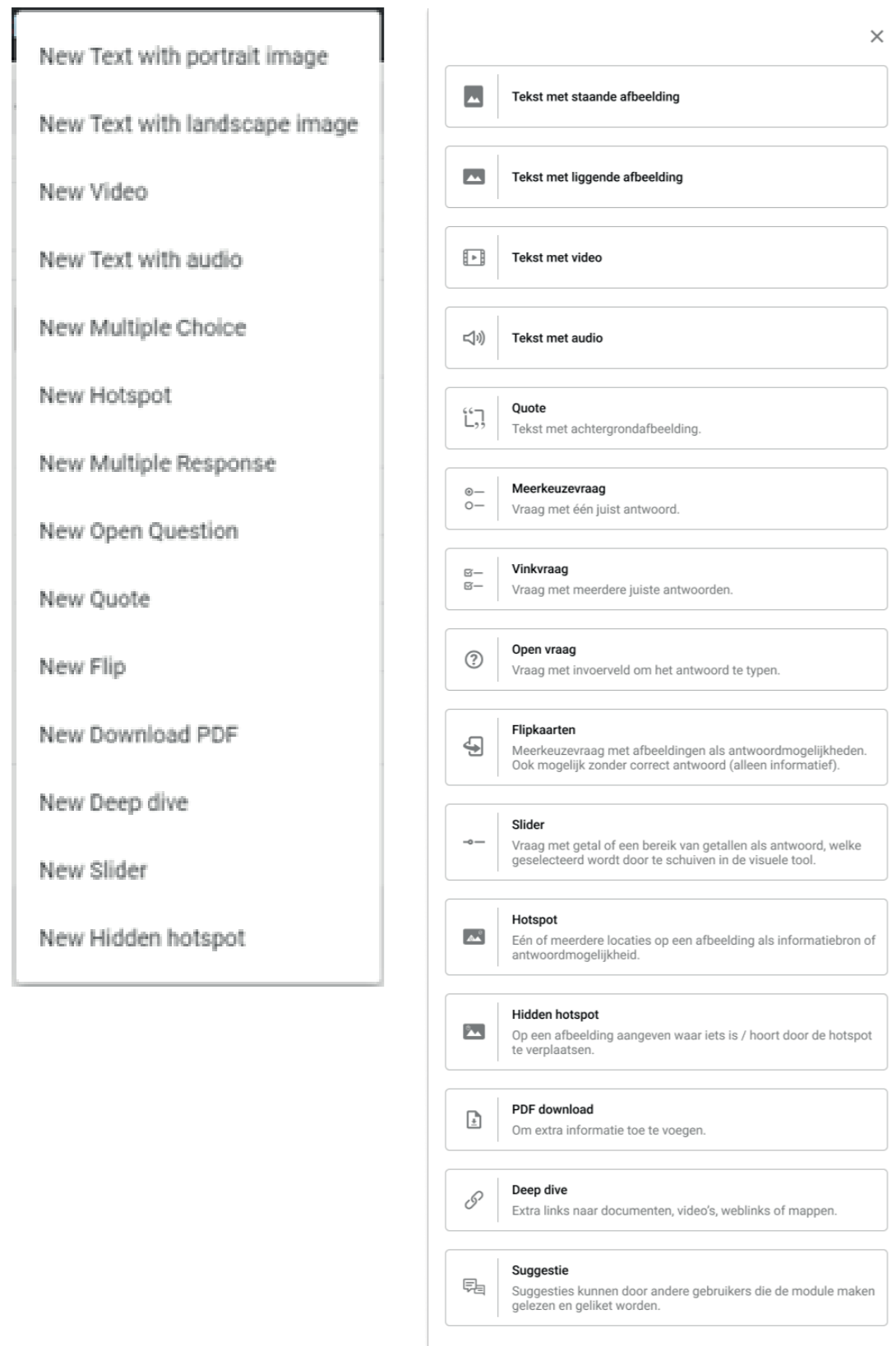


Figure 7.8: Current (left) and redesigned (right) list of chapter items

Although the usability of many chapter items can be improved, the Director of Education at WBCSD specifically mentioned that flip cards, hotspots and sliders are generally considered to be complex. Therefore, these three chapter items have been redesigned.

7.2.2 Flip Cards

Flip cards contain images on the front and text on the back side, allowing users to flip them to obtain feedback. This feedback serves to indicate whether the response is correct or incorrect, or can be used informatively when there is no right or wrong answer.

The current design of the flip cards creation page is shown in Figure 7.9 and the redesign in Figure 7.10. Minor improvements include changing 'subtitle' to 'text', adding the option to edit text formatting, indicating that images are on the front and texts on the reverse side, and adjusting the order of creating the front and back of a flip card. Additionally, a tooltip is added to the 'only informative' button to explain its functionality. In the redesign, the option to specify the minimum number of cards to open is only visible when 'only informative' is selected, while the 'correct' buttons are removed in that case.

Furthermore, to incorporate user feedback, the redesign allows to add or remove flip cards, instead of restricting users to always create four flip cards. To enhance clarity regarding the appearance of flip cards in the frontend, a preview mode is again introduced, as depicted in Figure 7.11.

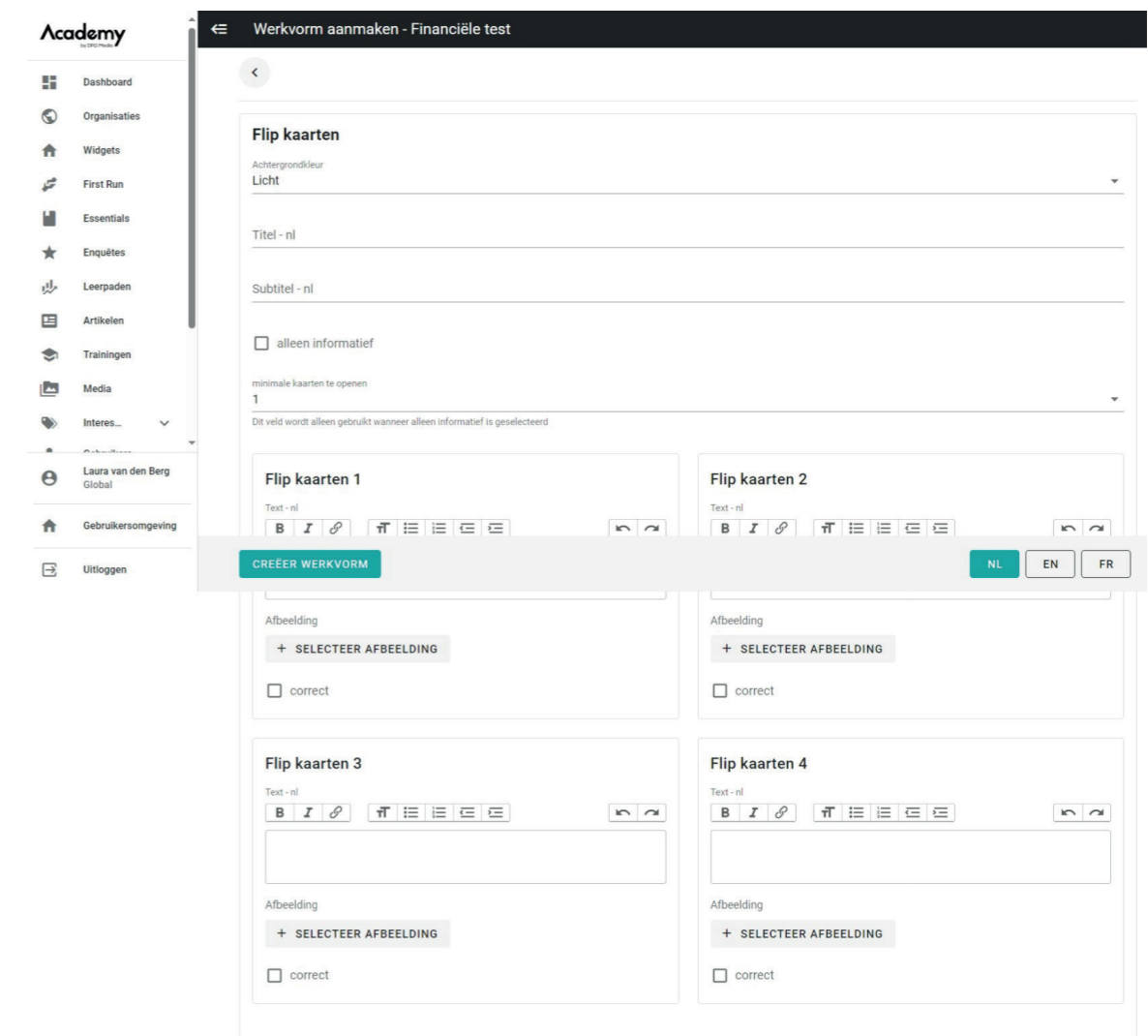


Figure 7.9: Current design of flip cards creation page

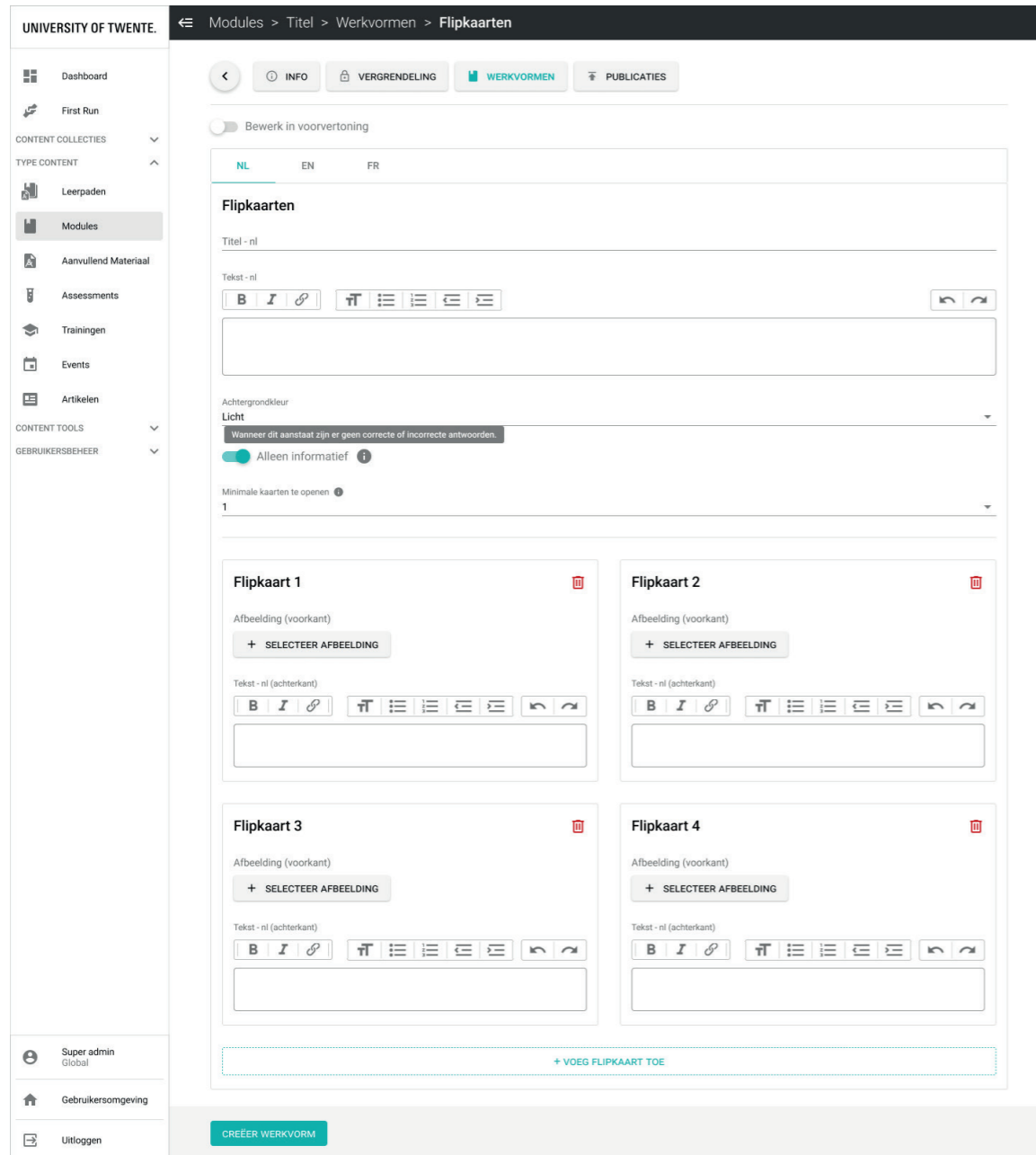


Figure 7.10: Redesign of flip card creation page

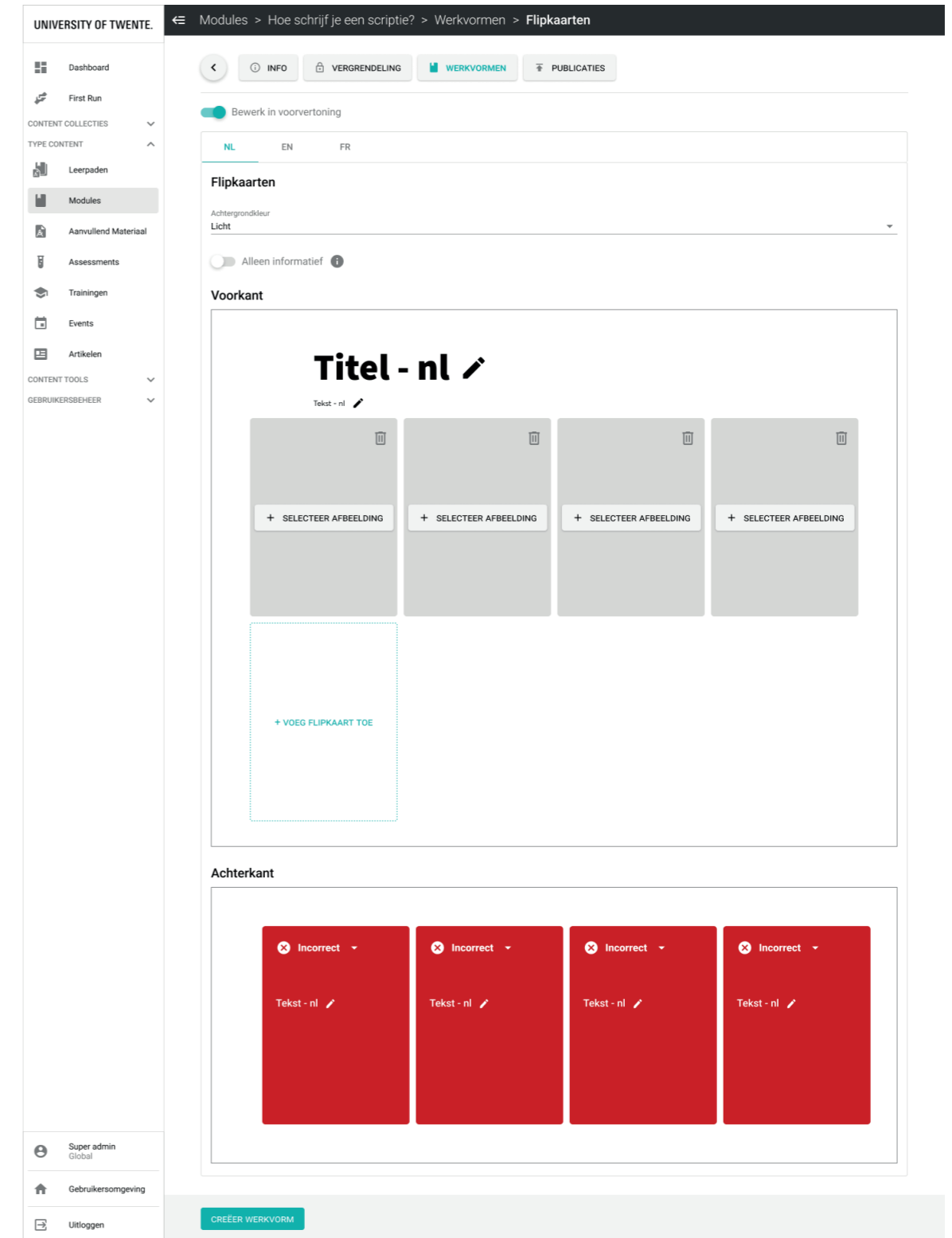


Figure 7.10: Preview mode flip cards

7.2.3 Hotspot

A hotspot (see Figure 7.12) is a tool that provides information within an image that can be accessed by clicking on the corresponding circle. Some minor changes have been made, such as starting with the title and replacing 'subtitle' with 'text'. Although hotspots are currently only used informatively, it is worth considering the option to mark a hotspot as 'correct' when asking about which location the answer would be. This feature has been implemented in the redesign as shown in Figure 7.13.

Werkvorm aanmaken - Financiële test

Hotspot

Achtergrondkleur
Licht

Titel - nl

Subtitel - nl

Afbeelding
Selecteer een afbeelding en sleep de hotspot(s) naar de juiste plek

+ SELECTEER AFBEELDING

Minimale vereiste items om te slagen
Allemaal

Hotspot item(s)
Voeg hier nieuwe hotspots toe

+ TOEVOEGEN HOTSPOT

CREËER WERKVORM

NL EN FR

Figure 7.12: Current hotspot creation page

UNIVERSITY OF TWENTE

Modules > Hoe schrijf je een scriptie? > Werkvormen > Hotspot

INFO VERGRENDING WERKVORMEN PUBLICATIES

Bewerk in voorvertoning

NL EN FR

Hotspot

Titel - nl

Tekst - nl

Achtergrondkleur
Licht

Alleen informatief

Hotspot 1

Titel - nl

Tekst - nl

Correct VERWIJDEREN

+ HOTSPOT TOEVOEGEN

Afbeelding
Selecteer een afbeelding en sleep de hotspot(s) naar de juiste plek

Structuur van een inleiding

- Aanleiding
- 1 Afgebakend onderwerp
- Organisatieomschrijving

- Huidige kennis over het onderwerp
- Theoretische en praktische relevantie
- Probleemstelling, doelstelling en onderzoeksvragen
- Onderzoeksopzet
- Leeswijzer

Feedback correct

Titel - nl

Tekst - nl

Feedback incorrect

Titel - nl

Tekst - nl

CREËER WERKVORM

Super admin Global

Gebruikersomgeving

Uitloggen

Figure 7.13: Redesign hotspot creation page in preview mode

7.2.4 Slider

A slider is used for answering numerical questions, enabling users to select a number by moving a circle along a bar. The current design in which sliders are made is shown in Figure 7.14. To enhance comprehension of all input fields, the preview mode is again introduced, which immediately communicates its appearance and options (see Figure 7.15). Additionally, tooltips are added to explain the purpose of the minimum and maximum correct values.

The screenshot shows a form for creating a slider. At the top, there is a header with a back arrow and the text "Werkvorm aanmaken - Zakelijk Internet Pro - De mogelijkheden". Below this is a navigation bar with a back arrow and the title "Slider". The form contains several input fields: "Achtergrondkleur" (set to "Licht"), "Titel - nl", "Tekst - nl" (with a rich text editor), "Beginwaarde", "Eindwaarde", "Eenheid - nl", "Minimum correcte waarde", and "Maximum correcte waarde". There are three sections for feedback: "Feedback goed", "Feedback fout", and "Feedback fout" (repeated). Each feedback section has "Titel - nl" and "Tekst - nl" fields. At the bottom, there is a "CREËER WERKVORM" button and a language selector "NL".

Figure 7.14: Current slider creation page

The screenshot shows the redesigned slider creation page in preview mode. The header includes "UNIVERSITY OF TWENTE" and a breadcrumb trail: "Modules > Hoe schrijf je een scriptie? > Werkvormen > Slider". There are navigation buttons for "INFO", "VERGREDELING", "WERKVORMEN", and "PUBLICATIES". A toggle switch is labeled "Bewerk in voorvertoning". The main content area shows a preview of the slider with a title "Titel - nl", a text field "Tekst - nl", and a slider bar with a handle. Below the preview, there are input fields for "Minimum correcte waarde", "Exact correcte waarde", and "Maximum correcte waarde". There are also sections for "Feedback correct" and "Feedback incorrect", each with a preview of the feedback message. At the bottom, there is a "CREËER WERKVORM" button and a language selector "NL".

Figure 7.15: Redesign slider creation page in preview mode

7.3 Redesign Publications

The 'Publications' page is used to publish the module or learning path on the platform, making it available to end-users. In Figure 7.16 the current state of the publication page is shown. It includes checkmarks that indicate to which organisation the module is published and for what visibility condition. However, when clicking on a specific organisation, only the language and visibility options for that particular publication is shown, limiting the immediate accessibility of all information. This limitation has been addressed in the redesign, as presented in Figure 7.17. Here, the publication configurations become part of a list after publishing the module, making the publication details readily available and easy to manage.

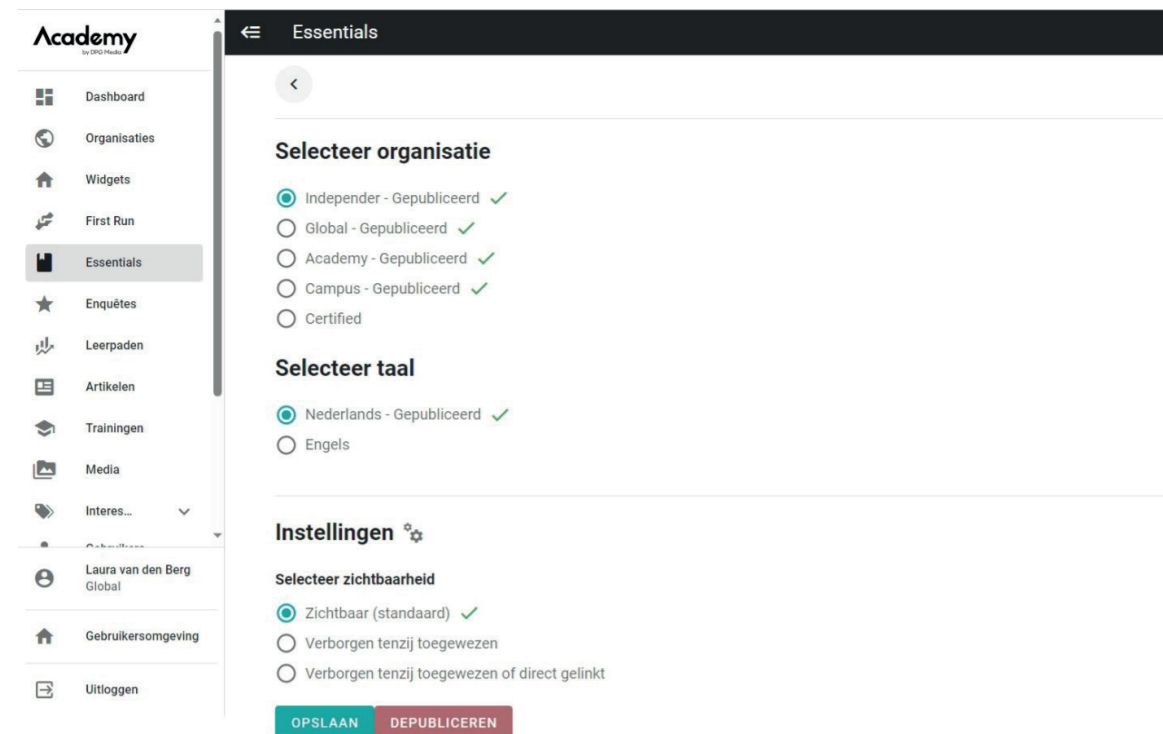


Figure 7.16: Current publications page

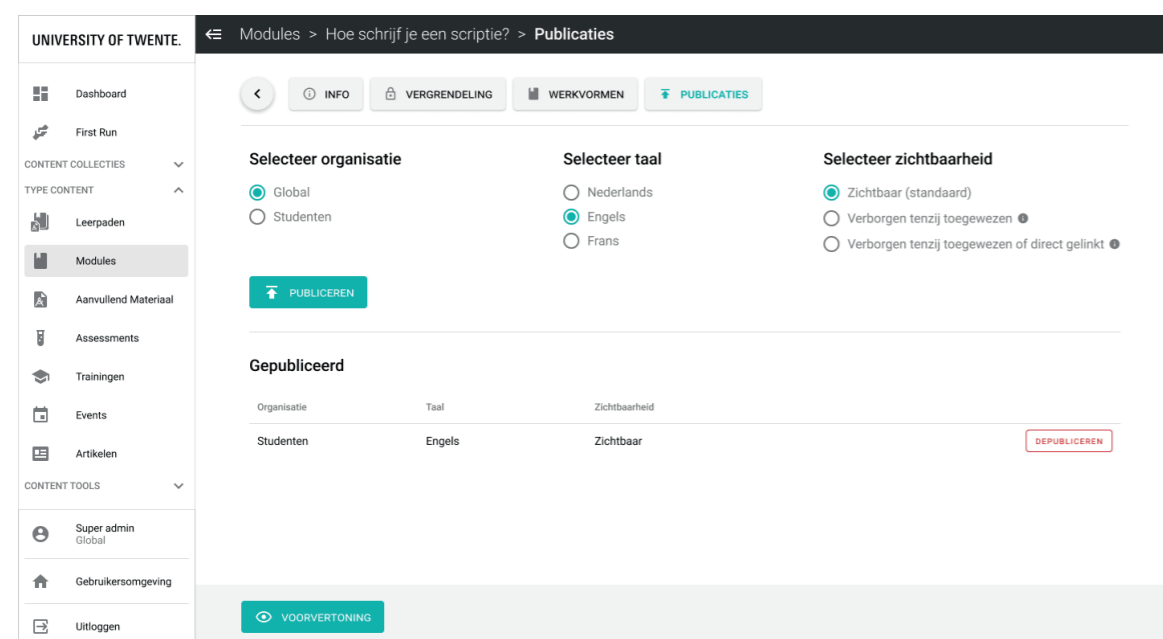


Figure 7.17: Redesign publications page

7.4 Redesign Challenges and Knowledge Checks

In the current platform, after setting the 'unlock behaviour' of a learning path on 'challenge', a challenge appears at the beginning of the learning path, while text and an image can be added. It automatically integrates questions from the modules included in that learning path. A knowledge check, using the same questions, can be added at the end of the learning path. As explained in chapter 6.2.3, some users struggle to understand the purpose of a challenge or knowledge check when making a module, as these are exclusively used within learning paths. Therefore, the feature of adding challenge and knowledge check items is relocated to a new page within the learning paths section.

Challenges are not included by default and are dependent on the locking settings. When there is no challenge, users will encounter the screen as showed in Figure 7.18. When hovering over the information icon after 'no challenge', information will be provided that explains how to add a challenge. In addition, tooltips are added to clarify the functions of challenges and knowledge checks. Unlike Figure 7.18, only one tooltip can be displayed at a time. A knowledge check can be added after clicking on 'edit'. Once a challenge is added through the locking settings, questions can be created the same way as chapter items (see Figure 7.19). Regarding knowledge checks, the redesign now offers the option to create distinct questions, in addition to reusing challenge questions.

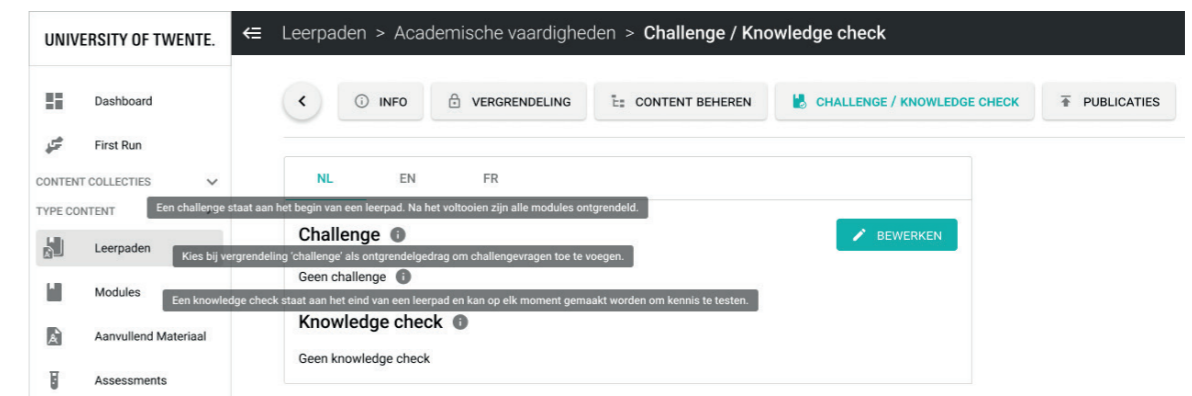


Figure 7.18: New challenge / knowledge check page with extra information while hovering over tooltips

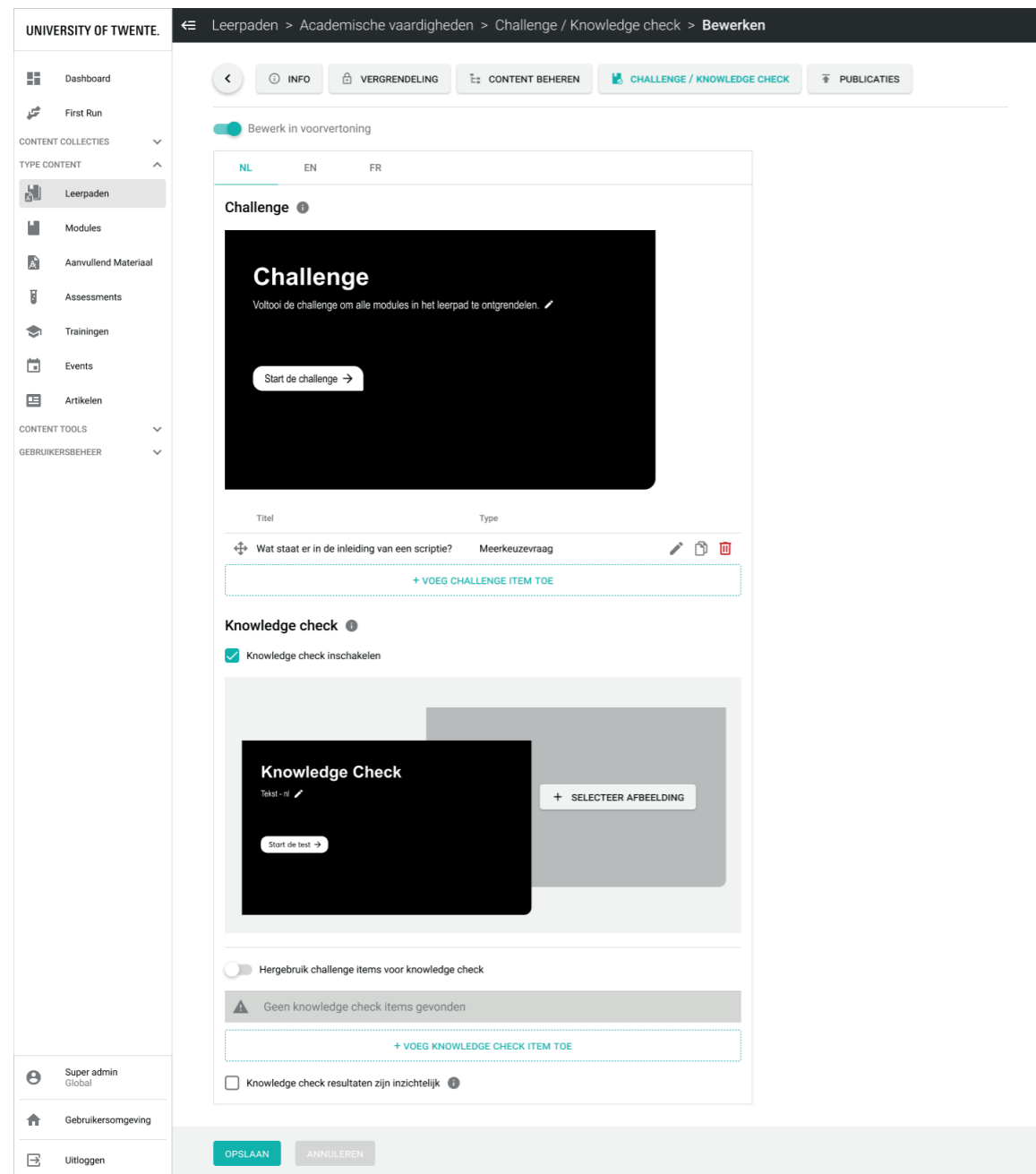


Figure 7.19: Challenge and knowledge check creation page in preview mode

7.5 Conclusion

The skeleton and surface phase addressed additional issues identified during usability tests that relate to navigation and placement of information, buttons and icons. Consequently, the redesign incorporates explanatory text and icons for different types of modules, learning paths and chapter items. Guiding users through the creation of modules and learning paths has been simplified by reorganising information, adding tooltips, and introducing a preview mode that provides direct feedback on the outcomes. This preview mode has also proven to be valuable for enhancing the design of the more complex chapter items, namely flip cards, hotspots and sliders. Moreover, the new publications page offers a clear overview of the configurations in which modules and learning paths are published, and a page is added within learning paths to create challenges and knowledge checks.

8. Usability Testing

The overall objective of the concluding usability tests is to discover the extent to which the usability and, consequently, the user experience of the redesign of the Blocks admin panel has been improved compared to the current admin panel according to beginner and experienced users. Secondly, it aims to identify any remaining issues within the redesign that still require improvement. This chapter outlines the method, including the tasks and questions for the participants, to achieve these goals. Additionally, it delves into the analysis of the results and the integration of these findings into new design recommendations.

8.1 Method

Similar to the previous round of usability testing, participants of the final moderated test have engaged in various tasks and questions while thinking aloud. This approach helps to gain insights into what ways the redesign is improved compared to the current admin panel and highlights any remaining issues. However, this time the testing platform 'Maze' has been used, which allows to import Figma prototypes with specified expected paths for certain tasks, and to add different types of questions (Maze, n.d.). Using Maze ensures that the test is the same for all participants and leads to a clear overview of results, including screen and audio recordings per task, heatmaps, misclicks and usability scores. These metrics, therefore, help to compare results between experienced and beginner users.

8.1.1 Participants

The test has been completed by five users: the Product Owner of RMMBR, the Director of Education at WBCSD, the Innovation Advisor at Loyens & Loeff, and two Learning and Development Coordinators from DPG Media. The first three participants are considered experienced users, whereas the DPG Media participants typically work within 'trainings' instead of modules and learning paths, and are therefore considered beginner users. Since the participants are familiar with the context of the Blocks platform, all participants can effectively evaluate the redesign in comparison to the current platform they are accustomed to using.

8.1.2 Tasks and Questions

The distinct goals related to specific issues following from the design phase that the test aims to uncover can be found in Appendix J.1, as well as the tasks and questions for the participants that are aligned with these goals.

A Figma prototype has been created according to these tasks and questions. Therefore, not all UI elements of this prototype are interactive. Since it is not possible to type in a prototype, text appears when clicking a text input element. The current platform may be different per client, for example some clients have extra menu items or features, and the language differs per client. However, to ensure a fair and consistent comparison, the prototype for this test will be identical for all participants. As all participants are Dutch, the prototype was presented in Dutch, and a neutral example organisation was used in the prototype, namely the University of Twente.

8.2 Results

The transcriptions of all five user tests are available in Appendix K. Moreover, Appendix J.2 presents the results generated by Maze per question, including heatmaps and answers, in combination with an overview of user click locations and relevant feedback and comments extracted from the transcripts. This section will address general data observations related to each redesigned part.

8.2.1 Menu Structure and Terminology

No participant could directly locate the menu item 'mediabibliotheek' ('media library'), which was nested under 'content tools'. Instead, three participants initially clicked on 'content collecties' ('content collections'), while two participants first selected 'type content' ('content type'). The average number of clicks to find the intended item was 4.2, while it was achievable in 2 clicks.

The clarity of the new subheadings had an average rating of 2.8 on a scale of 1 to 5. Feedback mainly highlighted confusion resulting from three subheadings containing the word 'content'.

Regarding terminology, all participants expressed a preference for the term 'module' over 'essential' in terms of clarity. However, WBCSD already uses the name 'module' for 'learning path', and two participants mentioned that they are already used to the word 'essential' and would not want to change it.

Four participants agreed that 'toolkit items' is an unclear term, while the fifth participant does not have a preference. For WBCSD it is already called 'additional materials'. Although two participants suggested to shorten and modernize it, 'aanvullend materiaal' was considered a more clear and self-explanatory term. Lastly, at a later question, the participant from WBCSD suggested to change the term 'chapter item' to 'interaction type'.

8.2.2 Module Overview

The answers to the question "What columns would you want to see in the module overview?" are presented in Figure 8.1. The answers for 'Other' are "used in.. prework for trainings for example", "tags", "duration" and "who edited last". Regarding locking, the Product Owner of RMMBR proposed that the overview could also specify the conditions under which a module would be unlocked. Additionally, at the task of navigating to a module's page to find which learning paths it is part of, the participant from WBCSD highlighted the usefulness of having this reference.

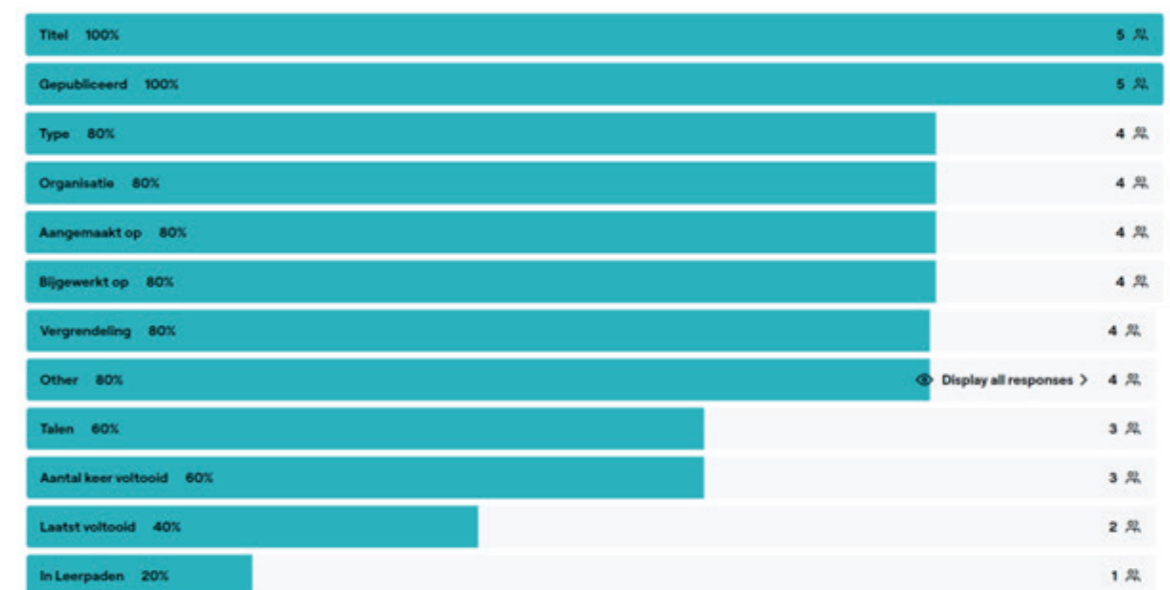


Figure 8.1: Answers which columns are preferred in the module overview

In regards to incorporating publication details in the module overview, one participant immediately identified the correct arrow to unfold the row and reveal the module's publication details. The other four participants required more clicks to access this information, as can be seen in the heatmap in Figure 8.2. On average, participants needed 4.8 clicks to reach the intended icon. Two participants mentioned that it was not clear that the arrow could be clicked. Other feedback emphasised the convenience of finding publication details directly within the module overview instead of going to a module's publication page. The arrow was also often clicked at the task of identifying the learning paths of a specific module.

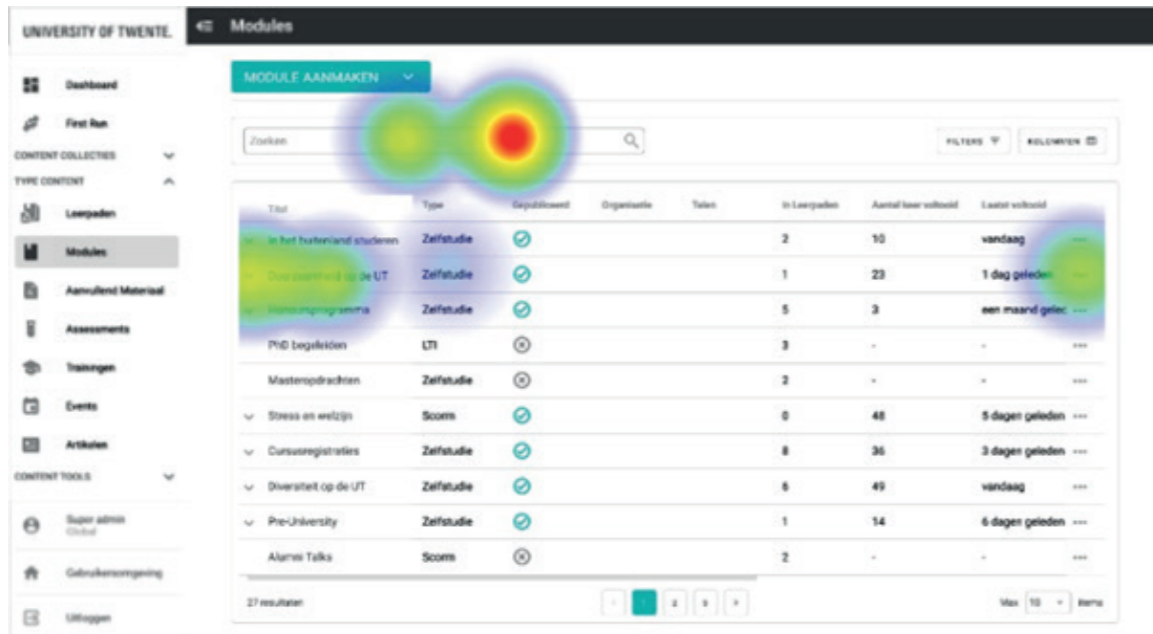


Figure 8.2: Heatmap of checking in which organisation and language the module 'Duurzaamheid op de UT' is published

Concerning the option to hide columns, participants were positive about this feature and found it intuitive to accomplish. Similarly, filtering and sorting were also perceived as self-explanatory. Only the first participant from DPG Media needed more clicks to locate the filter option and initially struggled to distinguish between the 'filters' and 'columns' buttons. Mentioned missing filter options include 'assignment' under 'type' and 'tags'. Additionally, the Product Owner at RMMBR remarked that the list would become too long if a client would have 50 organisations.

8.2.3 Module Creation

The supporting text and icon for each module type (as presented in Figure 7.1) has been noticed by the RMMBR Product Owner, as he commented: "I can imagine that if you have no idea what an LTI or a Scorm is, and you just start working on the backend, that [text and icons for module types] adds value, for sure. We got that feedback anyway. It was from the previous demo we did, two weeks ago or so. They were missing supporting texts on the backend. So indeed, not just "self-study", but it also states what it is." (See transcript in Appendix K.1).

When creating a module, all participants performed as expected in the normal mode, without the preview. When entering the preview mode, all participants had trouble recognising what needed to be filled in, or thought that everything was already filled in. According to Figure 8.3, the results show that the three experienced users each have a distinct preference, while the beginner users either favour the preview mode or have no preference. The participant from Loyens & Loeff expressed that 'no preference' does not accurately reflect his opinion, since he believes that using both functions together enables quick module creation (see transcript in Appendix K.4).

When the participants had to indicate how to create the module in English, they all initially clicked the correct language button. However, they then attempted to edit the module instantly, without clicking the 'edit' button first.



Figure 8.3: Answers to the question whether the participant prefer to use the preview mode or not (1 = no preview, 3 = no preference, 5 = preview)

8.2.4 Chapter Items

All participants immediately understood how to add a chapter item ('werkvorm') to the module. Whilst the majority of chapter items were self-explanatory through their icon and description, a small number of remarks were made. The initial participant from DPG Media and the participant from Loyens & Loeff found it difficult to grasp the difference between the function of a hidden hotspot and a standard one. Furthermore, the Loyens & Loeff participant recommended substituting 'suggestions' with 'open suggestions', as the responses are accessible to learners. He also mentioned that although the names of 'meerkeuzevraag' ('multiple choice question') and 'vinkvraag' ('multiple response question') do not clearly indicate its difference, the icons make this apparent. The participant from RMMBR recommended the inclusion of mp3's or podcasts in the description of 'text with audio' and the word 'download' in the description of 'PDF download'. Another point raised by RMMBR pertains to the description of flip cards, which should not be labelled as multiple choice questions if it could also exist without a correct answer. Additionally, he mentioned that he often gets the question what happens with the answers from open questions and that these are only for the users themselves to review, while no one else can see it.

In the task of creating flip cards with three cards and no correct answers, two participants left the fourth flip card blank instead of deleting it, and three participants left all 'correct' checkboxes blank instead of enabling the 'informative only' toggle. RMMBR and WBCSD appreciated the flexibility of the current platform in allowing users to create more than four or fewer flip cards. Additionally, WBCSD noted the usefulness of the preview mode for creating flip cards.

The creation of a hotspot chapter item went as expected and did not present any major usability problems. Only the first participant of DPG Media enabled the 'informative only' toggle exclusively because it was required in the previous task. Two participants mentioned the cluttered look of the page, and the WBCSD participant wanted to be able to locate a hotspot more precisely and change its shape, size and colour.

Lastly, there were no large usability problems with the slider page. The participant from Loyens & Loeff did not fill in most of the slider values, but mentioned that he understood all functions. The RMMBR participant suggested editing the unit above the slider, not just the one on the left. In addition, the WBCSD participant expressed his wish for an option to make the slider informative only, as it may not always have a correct answer. He also noted an issue where, after the learner gives an answer within the correct range of numbers, the slider would shift to the exact correct answer, giving the impression that the answer given was incorrect.

8.2.5 Publications

Three participants successfully navigated the expected path to publish the module in Dutch and English. The participant from Loyens & Loeff initially went to the 'info' page instead of the 'publications' page, and the second participant from DPG Media mistakenly clicked on 'preview' instead of 'publish' once. As well as positive feedback, RMMBR suggested to allow multiple languages and organisations to be selected at the same time. The first participant from DPG Media mentioned that she was used to seeing checkmarks behind the published languages, although she acknowledged the clarity of the publications overview at the bottom of the page.

8.2.6 Learning Path Overview and Creation

To the multiple choice question what columns users preferred in the learning path overview, all participants answered the title, publication status, and languages. Other response options also showed a majority preference, except for two votes for 'last completed' and one vote for 'type'. Similar to the module overview, the RMMBR participant chose every option. For 'other', the first participant from DPG Media filled in: *"Assigned to everyone or to a specific group; in other words, is it visible to everyone?"*

The three experienced users managed to complete the task of creating a learning path and adding the newest module and additional material on their own, with fewer clicks than the DPG Media participants who had hardly used modules and learning paths before. The first DPG Media participant attempted this task unsupervised at a later moment due to lack of time in the supervised first part of the test. Without help, she was not able to complete the task successfully as she thought that the whole task should be done on the first page, whereas the 'content management' page that appears after creating the learning path was also needed to complete the task. Similarly, the second participant from DPG Media needed guidance to complete the task successfully.

8.2.7 Challenges and Knowledge Checks

Since the function of a challenge is to unlock content sections upon successful completion, the most efficient path to add a challenge was to consult the tooltip next to 'no challenge', which explained to select 'challenge' as the unlocking behaviour on the 'locking' page. However, all participants first clicked 'edit' on the 'challenge / knowledge check' page and did not consult the tooltip until prompted. On reaching the 'locking' page, one participant immediately managed to change the unlock behaviour to 'challenge', while three participants initially clicked alternative elements. The first participant from DPG Media did this task unsupervised and mistakenly believed it had to be executed on the 'manage content' page. As it was not possible to return to that page, she eventually quit the task. The remaining four participants were able to complete the task without further guidance after a challenge was added, successfully creating a challenge item, although three participants did not initially notice the option of reusing the challenge question for the knowledge check.

When asked whether users preferred to create challenges and knowledge checks within modules or learning paths, three participants favoured modules, while two opted for learning paths. Reasons for answering 'modules' included the benefit of linking challenge and knowledge check questions to specific modules, eliminating the need to duplicate questions for modules that appear in multiple learning paths or in dynamic learning paths that are slightly different depending on which group it is for. Another reason was the ability to add fully completed modules to a learning path, avoiding content-related changes in learning paths.

On the other hand, proponents of learning paths emphasised the intuitiveness of reviewing challenges and knowledge checks in the place where they are worked on, and the usefulness of having an overview of all questions within a challenge or knowledge check. Furthermore, moving it to learning paths allows the creation of a large pool of additional questions for a knowledge check, potentially making that test randomized. Although WBCSD had good reasons for choosing learning paths, the participant also recognised the advantages of linking challenge questions to modules to support the creation of specific questions per module and to unlock specific modules upon successful completion of the corresponding questions. However, WBCSD expressed dissatisfaction with the current restriction of creating three questions per module.

8.2.8 Overall Redesign Evaluation

When comparing the overall redesign with the current admin panel, the two DPG Media participants rated the redesign a score of 6, while the other three participants gave it a score of 8 on a scale of 1 to 10. Final remarks included the positive value of additional explanations and the preview mode, although the preview mode could be less cluttered. The additional information and better way of searching for materials, for example in modules, were also received well, as long as columns can be toggled on and off. It was also mentioned that these changes should be implemented consistently across various pages, for example in users and groups. Other comments touched on ongoing challenges, noting that certain aspects remained ambiguous, unclear, or required an excessive number of steps, making it difficult to find the solution immediately.

8.3 Discussion and Design Implementations

This subchapter will interpret the described results and suggest design implementations that can be concluded from the insights.

8.3.1 Menu Structure and Terminology

The results regarding the clarity of the new menu subheadings suggest that the structure is not optimal yet. For example, 'content collecties' ('content collections') could also include learning paths, and 'mediabibliotheek' ('media library') was perceived as a content collection or part of 'type content' instead of 'content tools'. Despite the attempt to communicate the relationship between content types and other menu items by consistently using the term 'content', it turned out that this actually created confusing as menu items could align with multiple subheadings.

Although the subheading 'homepage' was initially discarded, since the corresponding items will in the future not only be presented on the homepage, this term still accurately describes a significant aspect of their function and distinguishes them from other menu items, as also agreed by the Product Owner of RMMBR. Regarding 'content tools', the participant from Loyens & Loeff proposed the title 'media', but this does not encompass the items 'tags' and 'enquêtes' ('surveys'). To eliminate the word 'content' and describe all items in this category, the new title 'media & tools' is suggested in an improved structure. This category could also include the item 'First run', which is related to tags. Furthermore, 'type content' could be simplified to 'content', and 'gebruikersbeheer' ('user management') already has a distinct name. Overall, this proposal results in the menu structure as presented in Figure 8.4.

Since all participants agreed that 'module' provides a clearer description of its function compared to 'essential', it is recommended to adopt this term, particularly for new clients. For existing users and end-users who are accustomed to 'essential', it is advised to discuss with clients whether to transition to the term 'module'. However, due to potential new employees or end-users, it could be argued to implement this change across all current platforms to ensure consistency and clarity.

Similarly, 'aanvullend materiaal' has proved to be a suitable term to replace 'toolkit items', since it is still similar in English and clearly describes its function. Although there was a suggestion to make it shorter and more modern, the proposed alternative, 'aanvullende modules', might be confusing compared to 'modules'. Consequently, it is advised to adopt the term 'aanvullend materiaal' or 'extra materiaal' across all platforms instead of 'toolkit items'. It is also advised to consider changing the term 'chapter items' as it does not clearly describe its function. A new option could be 'interaction type', but further brainstorming for a suitable term is advised.

Lastly, since no objection is made against the new terms 'content sliders' instead of 'widgets', 'mediabibliotheek' instead of 'media', and 'content sections' instead of 'content groups', these new terms are also recommended to implement.

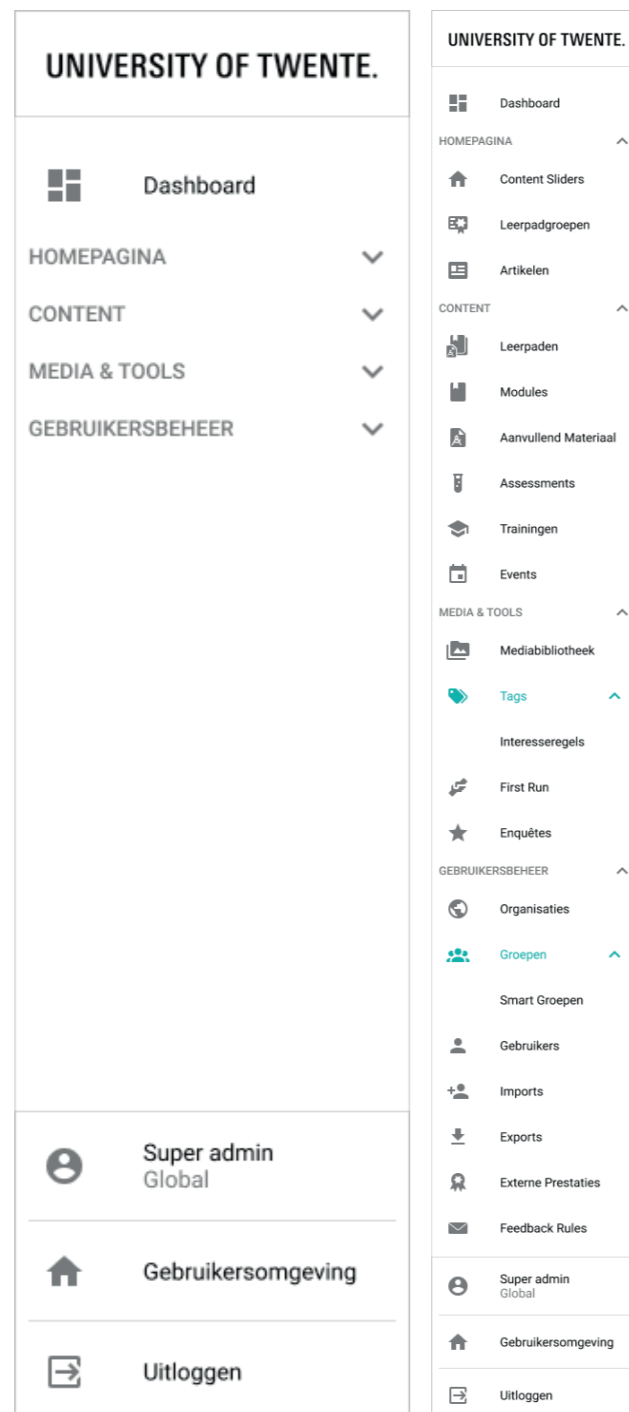


Figure 8.4: Final Menu Structure

8.3.2 Module Overview

The findings indicated that preferences regarding what information should be in the module overview vary significantly and are largely influenced by the functionalities participants have in their current LXP. Notably, all participants were interested in the new 'published' column, showing its added value to include in the overview. It is advised to incorporate all columns from the prototype (as earlier presented in Figure 6.7), while considering additional suggestions, such as where else a module is used (e.g. as prework for trainings), tags, duration, and most recent editors. The Product Owner at RMMBR also emphasised the value of having all columns, as long as it is possible to enable or disable them and to save these preferences. The inclusion of the number of learning paths might be optional, as the only person who answered this did it for the reason of having as much information as possible, and because including the exact learning paths within a module page was received positively.

Concerning locking, additional details on unlocking conditions could be added. Furthermore, more distinct 'locked' and 'unlocked' icons are recommended, as these were perceived too similar by the first participant of DPG Media. Horizontal scrolling is approved as it allows more information and will be less problematic when hiding unwanted columns.

Regarding locating publication details within the module overview, the fact that two participants did not know that the intended arrow could be clicked may have to do with a lack of hover effects on these icons in the prototype as would be the case in the final interface. Although the publication details should be in this overview as can be concluded by participant's comments, the usability of revealing this information should be improved. The fact that participants clicked the arrow when asking about learning paths indicates that it does not intuitively communicate its relation to publications. Additionally, the first participant of DPG Media insightfully suggested that the language in which it is not published should be excluded instead of leaving it black.

The functions of hiding and showing columns, filtering and sorting, should be implemented as suggested in chapter 6.2.2, since this proved to be intuitive and useful. The filter should still include 'assignments' as a type, since these still exist. Lastly, a tag filter should be added, as suggested by WBCSD, as well as search option when filtering on organisation in case there are many organisations.

8.3.3 Module Creation

Based on the results, the icons and text describing the various module types are a valuable addition in providing in-context explanations for novice users. Moreover, the diverse results of preview preferences suggest that the combination of both the preview and normal mode meet the user needs of all skill levels, who can use either mode or a combination of both to obtain constant feedback about the outcomes.

Nevertheless, there is still room for improvement. For instance, the perception of the participants that the preview mode was already complete implies that a clearer indication is needed of what should be filled in on places where just placeholder text, such as 'introduction text', is displayed. The preview images currently show front-end buttons, such as 'add to favourites' to provide additional context of the look, while these buttons are non-functional. As some participants clicked them, it is advised to remove them.

Another insightful remark was that the preview only shows the desktop version and not a mobile version. As implementing a mobile version would require significant effort, the desktop version should suffice for now. However, if feasible in the future, a mobile version could be considered to add.

As detailed in the results section, all participants attempted to edit the module directly from the 'English' tab instead of clicking on the 'edit' button. This issue could be solved by implementing a clearer distinction between the edit and view modes. Another solution would be to also allow for editing the preview images from within the view mode.

8.3.4 Chapter Items

The results proved that integrating icons and descriptions to the various chapter items is a useful contribution. However, some improvements are suggested based on the participants' feedback. Figure 8.5 shows enhancements to the icons and descriptions of the 'text with audio', 'open question', 'flip cards', 'hotspot', 'hidden hotspot', and 'suggestion' chapter items to clarify their functions. This includes additional information on 'text with audio' and 'open question', reworded descriptions of 'flip cards' and 'hotspot', changed icons of 'hotspot' and 'hidden hotspot' to clarify their differences, and changing the name 'suggestion' to 'open suggestion'.

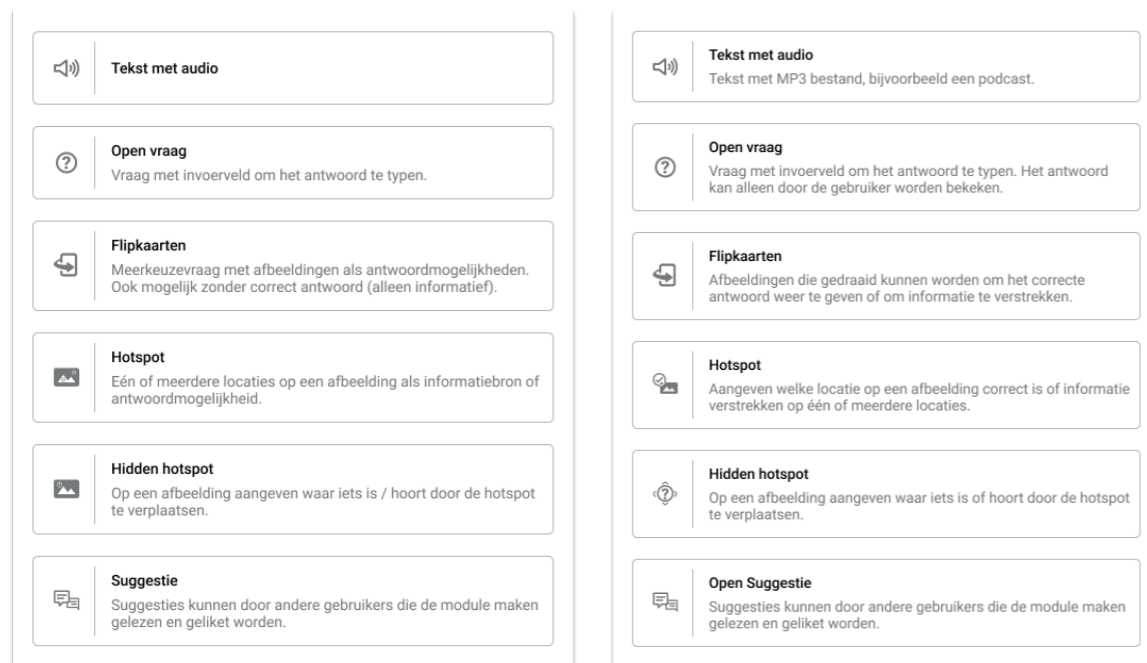


Figure 8.5: Improved chapter item icons and descriptions

During the creating of flip cards, two issues stood out most. Firstly, while the option to create more or less than four cards was well-received for its flexibility, two participants left the fourth card blank instead of deleting it. To address this, the default number of cards could be set to zero, as suggested by the participant of Loyens & Loeff. This change encourages users to actively choose the number of flip cards, preventing them from accidentally leaving cards blank, and promoting consistency on the platform as the default number of hotspots is also zero. The second challenge regarding flip cards pertains to the 'informative only' option. Although the information tooltip explained its function, participants did not consult this information. To avoid users from leaving all 'correct' checkboxes unchecked, the existing warning pop-up that appears after attempting to create the chapter item should explicitly state that at least one flip card should be marked as correct, or that the 'informative only' toggle should be activated if no flip card is intended to be correct.

To declutter the hotspot page, the image could be displayed across the entire width of the page and the hotspots below it, as suggested by the participant from Loyens & Loeff. This would also

facilitate the ability to locate the hotspots more accurately. Furthermore, the participant from WBCSD made a valid point regarding the customisation of hotspot attributes such as colour, shape and size. While changing the shape does not have any immediate benefits, adjusting the size and colour may lead to more visible hotspots. The colour options could simply be light and dark depending on the image colour.

The limitations of the prototype became particularly apparent when participants quickly moved through the slider page by simply clicking on each input field without thinking about the precise meaning of each function. Although entering the values themselves could lead to different results, the current results indicate minimal usability problems. Improvements include the ability to change the unit in all places where it is displayed on the slider in preview mode. Furthermore, the WBCSD participant expressed a preference for an 'informative only' option for sliders, but did not provide any specific use cases. This preference seemed to be related to the issue of inadequate feedback to learners when the slider moved back to the exact correct answer. Therefore, the proposed design change is to include the full range of correct answers in the feedback, rather than only showing the exact correct answer.

8.3.5 Publications

Based on the positive responses and the overall efficiency demonstrated during the task, it can be concluded that the publication page has improved compared to its predecessor. A further improvement would be to introduce the ability to select multiple languages and organisations simultaneously, making the publishing process more efficient than publishing one configuration at a time. This could be done by adding a 'select all' button and changing the radio buttons to checkboxes. Moreover, keeping the checkmarks behind published organisations, languages and visibility settings, as in the previous platform, helps to also provide feedback in the upper part of the page where the selections are made. The fact that one participant clicked on 'preview' instead of 'publish' may be related to the similarity of the buttons. The 'preview' button could be more clearly distinguished as a navigation button rather than looking like all action buttons.

8.3.6 Learning Path Overview and Creation

Similar to the discussion about the columns in the module overview, the preferences for the learning path overview mainly depended on the current functionalities in participant's LXP. For example, WBCSD and Loyens & Loeff only have one type of learning path, and DPG Media participants were unaware of any additional types, making the 'type' column irrelevant for them. For this overview it is also recommended to include all columns from the prototype, allowing users to select the columns they wish to see. As suggested by DPG Media, the groups to which learning paths are assigned could also be included in this overview. If all columns are implemented, it is crucial to enable preferences to be saved to avoid enabling and disabling columns every time.

The fact that the task of creating a learning path and adding a module and additional material was perceived as more challenging, and even impossible to complete without help, is likely related to the delivery of the task. One of the goals of this task was to assess the acceptability of placing 'post-work module' on the first page before adding modules to the learning path. Therefore, compared to other tasks, this task required more steps and placed the steps in a different order than it was presented in the interface. Consequently, because of inaccurate reading, the two participants from DPG Media initially wanted to select the module that was to be added to the learning path as a post-work. Although the first participant recognised that the feature was about post-work, she was unaware that she could proceed to the next page where the module could be added as content to the learning path.

Regarding the selection of modules as post-work, the transcripts suggest that this feature is currently hardly used. RMMBR notes that this is due to a lack of feedback in the front-end that modules are unlocked after completing a learning path, while WBCSD questions its value, as it can also be included in the learning path. Therefore, the existence of this feature, its placement, and the addition of feedback upon completing of a learning path should be reconsidered.

The remainder of the pages should align with the prototype's design, as it was considered more logical to add additional materials in the proposed location than on the 'info' page. In summary, the process of creating a learning path and adding content can be summarised by the comment of the Loyens & Loeff participant who said *"I think once you've gone through it once, you know how it works."*

8.3.7 Challenges and Knowledge Checks

The results show that the final task of the usability test was the most difficult for participants, indicating a need for significant improvement. The diversity of opinions on whether challenges and knowledge checks should be created within modules or learning paths suggests that there is no straightforward solution. The usability tests in the strategy phase revealed a lack of clarity about the distinction between challenges/knowledge checks and chapter items. Since questions are formulated within modules but only appear in learning paths that contain those modules, it is logical to create everything related to challenges and knowledge checks on the learning path page. However, this test highlighted the importance of linking the items within a learning path challenge to its corresponding module. Therefore, it is advised to keep the creation of challenge items within the module page. To clarify where it is used, the navigation button could be labelled as 'Learning Path Challenge Items'.

It is also recommended to implement the separate page for challenges and knowledge checks in learning paths. However, a better solution is needed to its relation to locking, as participants did not intuitively associate challenges with the locking settings. To avoid confusion, the unlock settings for content sections could be moved to the 'challenge / knowledge check' page as visualised in Figure 8.6, avoiding the need to switch between two pages. As this option will then be located after the content management, new users will also be more familiar with the term 'content section'. Changing the existing drop down menu to radio buttons immediately shows the available options.

On the 'challenge / knowledge' page an option could be introduced to choose whether the challenge unlocks all modules or content sections, or only those modules for which the questions have been answered correctly. In addition, admins should be able to choose the number of correct answers required to succeed. While challenge questions are linked to modules, the knowledge check should have the option of reusing the same questions as the challenge and the addition of more questions. This allows a large pool of questions to be created, from which a smaller number of questions are randomly included in the knowledge check, thus encouraging an enhanced learning behaviour that discourages the behaviour of rushing through the knowledge check by memorising or copying answers, which was often observed by the WBCSD participant.

Finally, with regard to the 'edit' button, participants often attempted to edit the challenge and locking settings before clicking 'edit'. Therefore, it could be considered for these pages to always be in edit mode, eliminating the 'view' mode, as is already the case for the content management and publication page. The disadvantage of this is that it would require automatic saving after each

input, potentially resulting in incomplete entries, whereas the current way of saving everything at once allows an error message to be displayed if not all required fields are filled in. Removing the view mode is therefore not a high priority, but may be considered in the future if a suitable solution is found.

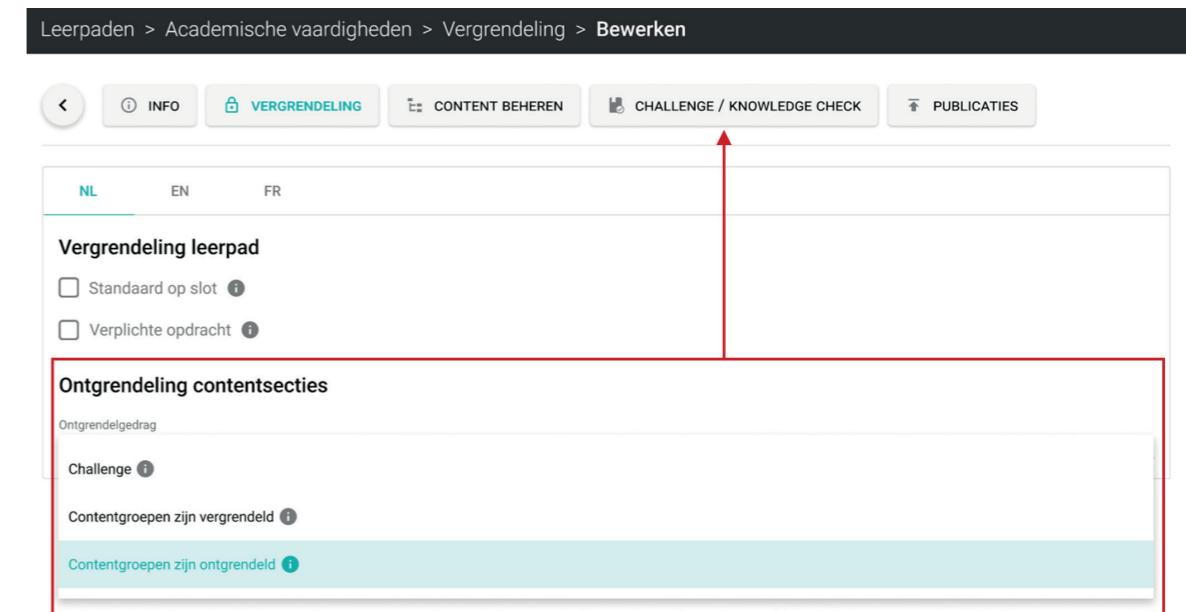


Figure 8.6: Move unlocking behaviour to 'challenge / knowledge check' page

8.3.8 Overall Redesign Evaluation

Overall, the participants gave the redesign a positive rating of 7.2 on a scale from 1 to 10. Notably, novice users assigned a lower overall rating compared to experienced users. This discrepancy may be related to experienced users' familiarity with the current admin panel, enabling them to better identify improvements and changes. As articulated by one beginner user from DPG Media, *"I can't really make a fair comparison, so maybe also because I'm not really used to it yet. But for me, at the moment, it doesn't make that much of a difference"* (See Appendix K.5). Another influencing factor may have been that the two most difficult questions, on which the first participant from DPG Media gave up, were presented at the end of the test. With these questions fresh in mind, this may have influenced the rating.

The second participant from DPG Media also mentioned that it was sometimes unclear which elements could be clicked. This confusion is mainly due to the fact that it is a prototype where not everything is clickable. Therefore, actual usage may result in different behaviour compared to this usability test. Other mentioned points for improvement have been addressed in the corresponding discussion sections.

9. Discussion

To address the issues regarding counter-intuitiveness and lack of overview due to insufficient user participation in the development of the admin panel of Blocks, a customised LXP for large organisations, this thesis aimed to answer the research question: How can the user experience of the admin panel of Blocks LXP fit the needs of admins who manage and deliver customised learning experiences to employees and other end-users? Stakeholder interviews and usability tests have shown that the user experience of the admin panel of Blocks LXP, as an extension to its usability, can fit beginner admin needs by making features explicit and providing clear immediate feedback, while allowing flexible use and efficient navigation on diverse needed information for experienced users. As the usability test results have been thoroughly discussed in the previous chapter, this chapter will focus on a reflection on the incorporated tools and user participation in the research, including its limitations and corresponding recommendations for future research and for Nerds & Company.

9.1 Reflection on Research Activities, Tools and User Involvement

9.1.1 Design Process: Elements of User Experience

Following the design process of the 'elements of user experience' (i.e. strategy, scope, structure, skeleton, surface) proved to be beneficial for designing a digital product, as it specifically considers the structure, placement and appearance of UI elements in addition to the general analysis and scope phases as used in other design processes, such as the widely used design thinking process (Interaction Design Foundation, 2016). However, as with design thinking, the phases should be iterative by evaluating taken steps and returning to previous phases if necessary. The 'elements of user experience' do not particularly dedicate a separate phase for evaluation, but rather incorporate that in every phase (Garrett, 2011). However, for this thesis it was valuable to consider testing as a separate phase, since it evaluated solutions from multiple phases at once, namely the structure, skeleton and surface phase. Additionally, considering evaluation as a separate phase makes it explicit that it is a crucial part of every design process.

The significance of user involvement became apparent through the amount of problems found within the admin panel that lacked user participation in its development. This thesis also demonstrated the importance of involving users at the start of the design process to gather much information and gain a broad understanding of the context, which can then be used in subsequent phases. Transcripts have often been reviewed in later phases to revise reasoning behind specific problems or proposed solutions. Additional user involvement after designing solutions has demonstrated its value in validating whether the user needs have been accurately interpreted in the redesigned screens.

Users could also have been involved in the design phase, using generative co-design methods, in which users are considered as design partners to uncover tacit knowledge about the problems to be solved (Sanders & Stappers, 2008). However, this may be more beneficial when there is no existing product yet, since this approach can lead to a solid starting point, whereas in this case the current admin panel was valuable as input for redesigned user interfaces. In addition, the card sorting method could have been applied for designing an optimal menu structure that matches

users' mental model, supporting them to find what they are looking for (Sherwin, 2018). This would, however, require extra sessions or time with users who were already asked to participate for an interview and two usability tests.

9.1.2 Interviews and UX Tools

Interviews were valuable to get an initial insight into the use context of Blocks in general and its admin panel, serving as input for preparing a relevant usability test. Instead of actual generative co-design sessions, useful tools were incorporated into some of the interviews to uncover tacit knowledge from stakeholders. Rather than asking about the stakeholders and delivery process of Blocks, providing a preliminary stakeholder map and service blueprint allowed the founder and director of RMMBR and the CTO of Nerds & Company to give targeted feedback. A service blueprint proved valuable in making the scope of the service explicit, uncovering all roles of various stakeholders and providing a better understanding of the user journey as a foundation for empathising with their use context and needs. In contrast, the business model and user-centred design canvases could be more targeted towards relevant knowledge. Since it is useful to have a template to guide in certain aspects of the product's context and value, it is recommended to use the canvas templates as a basis and to edit input fields based on the research topic.

9.1.3 Usability Tests

Involving users in a more interactive way also proved to be valuable in the usability tests, where users performed predefined tasks within the current admin panel and Figma prototype. The thinking aloud method was a useful way to clarify the rationale behind users' actions. However, participants require consistent reminders to express their thoughts, and additional questions are needed to uncover their motives and frustrations. Most users were motivated to contribute to an improved admin panel, and offered valuable insights into their way of working, while mentioning numerous issues and potential solutions that the designer could not have anticipated. For example, a participant associated the word 'groups' in 'content groups' with people because of a menu item, and misinterpreted an arrow for a checkmark. One participant did not recognise the need for the test, since they were satisfied with the current platform. Their demanding schedule may have influenced this view. However, even from this participant, valuable information was gained during the test.

The primary distinction between the two rounds of usability testing was the use of testing platform Maze for the second round of usability tests. Qualitative results, from screen and audio recordings, were more insightful to evaluate UI solutions compared to quantitative data like heatmaps. Qualitative results provide more insights in the rationale behind users' actions, while quantitative results would be more valid with more participants. Overall, Maze is particularly useful when interested in quantitative results from a large number of respondents, while it still provides benefits for qualitative research by structuring the results per question and per participant. However, manual analysis remains necessary for detailed examination of screen and audio recordings.

Although the prototype used in the second usability tests simulates realistic interactions mirroring the actual working platform, it does not support typing. As input is automatically entered upon clicking an input field, it may influence users' behaviour and cannot be fully verified whether users

understand what information should be entered into text input fields and what certain terms mean. On the contrary, the first usability tests, in which users performed tasks in their own admin panel acceptance environment, more clearly identified unclear terminology because they had to type in input fields themselves. However, in both usability tests additional questions helped identify to what extent users understood what they were doing.

While initially creating overviews of usability results in Excel, switching to Figjam better supported the analysis process of the usability test results by easily grouping problems on digital sticky notes based on design phase and usability heuristics, which provided a clear overview of the underlying problems and illustrated a distinction between experienced and inexperienced users. The usability heuristics by Jakob Nielsen (Nielsen, 1994, 2020) proved to be highly beneficial, as all usability problems and solutions throughout the design process correlated with at least one heuristic, and often multiple.

9.2 Limitations

There are two main limitations within the research that have influenced the results: the lack of end-user involvement and uncertainty regarding the technical feasibility of implementing the redesigns.

9.2.1 Not involving end-users

Although admin panel stakeholder participation has led to significant valuable insights, involving the end-users of the LXP was outside the scope of this thesis. Therefore, it has not been verified with end-users whether the frontend user experience is satisfactory. Gathering insights from learners could have uncovered diverse perspectives and issues, contributing to a broader understanding of the use context.

9.2.2 Feasibility

Secondly, while the usability tests demonstrated that the proposed solutions enhance user experience, the feasibility of implementing these into the platforms remains uncertain due to budget constraints. Blocks' current business model requires clients to pay for newly wanted features. It is, therefore, crucial to prioritise and invest correctly to ensure long-term client satisfaction and earn back the expense of developing the new design solutions.

9.3 Recommendations

All insights regarding the described reflection and limitations lead to various recommendations for Nerds & Company with regards to what to do next for Blocks and for UX design practices in general.

9.3.1 Priorities

Due to the large number of redesigned screens and features that require substantial resources to develop, it is important to prioritise what to develop first instead of implementing features randomly. Throughout the research it became clear that new features were continuously being introduced to Blocks, while the user experience of the existing basic features was inadequate. Therefore, it is advisable to begin with addressing the numerous minor usability problems, such as enabling the option to delete modules and learning paths, before introducing major new features, such as the preview mode or an onboarding experience. While establishing a strong foundation may demand significant time initially, it ultimately saves time by reducing the need for

extensive time-consuming changes in multiple platforms or pages at a later stage. Specifically when implementing a basic version of Blocks that incorporates a license model targeting smaller organisations and offers less constant support, it is crucial to establish a solid user experience in which features are self-explanatory.

9.3.2 User involvement

This thesis demonstrates the negative impact of insufficient user involvement in the development of Blocks, as it has led to numerous usability problems. It highlights the importance of user involvement in (digital) design, as it cannot be assumed what users want or know. To accommodate new users with evolving needs and preferences, users should continue to be involved in the further design and development of Blocks. Here, the primary focus should be on the end-users, as they are the main target group of Blocks and its admins. Despite the perception that user involvement may require significant costs, investing in user research promises long term benefits by establishing a solid foundation for users' actual goals and needs, which can be reviewed when new features are introduced. Therefore, even brief usability tests with a limited number of users can provide significant insights, as also stated by UX specialist Jakob Nielsen who highlights that the best results come from testing no more than five users and running as many small tests as can be afforded (Nielsen, 2000). In essence, incorporating user perspectives is not only crucial for preventing usability issues, but also for making strategic investments in the ongoing success of Blocks as user requirements are constantly changing.

9.3.3 Usability Heuristics

As discussed in 9.1.3, all identified usability problems correlated with at least one usability heuristics by Jakob Nielsen (Nielsen, 1994, 2020). Therefore, if time and budget are too limited for even short usability tests with a few users, evaluating solutions based on these usability heuristics or keeping them in mind while continuing the redesign of Blocks or other products still provides advantages.

For instance, the heuristic 'consistency and standards' describes that platform and industry conventions should be followed to reduce users' cognitive load when learning different words, situations or actions (Krause, 2021; Nielsen, 2020). Therefore, when implementing proposed solutions for modules and learning paths, other pages within the admin panel should be adjusted accordingly. This consistency should also be maintained across platforms of different clients and between the backend and frontend of the platforms. For example, if the term 'essentials' is changed to 'modules', this change should also be reflected for learners in the frontend.

10. Conclusion

Nerds & Company's learning experience platform 'Blocks' facilitates flexible and interactive organisational learning cultures by offering an on-brand, customised learning platform and support service with reusable elements and features for a diverse range of large organisations. By conducting interviews and usability tests with relevant stakeholders, this thesis demonstrates how the user experience of Blocks' admin panel back-end meets the needs of admins who manage and deliver customised learning experiences to employees and other end-users. Discovered goals, needs and use context led to redesigned user interface solutions that make features more explicit and provide clear immediate feedback for beginners, while allowing flexible use and efficient navigation of diverse needed information for experienced users.

During the design phases of the 'elements of user experience design' (i.e. strategy, scope, structure, skeleton, surface) a systematic design process was followed with a significant emphasis on understanding the stakeholders in the strategy phase. While the service blueprint, business model canvas and user-centred design canvas that resulted from stakeholder interviews highlighted the strengths and value propositions of Blocks and its extensive service, usability tests of the current admin panel revealed numerous usability issues that users encounter when using it. A selection of these issues has been tackled by clarifying terminology, adjusting the information architecture, providing better access to relevant data, and simplifying the workflow by adding a preview mode. All redesigned user interfaces have undergone another round of usability testing with admin panel users, who rated them positively overall. While suggestions have been made for some remaining issues, others require further refinement.

In addition to the remaining issues from the second round of usability testing, the next steps involve prioritising the development of the redesigned UI solutions. By addressing the numerous minor usability problems, a firm foundation for the user experience of the current platform can be established before introducing new features, such as an onboarding experience. While laying this solid foundation, user involvement remains crucial, as the lack of user involvement has shown to lead to counter-intuitive features and other usability problems. Additionally, Jakob Nielsen's usability heuristics can support user-friendly user interfaces, which do not have a steep learning curve and are intuitive for all users. When redesigning other pages within the admin panel, it is important to maintain consistency across platforms and pages, as well as with frontend of the platforms, while always keeping the learning end-user in mind.

Overall, this thesis demonstrates the value of involving users in the design process. It presents an overview of concrete relevant usability problems and corresponding redesigned solutions that enhance the user experience of the Blocks' admin panel. Therefore, it is a valuable contribution for Nerds & Company, RMMBR and six large organisations that support the learning and professional development process of a continuously growing number of approximately 8500 current active learners.

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NERDS & COMPANY

UNIVERSITY OF TWENTE.

APPENDIX

User Experience Design of a Learning Experience Platform Admin Panel

Laura van den Berg

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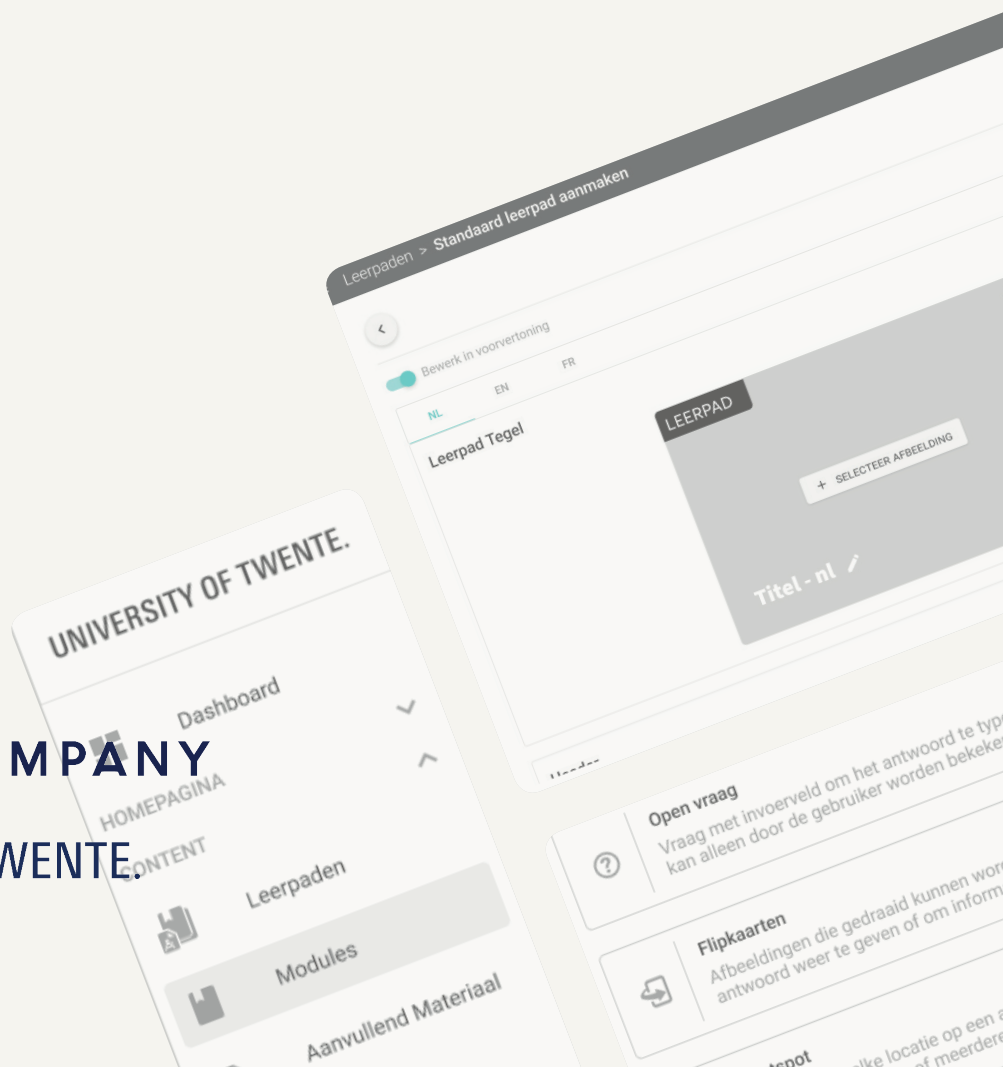


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AI Tools Used

During the preparation of this work the author used ChatGPT and DeepL Write in order to improve the grammar and formulation of own written text. After using these tools, the author reviewed and edited the content as needed and takes full responsibility for the content of the work.

A. Participant Documents

A.1 Information Brochure User Research Blocks LXP

Dear reader,

In this letter, I would like to inform you about the research you have applied to participate in. This research, regarding the user experience of the admin panel of Blocks LXP, is part of my graduation assignment for the master Industrial Design Engineering at the University of Twente and is done on behalf of Nerds & Company.

This study will last approximately until December 2023. During this period, you are asked to participate in one or multiple interviews or user testing sessions. The purpose of these sessions is to gain insight in the current usability and user experience of Blocks LXP and its admin panel, and to evaluate possible solutions. The exact procedure of every interview or session will be communicated beforehand.

The session(s) will take place via video calling or in person at your company. If you agree, the session(s) will be audio recorded. These recordings are used to review the conversation in order to not miss any relevant information. The recordings will only be used by me and will not be shared. However, the transcripts of the recordings will be documented and added to my thesis. In the informed consent you are asked to grant permission to make and use these recordings.

Data collected in this research will be used for my thesis and final presentation. The data will be stored securely and names and other personal information will be made anonymous. Instead of using names, I will mention job titles in my thesis. In the informed consent you are free to indicate whether you grant permission to also mention your company name in my thesis. In case you agree to mention the company name, complete anonymity can not be guaranteed if, for example, names and job titles can be found on your company's website. My thesis will be published at the online library of the University of Twente.

Participating in this study is voluntary. Therefore, you can stop your participation and withdraw your consent at any time during the research. It's not necessary to indicate the reason why you quit.

Yours sincerely,

Laura van den Berg
l.vandenberg@nerds.company
06-12021422

A.2 Informed Consent Form

Informed Consent for standard research

'I hereby declare that I have been informed in a manner which is clear to me about the nature and method of the research as described in the information brochure.

My questions have been answered to my satisfaction. I agree of my own free will to participate in this research. I reserve the right to withdraw this consent without the need to give any reason and I am aware that I may withdraw from the experiment at any time.

If my research results are to be used in scientific publications or made public in any other manner, then they will be made completely anonymous. My personal data will not be disclosed to third parties without my express permission. If I request further information about the research, now or in the future, I may contact Laura van den Berg: l.vandenberg@nerds.company, 0612021422.

If you have any complaints about this research, please direct them to the Secretary of the Natural Sciences and Engineering Sciences Ethics Committee at the University of Twente, P.O. Box 217, 7500 AE Enschede (NL), telephone: +31 (0)53 489 5607; email: a.m.klijnstra@utwente.nl).

The master thesis will be published at the online library of the University of Twente.

I grant permission to make audio recordings during the sessions of which transcripts will be shared in the master thesis.

I grant permission that my job title and the (new) design for the admin panel of Blocks LXP will be shared in the master thesis.

I grant permission that my company name will be shared in the master thesis. In this case, complete anonymity cannot be guaranteed if personal information in combination with my job title and company name is publicly available.

Signed in duplicate:

.....
Name subject

.....
Signature

I have provided explanatory notes about the research. I declare myself willing to answer to the best of my ability any questions which may still arise about the research.'

.....
Name researcher

.....
Signature

B. Interview Transcripts

B.1 Transcript Interview RMMBR – Translated

Interviewer: Laura van den Berg (L)
Interviewee: Product Owner RMMBR (R)
Date: 25-04-2023, 14:30
Location: Google Meet

Note: Recording was not done entirely successfully. The screen was recorded, so only the sound of Product Owner of RMMBR was audible. The transcript of Laura's text is based on notes, memory and assumptions.

L: He's recording now.

R: Great.

L: So today it's more of an exploratory conversation about Blocks, what role all parties play in this and what problems users have.

My graduation project is therefore mainly about the admin part of Blocks. I understand that Blocks originated from a collaboration with you, because more companies were interested in such an LXP, but that there has never been proper research into the needs of users and therefore more and more functionalities are being added that are not really based on good research. And that is why the back of Blocks is not really user-friendly.

R: Yes. We all come up with beautiful things, there is no real thought, there is no evaluation afterwards whether what we all come up with is very good.

L: And that's why I'm going to do the user research. I'll focus on Blocks in general first, to get an idea of how that's used and then I'll focus more on the admin part. I have written down a number of questions, starting with who exactly are the users of Blocks?

R: The users as in the people who work in the back or the users who actually follow the modules?

L: Yes, both actually.

R: The users who follow the modules that is of course very different, per company it is different. At DPG it is people who write for a newspaper and at Adidas they are salespeople, at Vodafone they are salespeople or people who work at Vodafone itself. Yes, that is really broad, that can be anyone who works at a large organization, that is actually the conclusion. Employees of a large organization, I think that's the collaboration. Yes, what is big, that is of course the question again, relatively large organizations.

And the people who work in the back, so everyone who works in the backend, those are overall L&D'ers, so learning & development specialists, so everyone who has experience with learning or something to do with learning. In general, I mean that is of course different for each company, but in general it is people who are in the L&D team.

L: Because Blocks is only used by large companies?

R: Yes, because Blocks is so expensive that not many small businesses can afford it. For example, Loyens & Loeff, on the other hand, initially had it for its own employees, and I think it only had 250 users or something. But that is, compared to 10,000 of other companies, that is of course a fairly small organization.

L: So in most organizations, the number of users is around 10,000, or how many users does Blocks have in total?

R: I don't dare say that, I don't know how many users which one has, I can watch it on DPG for fun. You can also find other information yourself when you log in. Because do you actually have access to all platforms?

L: I can only do it in the test environments.

R: According to the Dashboard, DPG now has 10275 users, but those are also people who are out of service, for example, because that happens very quickly. But they are only anonymized in Blocks after a year or two years. So it may be that you have been out of service for a long time, but are still in it, because it will take another year.

L: And do those L&D managers already have experience with these types of systems, or do they get an instruction manual or something like that?

R: No, but when we do new features or at the start of development, they get a demo, they get to see what it looks like. And the people who will work with it afterwards will then get a demo from me, or from [Product Owner Nerds & Company], how to work in the platform.

L: And that's online, explaining how everything works?

R: Yes, that's just online. And what we often do, because Nerds is from the technical part and we from the learning part, is in practice that we often already fill the platform. Nerds build it and we fill it as it were. I don't know if you know what we do at all as RMMBR?

L: Yes, what I understand is that you do indeed do more of the content of the learning modules.

R: Yes, exactly, so what we often do is, for example, WBCSC who now says 'we don't employ content writers, but we would like to have these topics in it'. Well then we're going to write that, we're going to make that, then we're going to communicate that to WBCSD. At some point they say 'yes this is exactly what we want' and then we're going to put it in the platform, so then Nerds is building to finish the platform, to get it technically working and we make sure that the texts are in there, the pictures are in there, that kind of thing. And that then goes to the customer.

And when all that has passed to the customer, the customer receives training from me or from Alexander with how can you keep track of this, how can you use this. What we often do is we deliver templates. We make them, or I make them. And those templates, it says, are really just separate forms that they can fill in, which actually corresponds to what it will look like in the future. And actually, those are all the input fields. So then the title says 'what do you want to call it?', but with the explanation for which you use it. So instead of Blocks that you just blindly put a picture in and hope that it will be beautiful, I say 'your picture is ratio two by three, should this be, should be this, should that be'. That information is there. The picture should not be too big, why should the picture not be too big? You all have different working methods, for example you have flip cards, I don't know if you know them, you click on that and then it turns around. If you use more than 40 characters there, 40 characters, then it stretches, it gets very ugly. Noyou, that kind of information that's on those templates to make sure people don't make ugly or unusable things.

L: And after that training, the L&D managers make the different trainings?

R: DPG, for example, does part of it itself, partly we do. Depends on how much money they have, especially often. Because yes, to be honest, if you lick around at DPG for a joke, you will see what we have made and what they have made, they say that themselves. So yes, it depends on the customer. For Vodafone we do everything, for Loyens & Loeff we have done a little co-creation, partly together, partly ourselves, they also employ writers. So yes it depends a bit on the organization, but in principle every organization has enough rights itself. According to me they may have x number of people who have those rights, they just pay for that, you have to ask [product owner Nerds & Company], I don't know if he is your supervisor, how much that is exactly. But you pay to have a certain number of users in the back who can adjust things.

L: Okay clear. And how many customers are there at the moment?

R: Okay here we go; Loyens & Loeff, Adidas, DPG, WBCSD, MKB, Vodafone, Vodafone actually twice, I think that's it. So I'm at 6. I have to say, within Blocks, well you've seen the back, you have different organizations. It may be that an organization, for example Vodafone, does not only consist of Vodafone, but Vodafone also has Vodafone business partners. These are partners who sell Vodafone, they both have their own Blocks platform. They do work in the back in the same place, but the front looks different. You know what I mean?

L: Yes, so some organizations have different parts.

R: Yes, there are also different organizations within DPG, they now have 4 in my opinion. And all four fronts can look different again. So basically we have 6 customers who have Blocks, but within that there is a bit more yes.

L: And what kind of is your role in the process of applying for an LXP?

R: yes it's a bit double, we do two things actually. Nerds & Company really does the technical side, and we do the learning side so the content side and we also do the project management often, so also of the project, we make sure that Nerds finish it on time, we communicate with the customer, we are still a bit of the link between them.

L: So a company comes to you with the request for an LXP and you also have all the communication with a customer?

R: yes, but we try to do that a little bit in collaboration, so for example tomorrow I have a conversation with the customer, but I do that together with [product owner Nerds & Company]. They're all going to ask questions and they're going to do that to both of us and then [product owner Nerds & Company] and I are going to talk separately and ideas come out of that, we kind of do that together.

L: Do you have any contact information for people I can get in touch with for interviews?

R: Yes, definitely, I can now blindly say yes, you can call anyone, I can call you too, but I don't know who is waiting for that. I think if you have to write someone down, that [name] might really like that is from DPG.

L: And from other companies?

R: Yes Adidas is a bit trickier, DPG [name] then, he might like to do interviews. Vodafone is a bit tricky, because Vodafone is the only customer that doesn't really work in the back. They don't want that, they pay us for that, we do that, I do that. So if you're going to ask them things about the back, they have no idea.

L: But I could ask them about why they use Blocks and for end-user experiences.

R: Yes, for user experience, you could use Vodafone again for that. WBCSD [name] is also open to it, he also likes. Well then you have three.

L: yes, a little more people would be nice.

R: yes okay, maybe you can still have people within those organizations, but you might have to do that with, who is your internship supervisor?

L: [name], a UX'er, but I'm also in touch with [product owner Nerds & Company].

R: Okay, maybe you should ask [product owner Nerds & Company], but if I had to recommend people, I would at least do [name DPG] and [name WBCSD]. Think that's at least nice, then at least you have two very different customers. Vodafone is difficult, also to get überhaupt time, they are always full in my opinion.

And as I say, I think it's wise for us to ask first, but that's fine. [name] and [name] that is safe choice to send a message or mail to. These are former colleagues of mine, who eventually went from RMMBR to the customer. And they manage the platform again, so that's a lot of fun, the circle is complete. Yes, so that's why I dare to say with certainty that you can email it safely.

L: We talked earlier about templates for the admin panel, could you forward those?

R: That could be yes, if you still prefer a customer or just do two different customers, then you know what it looks like from two different customers.

L: Is such a template very different for each customer?

R: Yes, in this case, yes. Because one customer wants it in PowerPoint, and the other wants it in Microsoft Word, but on the back end it works the same, of course, so it doesn't make much difference in that regard, but I'll send them both to you that's good. Just write it down otherwise I'm going to forget that again of course.

L: And the demos, does that have a fixed content or does that differ from time to time?

R: A little bit of just wet finger work on the spot. And you know what it is, every customer has different blocks on the back, that's why it was developed, that every customer can decide for himself what they see and which blocks they want to use. Whether they want training, they don't want training, whether they want articles or they don't want articles, that's up to them in advance.

So every demo is different, every customer is different.

It sounds very easy now that we're talking about this a little bit, but we do have a whole session, a whole design session that we're going to do together. So we get in touch with the customer, then they come to our office in an ideal scenario, we just sit locked together for a day and then we really write down together 'what do we want and what exactly should it look like?'. Then we will make a design, we will do that together with Nerds & Company, that does... forgot my name, how bad. Then [name] makes the records, within you, [name] you know that too I think, I hope. [name] that makes a very nice design, make beautiful. We go with [product owner Nerds & Company] and with [CTO Nerds & Company] we have contact about how we make it work technically, which is useful. And then we write, because we employ the writers again, we write a beautiful text, like 'well we thought of it that way, because learning is good for this'. And then every dot, every comma, every button, every everything, is put in there. It's really a 70-page, 100-page document, depending on how big they want it. And that goes to the customer and the customer has to approve it and if they approve that, then we're going to make that and actually that's kind of our bible. In it we also say 'this font, or this button is on the right, and if you click on it, this happens'. That's basically what it says. So you decide that in advance with each other. And then we're going to build it.

L: [Unclear what is being said here].

R: Yes, but the idea is of course a good idea, that is the advantage at Blocks, we sit down with the customer and the customer says 'yes, I give physical training'. Well, then we're already on, okay physical training block. 'we would like to post articles', ok articles is on. "Yes, we work with certification," okay certification on. Then we're going to write that thing, but basically those blocks, those trainings, articles and certification, those work on the back end obviously just the same as with other customers, so we don't have to think about that every time of how are we going to write that down. No, we can basically just use that. So basically we try everything we make, for example now we are also working on new developments, everything we are discussing with each other with 'how do we ensure that what we do now for this customer, we can also use for another customer. How do we make it as generic as possible?'. And that's the idea behind Blocks.

L: And about the problems that are now playing out in user-friendliness, can you tell us more about that?

R: I wanted to say, I hope that eventually I can shoot Blocks himself, of course, because I have a lot of developments in my head, I hope that you will pull them all out of me and that you will do something with them of course.

L: Because what kind of problems are there?

R: First of all, it's a very nice platform to work in, but I have, I've made a list, things that I do run into. A very simple example is already when you upload a picture, I don't know how much you have already worked in it, have you really played in it or not really yet?

L: I did click around a lot and see what everything is and what everything does.

R: But have you ever created your own module, your own learning path, etcetera?

L: I haven't done that yet.

R: Okay, maybe when you've done all that, we should check that we're doing this conversation, because I can start shouting things now, but I don't know if you understand. But for example, a very simple example is the media library, you can put a picture on it, which of course works nicely. Only you can upload one image at a time. And I have a module, I have a client, I have Vodafone, who wants to have all the modules from their old academy to this new academy. Well that's 500 pictures, so then you're reloading 500 times, dragging it in every time, and a new picture, and another new plate. Of course you just want to be able to do Ctrl C Ctrl V. That he then puts it in the folder in the correct title. Look, things like that, that's what you run into when you're working on it. But yes I personally think that you have to talk to the customers first and then we can have this conversation the best. yes I don't know, but I think so.

L: So it's really about these kinds of user-friendliness issues at the back end of Blocks?

R: yes, exactly this, just user-friendliness on the back end. Just things that are just a little awkward, that haven't been thought about for a long time beforehand, as you said yourself, huh. Because we think we have the perfect solution, but gradually you find out that otherwise it might have been just a little more convenient. Very simple example, with Vodafone the groups at the back,

everywhere you have filter options and with groups at the back you don't have those filter options, yes superonvenient for me, because I work with that a lot. So every time I have to click Ctrl F and then start searching for a word, when I could just use a filter option.

L: So that's not so consistent, because other pages do have that option.

R: No, exactly. Well, little things like that, that's what I run into, yes.

L: I also understood that a lot of things are implicit, that the developers who work with it every day know how it works, but it's not really clear if you've never used it before.

R: Yes, exactly, yes. Sure. If I have to explain to my colleagues, they say 'what should I do with this?' And then I have to tell them exactly what to do with it, yes. And actually, of course, you wish you didn't have to.

L: Wouldn't you rather it all be so clear that you don't need those templates, for example?

R: We have those templates on, basically because people like them are going to enter, the back obviously looks different from the front. And what happens is that people just start writing texts and they don't see what it's going to look like in the front, then they have no idea what they're actually doing. So then you are coming up with a title with 'Laura's graduation research that is about Blocks in April 2023'. Then you think 'well, that's a nice catchy title'. But if you put that in my template, you'll see that's way too long. That that's not going to be pretty at all. And if you don't know that, and you're just going to enter Blocks a little bit and you do a little bit of pictures, and you don't think about it. So our templates are really for people to think in advance 'okay, how are we going to make what we're going to make', they just have tips in there and that they already know what they're going to make before they start building, that's what they came up with. And those templates are not a manual of how Blocks works, because we don't have that. And that is also inconvenient if we do have that, well is quite useful if we do have it, but we have to keep that up-to-date and we may not be very good at that.

L: For my research, I also want to focus a bit more on the goals of Blocks and have a co-creation session soon, can I do that with you and [product owner Nerds & Company] ?

R: Yes, then you must have me or [name]. [name] is our CEO, just like [name] is CEO of, well, the inventor of Blocks. He did that together with [name], so if you want the basics, to the beginning, you have to be at [name], only [name]'s agenda is always completely full.

L: [?]

R: for user experiences et cetera, then you have to be with me anyway, but if you say the goals of Blocks, then it's best to go to [name].

And then we eventually get your research too, don't we?

L: Yes, I'm still working until the Christmas holidays anyway, so it's going to take a while.

R: By Christmas break, oh that's going to take a while. All the time, what training do you do?

[Irrelevant conversation]

R: I mainly think it's good that before you start asking questions about the user experiences, yes you're going to run into things yourself. And then you start to understand more what people say, where frustrations come from.

Because sometimes very simple, just very small things, that you think yes they couldn't have done it the other way around, but of course you don't think about that in advance. And you won't find out until it's really already built. Yes and then, that's the problem, if I say to [product owner Nerds & Company] 'yes but I still want to have button on the right side', he says 'yes dude, that's already made, then I have to set up another develop, that takes a few hours of time'. Yes, of course, they decided that in advance.

L: Okay, those were my questions for now.

R: Okay, well if you have any further questions or whatever, feel free to just email though. And then I might talk to you again later.

L: yes, thank you so much.

R: Sure, no problem

B.2 Transcript Interview RMMBR + Nerds & Company - Translated

Interviewer: Laura van den Berg (L)

Interviewee: Founder & Director, RMMBR (R) + CTO, Nerds & Company (N)

Date: 15-05-2023, 11:00

Location: Google Meet

L: He's recording now. For this meeting I want to talk mainly about Blocks in general and not immediately focus on the admin panel. So mainly about the stakeholders and the roles that everyone has within Blocks. And I also made a kind of service blueprint of what everyone does within Blocks, so maybe we can check if that's a bit correct and I still have some questions about that. And for the rest about the goals, of what do you actually want to achieve with Blocks and then see if that matches when I later interview the users, whether they have the same image or whether there are differences there, so to speak.

N: Okay

R: Okay, all right.

L: So first I made a stakeholder map. That's this one.

Shares screen of stakeholder folder.

L: So here you see the RMMBR and Nerds side, the arrows show who is in contact with them. I think RMMBR has more contact with the customers, so that's why I have those arrows here.

N: Yes, varies a bit per project. In one project, RMMBR takes care of unburdening the customer more than in the other customer. For example, we have more contact with SMEs, and DPG. And Vodafone, on the other hand, is for the most part with RMMBR, because they do not do much in the system themselves, but mainly outsource that to RMMBR.

L: Yes, that's why I did have the [product owner] arrow directly to Vodafone.

R: Yes, and I think you should add [project manager] at RMMBR, because [name] coordinates all content again at SME and now also at Loyens & Loeff, so she is more project manager from RMMBR.

L: Okay, yes is good, then I'll add her too. Yes and for the rest I now have that the learning & development managers, that those are a bit the users of the admin panel. And I also heard from [product owner] that there are, say, different parts within those six customers.

K: Yes, but they are actually not learning & development managers, that is really only the case at DPG.

L: Okay, and who are the other users?

R: At Loyens & Loeff it is an innovation manager, at SME it is us. Or at least it is the company 'SME'. At WBCSD, it is indeed, yes director of education, called slightly different. At Adidas, it's the customer support team. I don't know if they call it that, just see if they have anything under it. For example, it says 'Global Digital Operations'. So that's really a bit broader than learning and development.

L: Yes.

R: And at VodafoneZiggo they are business partner managers or sales commercial managers.

L: Okay, that's good to know.

R: So there's not some kind of generic user, I think, of the platform that you can call L&D.

N: No, at Adidas it is indeed just a learning specialist of the global customer service learning and development team. Someone who creates content.

L: So it's not like every user of it has the same kind of features, the same tasks, by default.

N: No, the roles are sometimes set up differently per customer, what they are and are not allowed to do. And that is also a bit of the flexibility of Blocks, that we can set it up in this way.

R: Yes, and the end user, to make it even more complex, is actually not always the employee,

because at Vodafone and at Adidas they are not direct employees. At Loyens & Loeff there will soon also be students and at SMEs they will be consumers or SMEs.

L: Ah, okay.

N: With SMEs, they are really customers indeed, people who purchase learning materials. At Adidas, they are again externally hired, or they are employees of externally hired agencies.

R: Yes, and that's actually partly the case with Vodafone. And at WBCSD they are partners and their members and therefore the employees.

L: Oh yes, indeed.

N: It doesn't just work in the context of an organization, so it's broader.

L: No okay, yes good to know, then I can adjust that nicely. And furthermore, at Vodafone, for example, you just had Vodafone and Vodafone business partners as two parts and at DPG I think there were also several. Is that also the case with the others, that there are even more parts?

N: But at Vodafone there is a substantial difference between the business partners and Vodafone Ziggo, because one is indeed employees and the other is business partners. So those are other companies that sell products for Vodafone. At DPG it is divided, but they are all employees of DPG, but they have somehow wanted to make a different logical separation, because the content is not always relevant for everyone.

R: Not with certifications anymore, right?

N: Yes, as soon as certified is indeed put into use, we will also be added externals at DPG. So yes, that's very different how it's broken down. SMEs will soon also be divided into many different organizations and there it has to do with purchasing licenses. At WBCSD there is also a separation all per organization.

The reason why VodafoneZiggo and business partners and DPG makes sense to name it differently there is because they all have a different look, a different design. And that is not the case with WBCSD and SMEs. They all have the same design.

L: Okay

N: And yes, you can see it this way that organizations can simply be used to create a logical separation in a very large selection of users and a logical separation in the content offering. But it can also be used to simply set up your own academies, but it is not always used for that purpose.

L: Okay, that's clear I think. Do you have any further comments on it? Otherwise, I'll move on to the next thing.

N: No, not really.

R: No

L: Then I made a kind of service blueprint. Show service blueprint.

So that shows what steps the user goes through, say, when they start requesting Blocks. And what are the roles of RMMBR and Nerds and what they do in the background. It may look a bit complicated, but we can go through it, so if there's something that's not right or something, you should say it.

R: So this is with a new request, or if it's already users?

L: This is actually when they request it, so it ends with the use itself.

R: Okay, yes.

L: So then the customer first has contact when applying, I thought, with RMMBR. And then there's a kind of meeting with Nerds & Company, which [product owner] said that you just sit down for a day and see what wishes are and everything.

R: Sorry, I don't quite understand it yet, because is it at the moment we, is it still the quote we make or has a customer already chosen us.

L: I think the quote that is then made yes.

N: yes, that's that phase.

R: That's the proposal phase, okay. Because then we don't sit down for a day, but fine. RMMBR now only says 'receive request', but that would also come in with Nerds, so it can be on those two.

L: Okay, yes. And then a quotation is made first and then .. Yes, that makes sense I think, first a quote has to be in between and then plan a meeting.

R: Yes.

L: yes, okay. What [product owner] said is that RMMBR does more project management, so I think that comes after the quote, for the rest of the time, so to speak.

N: yes, it's a little divided though. It is of course more RMMBR is more on the global agreements and substantive project management, which in turn lies more with [product owner] as product owner on our side.

R: yes, so we've made a bit of a difference between product owner and project manager, that's actually a little bit, yes.

L: Yes, by the way, I made this service blueprint very general. Of course, it can vary a lot per customer, but this is a bit for the general picture.

But so after the meeting, when it's clear what exactly the customer wants and stuff, Nerds & Company just makes the design themselves and then also that they communicate how it's technically possible and all that. And then I think a very large document comes out.

R: Yes, there are still a lot of steps in between, which is why I just asked 'is it a quote?'. Because if it's a quote, then we skip quite a lot of steps now. Because then it is, we get the wishes, then we make a quotation, which has to be approved or adjusted and if that continues, then we only enter that design phase and then we have a session together to discuss that and this process will run. But this process in the mini is actually all for this. And only then do you get that very large document that you are talking about now, such an extensive design document.

N: What we often do is, we do a presentation with a broad offer and there are one or two concept plates in there that then [name] works out with us, usually [name]. That's not a full design yet, that's really just to inspire what it could be like. If we then get an agreement on the quotation, we will go into depth and we will make a design document and that is that extensive document that is there.

L: So basically after that first step of first contact, comes a quote.

N: Yes, often there is a presentation that we just give, or a demo, and then a quote comes out.

R: Yes, or vice versa, yes exactly.

L: Okay.

R: And then you actually have a 'go' moment and then you go into this phase.

L: yes, then they've really approved that they want it and then you really start designing, yes.

R: Yes.

L: Well, that makes sense. So then they get that big document with all the outcomes, say, which they then approve, eventually if all goes well.

R: Yes, and I think there's an intermediate step there.

N: They don't really approve the design in this case, they actually approve the design document, which actually contains all the agreements. It is not that we offer the design individually for approval. We're really just offering the big picture for approval. And there may be some feedback on that or some ifs and buts or things that need to be changed. We generally don't have a lot of feedback on that at the time. And then there's really just a final 'go' at that point and then we move on.

L: Okay

R: Yes, and I think there is also an intermediate step after that approval that whole document, another kind of pre-development phase, in which the user stories are completely written out by

the team, even before they really start developing.

L: yes okay, yes good to know. Here I had that it is first more about the content itself and that RMMBR then starts writing content, at least if they do not do it themselves.

N: Yes, that depends on whether they purchase the content service from RMMBR.

L: yes, oh they can just, say, choose how much they use that.

N: yes, that's actually separate from Blocks, that's really just a service that RMMBR offers. And yes, RMMBR knows better than anyone how to create good content in Blocks.

L: Yes.

R: But that's more optional, that's not part of Blocks so much indeed.

L: Okay, so that's kind of separate from it.

And this is of course one big block of 'develop'. That is very simple written down perhaps now, of course there is also a lot involved.

R: Yes, because admin panel is the back-end for you, because of course it's also the front-end developments.

L: Yes

R: and the design of the installation itself. And perhaps that would also be useful to include any links specifically.

L: Yes, because what are the steps that are in this, so to speak?

R: yes, so I think that's the user stories and then it's in sprints developing the installation of that specific customer. So backend, frontend and APIs are in there.

L: okay

R: And testing by the way, I don't see that coming back at all, so there would actually be a separate phase with testing, together with the customer and Nerds and RMMBR.

L: oh, okay.

And this is more about content, so it's a bit separate from it. Yes, so if it is developed, that content can also be in it. Or is it the case that testing is only done after the content?

R: no, is separate, can do both.

L: so the testing is more about the technical part, or what it looks like and everything?

N: Yes, it is also offered to the customer for testing before we go live.

L: yes. And then when that's all done, do they really get access?

N: yes, they'll get it before. They are given access to an acceptance environment earlier to be able to look at what has been developed during development. Often that is already after the first sprint that they get access, but it also differs a bit per situation.

R: Sometimes they never go in.

N: They exist, yes. Three weeks after delivery, they ask if they can get an account when they already have one.

L: because they just get a link via e-mail so that they can go there.

N: Yes, it's very different, look it just depends on who you're in contact with. Some people are very fond of wanting to use the tool themselves and they are very enthusiast that they have a new tool that they can use and the others who are like 'nice, I solved my problem by buying something, and now it's done'.

L: yes, okay.

N: varies a lot per customer.

L: And then, what I understand from [product owner] is that he kind of makes a template of how you really use the admin panel, so in Word or in PowerPoint, what they want, and then where it says how big a picture should be or the text and stuff.

R: yes, they get some kind of manual yes. yes not really templates. At least, we deliver two things. Templates are there to write in, so if they want to create content we do indeed create templates in powerpoint and there is an instruction that we make, separate from that, just a kind of reference on how to use the admin panel.

L: Okay, yes, I asked [product owner] that too, but he said there wasn't.

R: Oh, but then..

N: good to know there isn't.

R: Oh no, of course that's just the recordings. We make recordings during the training. But the templates are not 'on how to use the admin panel', they are 'how to write content for the LXP'.

L: yes, oh well. I have indeed already received those templates from [product owner] to see what that looks like, but that is not very well worded there. And after that, or before, comes the training with how really works indeed.

R: Yes

L: And after that, yes this is basically just, then they can use it.

R: well, there's a bit more after that. Because now it's very close to create content, but I think it's further development of platform after that, so you're talking about the road map, the backlog, we provide support in accordance with a service level agreement, and you may be talking about content further development or therefore technical further development.

L: Okay

R: yes, I think there's a little too much stuff on content for Blocks, so to speak. And I think [product owner] has told you that a lot, but I imagine your focus could be a little more on the technical part. And that content can kind of run through it grayed out, but it doesn't have to.

L: No indeed, so it's mainly about how they offer it to the users. Yes, I think that certainly when I listen to the recording again, I can adjust it.

Do you think it might be useful to map this out?

R: yes, definitely

L: Okay, that's nice.

And if I were to put something of a time above it, there's a bit of an idea of, in general, how many months, for example, that whole process takes, or the different phases?

N: That differs, so those design phases in advance always a maximum of one week. Then we'll be done with that, so to speak. Then a complete document with specifications is delivered. So that's pretty fixed. Yes, depending on what is in that document, on what we have to deliver, it differs very much how long we are still working after that. I think 1.5 months is a bit of the short variant. But yes, it has also taken longer, because there are just many more wishes, or many more additional features had to be developed.

But yes, what do we offer as standard for the small variant [R]?

R: Yes, three sprints in time, but I think we are now 2.5 sprints effectively. 2-2.5. So 6 weeks is that and then the design sprint indeed, I think we usually take two weeks before, from start to finish, say, to have the first conversations, choices of a customer, making the document and then really approval.

L: Okay, yes, that's good, then I'll add that too.

R: and that last part of course, after completion, yes that's kind of long-running.

L: yes, that just stays, you just stay in constant contact once they're working on Blocks, so to speak.

R: Yes.

N: Yes, in the beginning we did have that we regularly schedule an extra sprint for 1.5 years in which we just deliver completely new features for them and the support that actually just runs, and the contact about that, that actually just runs weekly. Several times a week there is contact about this, about things.

L: Okay, yes. And in terms of things you do in an admin panel, that is also quite different per customer?

N: Well, that's actually not too bad. That's actually pretty universal what they do. You do have some roles that only have certain interests, so some who really just want to look at a dashboard or make an export of data. But other than that, that's pretty universal and so it's about user management and assisting with the questions they have about accessing things and things like that. So it's really just a little bit of functional application management that most people put into it, plus create content.

You have two distinctive things. You have functional application management, so that's really just the admins. And then you have the content creators, and then you have the folks who pull statistics out. So those are actually the three broad lines of roles that exist and they differ a bit in detail per customer of what they can and cannot do, which exports, which users can and cannot see them, et cetera.

And with smaller customers, all three roles are in the same person, but not with the larger customers.

L: yes, okay.

R: yes, I think you can roughly say content users and the data, that's what people come for.

L: Okay, and if we look at why this process, for example those templates, is that something that could also be in the admin panel itself?

R: They're in there too, only if you're going to create content, you're not going to write in the system, so that's the same as not having to right away. You are often cutting and pasting a PowerPoint presentation first and that takes shape while you are working on it. So writers don't write in a CMS, writers first write out their texts in Word or PowerPoint and to prevent them from making too large plates or writing too long texts, we have created those templates so that they see 'oh, that's how it looks according to what I want'. And then they cut and paste it into CMS. So the method of writing content is many times more efficient in this way, because otherwise you always go into the system and then back again. You can't read your whole story back, because you're just switching back and forth in preview mode, so it's just not that smart to do that in a system. It could be, but yes it just doesn't write as well.

L: No, okay.

N: But I think it's not a uh, it's maybe a technical limitation now that could indeed be a bit better, I think it is, if we're talking about improvements in the admin then that would be something we could improve, but on the other hand, the end users are often very traditional and yes, are not fully calibrated to modern web technology and they sometimes need some further training in those things. And that just stays, that often takes so much energy that it's probably easier to just let them do it in an existing way that they're used to and then copy it over with them once.

R: They're also often very different people. So it's because you're the people who are entering content, entering media, data and users, it's not the people who are the content experts who are going to write something about a topic like sales training all at once. Those are different people. Those other people who have, you just don't want them in your admin. These are content specialists and they must. It might be a journalist who just normally writes articles and is asked 'boy, what's your top 10 tips for new journalists to come'. And yes, if you have to explain it to the admin panel first and then write it in, yes, it could have had those 10 tips in Word in your inbox a long time ago. So those are really two separate processes, those are different people.

L: Yes, because anyone can write in a Word document, so that always works.

R: Yes.

L: But suppose the admin panel is so user-friendly that you immediately see 'oh this works like this'.

R: but then we still work with a licensing model, so that's not going to be those people.

L: yes, they can't get to it.

R: Then there may be 80, 100 who then have to work in that, then they have to, then the question is 'does anyone still review that?'. So then you also have to learn the process of content creation 80, 100 people, maybe more.

L: Yes, no, that is indeed a good point.

R: Tagging, publishing, translating

N: It is also often that you have a domain specialist who knows very well about a certain piece of subject, but they have not eaten any cheese at all from e-learning. So they ask for input just on their knowledge and then someone else is going to translate that into an e-learning for them, because they have no idea how to make a successful e-learning out of it.

Often RMMBR will be that helps them with that, but sometimes they also have internal people who are trained in the system, who can work with it, who then set it up. And that differs a bit per customer, whether they hand over something there or whether they do it themselves. But yes, it's kind of set up to make it as easy as possible for people to get it done as quickly as possible. And UX improvements could help with that, sure. But I think, no matter what [R] says, it's about licensing, so giving all those domain specialists access to content creation doesn't make a whole lot of sense.

L: No, that doesn't make much sense no.

And about the different 'blocks' or components that you have in Blocks, is that actually kind of an advantage for the developers or do the customers also notice that you have those different Blocks?

R: Well, it's more beneficial for customers. We can now do a lot more in 2.5 sprints or 3 sprints than if we had to build from scratch every time, so that's the biggest advantage for the customer. And we now have so many blocks that we can actually set up a complete Academy in that time, which you really wouldn't be able to do otherwise, so that's the biggest advantage for the customer. They can do instant and classroom training with the entire registration flow, and e-learning and news articles and favorites, everything you can add right away. So I think that's a really big advantage for customers. And of course for developers too, that's the advantage.

N: Yes, it's also nice for functional managers, because you sometimes have those systems with 26 million features, but your organization only wants to use 10 of them and then you see 26 million buttons, and that really drives you crazy. Gira is a good example of this, you can really do anything in it. You can still use it as a CMS tool or blog engine, but I wouldn't advise anyone. But the features are in there, say, they have already been asked and made once, but if you show all kinds of modules about physical training or things like that for a customer who purely wants to show e-learnings, which they are absolutely not going to do. Then that can be overwhelming for you, so also the advantage that we can all just turn those things off, just can't take them with us. Plus you just pay for the benefits of being able to put it down faster, making it more cost-efficient.

L: yes, because is there kind of one list of all the blocks they can choose from or something, or is it just that they all say things and you look at which blocks fit or something.

N: We haven't gotten to the point where they can choose blocks for themselves. It's actually more that we propose blocks based on the conversations we have with them. We actually make a proposal of how we would set up Blocks for them. We are not yet at a point where we have described our blocks so well in user-friendly form that we could put them all on the website and that you can click them together like 'I want these all, just make a quote'.

L: And that's something you'd like?

N: I don't know, I haven't really thought about it yet, maybe I could. But at the moment there is a lot of value in the consultancy that we give, in which we advise how they can best do it. Because we just notice that a lot of customers just don't know it very well themselves. They need a new goal, what exactly that new goal should be, then they are going to retrieve information within the organization, but they actually have no vision of e-learning themselves, they actually have a vision of how it should be done. They just know that they need what often.

L: yes, then it might not work as well as they should, because then they don't know what they actually want and need.

N: Very often we don't think so.

R: Or they ask everything, they just ask the whole, say, menu of what they could think of that should be on a learning platform, they ask that out. So if you ask that that's not what they're necessarily looking for.

N: yes, we've had someone before, they wanted something for offline training and how often did they do that, 'yes, once every two years or so'. Yes, you can turn on such a module in your LXP, but if you do that once every two years, the question is 'does that make sense to include all that in the development?' or do you just assume that once every two years we can do it outside. Or that they had to have several people edit the e-learning at the same time, yes how many e-learnings did they have? "Yes, three." Then I think 'yes, what are we talking about?'. So that varies a lot per customer and sometimes the actual question is just, speak volumes, that's basically it.

L: yes, okay. If you look at the whole process or what still needs to be changed, there are still things that you think 'that could be done more efficiently, or differently than what you are doing now?'

N: Yes, definitely. There are plenty of technical things that can be done more efficiently, that we can set up better, making it better for both us and the side. Those are also things we want to develop. We first focused very much on making reusable blocks that can be assembled by us, but we have not yet made reusable blocks that can be configured by the customer. And yes, you have to find a bit of a good way in which you offer the right amount of configuration options to the customer without them being, say, accidentally breaking it and you get the whole support overworked. On the other hand, yes, some customers can handle that well and you want to offer them that flexibility.

So we're still working on different features that could certainly be a bit more customer-centric to make adjustments. For example, one of the examples is now, now at the beginning of the process, in the design process, we are going to specify with them what roles users there are and then we are going to agree on what that role is allowed. There is something to be said for the fact that at some point they could, for example, create a role themselves and check 'okay, this is only allowed with that content' or 'it is only allowed with published content', something like that. And that's something they can't do themselves right now, that they always need us for and eventually there are some features that we could make, that would allow them to be a little more self-reliant, so they don't always have to submit a support question to ask us what to do.

Another example is exports. We now offer export templates, we can set up an export template per customer and then we can run an export from their platform. But we don't quite enable them to make a large selection of exactly what data they want and then make an export of it. So things like that, those are improvements that are going to come again and that are still on the list of things that we want to do.

R: And also the flavors eh, so the kind of most extensive variant in which you get the front-end designed by [name] or a kind of basic variant in which we can say in the front-end 'well the colors, logo, fonts we adjust, but we do have fixed places the items' or something like that, so you also have a small variant or something, I don't know what to call it, or get a small variant. So you need even fewer sprints in the beginning. Have we actually been able to set up a kind of basic variant for you very quickly, that is also a wish. Then you have and blocks at the back and your front-end block actually minimized or maximized. And then you have the variant that we also have now. So there is also a wish there. Yes, it is.

L: Okay, are there still things, say in the admin panel that you think they could do more of what you might be doing now, in addition to the exports.

R: For me, that's very much on small things, so a pass rate on a final test or something that they could adjust it per test themselves. So that's more, as far as I'm concerned, in you actually what [N] just said huh, so more bigger things, and beyond that it's mostly in the more minimal things. One thing I would like to add to the admin panel, but it's also something we were already working on a little bit, was figuring out those accessibility requirements, so that you could have a check done on your content, the preview and design so how accessible your content is.

L: And what exactly do you mean by accessible?

R: So according to the standards that they use for people who can see less well, so visually impaired or auditory impaired, so that. You have guidelines for it, PCAG guidelines in 3 types. I think that governments in particular are paying more and more attention to this, but also other organizations, so it is good that you could also do something with that in your admin panel to

check whether your content is or is still insufficient and what you should do to improve it.

L: Yes, if you look at the process now, do you think there is a good balance between how much a customer does and how much you do, or would you like to do it differently in the future?

N: That's different. Look at the current business model of Blocks, it is fine that we do a lot of things for the customer. And then you assume that we are both companies that make money on an hourly basis, so to speak. If Blocks becomes so self-reliant, then a variant can arise next to it in which you have, say, Blocks as a software service variant, which actually has less support and where you can simply register on the website yourself, enter your domain name, leave some credit card details by way of, and then you have your own Blocks variant. The customer has to do much more themselves than they get from us as a service. But there is also a different revenue model, so that they simply pay per month per user, for example, just like other platforms. Yes, and the key to success is of course that we have to spend less time per person than we have to be with the other customers.

L: But that's something you want to go to?

N: Well, it's a strategy or proposition that we want to go through, because it opens a number of doors. It makes your business a bit more scalable, so you don't need a lot of people to serve a lot of customers. You can serve more customers with fewer people and that is attractive.

L: yes, okay

R: And you see that it's going to be the strength that you could offer both with the same system, so you have a scalable variant and a kind of plus plus variant that makes you unique and that combination also includes a different pricing model, there are also other costs behind it. But that you could offer both, so that you can serve your higher segment customers with your plus plus variant, but also appeal to a completely different segment of customers with the other model.

L: yes, okay

R: And a lot of times I think systems are making choices and trying to cram one into the other and vice versa. Well, I think that causes frustration, that the plus plus variant does not suffice, because it is actually the basis and the other way that the plus plus variant is too big for the basic organizations.

L: yes okay, so then smaller organizations could use it as well.

R: Yes

L: Well, another fifteen minutes for the business model. I just have a link I think, if all goes well you can now also enter this.

R: Yes

N: Yes

L: So this is such a business model of, so here's an example of something else, don't know exactly what that's for, but we can fill one in below. I now have one for the current situation, we could also do something of the desired situation. The order of filling in is listed with numbers, I had found on the internet that that would be the most logical order. So with one is the customer segments, who are they?

N: Yes, the current situation in customer segments can be done by SMEs, but the pricing model fits better with the more enterprise customers.

L: yes, I'll type.

R: yes, larger customers and customers who value branding. And we also had that kind of next level learning platform looking for, so they actually already know a bit about what's out there, who don't want standard LMS anymore, so they are looking for innovation.

L: And then just all over the Netherlands I guess?

N: International

L: okay. yes, I think that's good. Or we can also go straight to the right, to the customer segments of the desired situation.

R: Yes, that would be the same, plus the basic variant for smaller customers.

N: SMEs fit in there too.

R: or people who don't want anything in between next level, but a stable good platform that offers a little more than a standard LMS.

N: Yes, so basically all companies that want to offer a premium learning experience to customers or employees or partners. And then the size of their organization doesn't matter that much anymore.

L: Yes.

N: in the first segment you are, say, in the current situation you are say 200 employees plus I think.

R: Well, maybe more.

N: Maybe even more, but from 200 employees. Fewer than 200 employees usually does not fit. 200 users, let's put it this way. And the other segment is, in the new situation, with far fewer employees is also suitable.

L: yes, so that second one isn't necessarily next level. Okay, then the value propositions, the ones in the middle. So what values

J: Yes, we offer a full on-brand experience, on-brand learning experience.

L: for example, are there things you have that others don't?

R: We also had that one-stop shop for learning. That was kind of the, all about learning for you or your customers in one place.

N: Yes, plus that of course we can unburden both sides with the combination with RMMBR and Nerds, so we can make all the links you need, plus we can support them with content and make sure that it is also well set up.

L: Okay, yes I think there was a whole list on that one Blocks site with, yes, I can just copy it, those 10 reasons. Oh, one-stop shop.

R: yes, that's again, we're just saying 'who values branding and looking for innovation, next level'. So that's actually those 10 points too, huh. But if you have to summarize it in a big way, then of course you deliver a learning platform that is based on all kinds of innovative or conceptual principles, that make it next level or that make it that one-stop shop.

L: Indeed just anything companies want that is actually possible.

R: Yes.

L: And I think that's also, yes, in the future in the desired situation, on the right, the same? Or is that for smaller companies, a simpler one would be?

R: The basics are the same, it's not fully on-brand anymore, but it's an on-brand experience.

N: Yes, we offer them a premium learning experience, in which we just create a nice UX for your end users, just less on-brand.

L: Okay, yes

R: And what need do you fulfill for your customer? Yes, that is a digital learning platform ultimately, an academy, a learning platform, that is the basic need of the customer.

L: yes, okay. Then with channels, so this is for example website, social media, that kind of thing.

R: Yes website, social media limited. The main thing I think is warm relationships now, just via via.

L: Okay.

N: LinkedIn works too. But that most come, that is usually via via indeed.

L: And website is from RMMBR or Nerds & Company or also that website from Blocks itself.

R: Also the Blocks website itself.

L: Just all three actually yes.

N: Yes.

R: Yes, it's also just, how you communicate with your customer, so yes it also depends on how they come in, but call, email. Sometimes it's just pitches or tenders, which is of course also different.

L: yes, that seems a bit the same to me in the desired situation?

R: Yes in the future, yes I think there will have to be more focus on, especially for that basic model on websites, social media. Conferences maybe also or what do you call that, of those learning events.

L: Yes. Okay. Customer relationships.. ?

R: Yes, how do we maintain these, so that's with the support we offer anyway, so you actually keep in touch continuously, in addition to quarterly sessions. And for the future we would also like to add, I think [N] had talked about that that you also bring the customers together.

N: Yes, inspiration days where we all come together.

L: Yes. By the way, what exactly is a quarterly session?

R: Every quarter with a customer sitting down and saying 'how did the last quarter go? What have we developed, how are the reports just on usage and on traffic and on up-time?' that kind of thing, so real management reports plus what have we developed for other customers, which could also be interesting for you?

L: Okay, yes. Let's see, yes revenue stream, so basically how do you make money with that, so that goes by the hour now I guess?

R: Yes, the design phase is a fixed price, per sprint there is paid, so optionally content is paid. And then we have an annual fee that consists of hosting, SLA and admin licenses and then on top of that we have support and further development.

L: yes, and then they just all pay separately for that and that's probably on that quote at the beginning?

R: yes, and if you have it for the future, then you would get it, perhaps for the basic, another model, which is a licensing model.

L: yes, and then they can choose which one they do, say, whether they do licensing model or the other one?

R: Yes

L: Okay. Let's see, number six.

R: Just searching, oh here's six. What are the most important..

L: Oh, so basically in terms of employees and

R: Well new customers, new and existing satisfied customers and yes, new and existing customers, that's where the money comes from, and people, so the teams.

L: Yes and just the software, yes just the standard stuff you need. Okay. Let's see, activities. Or yes, in the future it seems the same to me.

R: yes, um, right now that's sales, but at the end of the day, that's just the product.

L: yes, so just the stuff, which I just have in the whole service blueprint now, those are the activities I think.

N: Yes, of course also the development, further development.

R: Yes, the further development, sales, and more that two models realize.

L: Yes. Okay. Yes main partners..

R: Nerds and RMMBR

L: Yes, yes above there are also examples of all different teams, but that seems to me to be just the UI and the UX and just basically all the teams that have to deal with that.

R: yes, I think support is an important one too. So that we can continue to deliver that and the developers, commercially I think as well.

L: And then I think in the future it will be the same, or maybe fewer people per customer.

R: Yes.

L: And then we have a 9 yes, cost structure, yes that's not very relevant I think, but

N: Yes, of course, our biggest expense is just the people.

R: Yes, people and software licenses.

L: Okay, I think it's kind of enough for now, I guess. Then maybe just a question, because I believe there are now 6 customers. Do you have a goal of as many customers as possible or do you have a bit of an insight into how many customers you would like in the future?

N: Depends. In the current proposition, it is not realistic to serve 200 customers. Then you have to go to the other proposition if you want to be able to serve 200 customers. Within the current proposition you are very busy with 20 good customers, then you have a very nice time. And with the other proposition, yes, with 200 customers you can't be busy at all, so to speak. So yes, that has to show itself. In any case, to make it scalable, we want to work on that other proposition to include that. Yes, and in the meantime, the focus is still on bringing in those good customers who come out well within that customer proposition.

R: We want to add at least 3 more of them this year, so that's still a goal.

L: Okay, yes, if you still have time for one or two questions?

R: yes

L: Okay, great. Because my assignment is mainly to improve the user experience of the admin panel, do you have an image of that, that you think, this is why we mainly want that, is that mainly for new customers or indeed customer satisfaction?

N: Well, what we hope to show with Blocks is what is possible with modern technology and offer a user-friendly platform that is used with pleasure by both end users and administrators. Yes, and an important part of that is making it as user-friendly as possible for our intensive users and generally most intensive users are the administrator on the customer side, so the people we work most closely with. If we can get that as user-friendly as possible, so that that is the tool that we are in love with and where when they go to work for another employer, they are going to miss it, say as soon as they have to work in another system, then that has a very powerful marketing effect, but at the same time just, yes, You want people to be happy with the tool they have to work with day in and day out. And that shouldn't be something annoying. So all the pain points and frustrations that we can take away from users that they think 'that just doesn't work well'.

L: Yes, because if it's mainly about those small pain points, because I've also looked, for example, then there is a search bar in one page and not in another. Those kinds of things are of course kind of easy to solve, but there are also some kind of more difficult, bigger things that really need to be changed.

N: I hope you can tell us later.

L: yes, but that's what you're looking for, for that kind of thing, to explore that, which is deeper.

N: Look, the low-hanging fruit is of course the most beautiful, because that's just stuff that you can quickly grab and pick up and that makes everyone happy right away. I don't shy away from fundamental improvements either, but they're just generally going to be a bit harder to achieve in the short term, but if they offer demonstrable added value and are demonstrable improvements, then why shouldn't we?

L: yes okay, then I'll definitely look for that.

R: I don't think I work enough in the admin panel to signal those things, which is why I had [product owner] just for that.

N: Yes, [product owner RMMBR] and [product owner Nerds & Company] see a lot more of that than [R] indeed.

L: Yes, no, but very useful indeed to know how the whole process is going and the goals and so that you see with that. I think I've gotten through my questions a bit, are there any things you'd like to add?

N: No, not me at the moment, I'm just very curious about your results later.

R: Yes

L: yes, well great. In any case, thank you very much for your time.

R: Yes, you're welcome.

N: And good luck.

L: And have a nice day.

R: thank you, you too. So long

B.3 Transcript Interview MKB Cybertraining – Translated

Interviewer: Laura van den Berg (L)

Interviewee: Initiator MKB Cybertraining (M)

Date: 22-05-2023

Location: Google Meet

L: He's recording now, so that's great. I saw that you had already read the information I had sent via e-mail. Can you tell me a bit about what MKB is?

M: MKB Cybertraining is an e-learning platform for SMEs and also created by SMEs. And that is intended to make SMEs, small and medium-sized enterprises, resilient to cybercrime. A very big problem in our society, an ever bigger problem. That is already costing our economy something like EUR 16 or 20 billion a year in damage. And that will be much more, and we have to do something about it. And most SMBs are affected by cybercrime through their own ignorance, that's the big problem. People accidentally click on things, people accidentally don't turn on security options because they don't know they exist. That sort of thing. We try to help in a very practical, accessible and above all very economical way.

L: Okay, and is MKB Cybertraining really an organization yet?

M: MKB Cybertraining is not yet an organization, that is a collaboration of three partners. One partner is me, that is 'Xtract bv Xander Koppelmans', another partner is 'brainstorm and concept' through Paul Bartels in Breda, advertising agency. And the third partner that is Blocks and that's actually Tim and Kirsten, who have their Blocks. And those are the three units and together they set up a BV, MKB Cybertraining BV and that is the owner of the platform.

L: yes okay, and what exactly is your function in that?

M: My job is, it was my idea to do this. I am an SME entrepreneur myself. I ran a medium-sized advertising agency for 30 years. And that company was hit by a cyberattack in 2015. After two years of slaughter, I filed for bankruptcy of that company, and had to lay off all the staff and sell my house, and everything. I had 1.5 million euros in damage, and I couldn't stand it. And I give lectures about it all over the country. And during those lectures I was asked 'how can we solve this problem for SMEs?' and then I thought 'MKB Cybertraining would be a good idea', so I am the initiator, I have sought out the partners together.

L: Yes, so to prevent that from happening to other people as well.

M: Right, that's my mission, that's why I give those lectures all over the country. 50 a year or so, one every week. And I also provide the content, so the raw texts for the modules, for the 50 lesson modules that we have made. Because of course you also have to have knowledge about cybercrime for your platform.

L: Okay, so that's 50 e-learning?

M: Those are, no, yes, I think it's one e-learning with 50 modules in it, essentials is called that at Blocks, but because the word 'essential', that doesn't mean anything to the SME, so we call it modules for them. And those are modules with cyber threats, so there is a module about ransomware, module about sexting, module about CEO fraud, module about phishing, all those threats, DDoS attack, brute force attack attack. That is a group, and then there is also a very large group with defence measures, 'how can we prevent this?'. Through a module behavior on the work floor. If you get an email Laura and you think, yes, I don't know if this is completely kosher, if this is completely okay, what do you do? Do you click on it or don't click on it? Or do you call someone in to take a look together of what do you think? Could I click on this? Or if you've clicked on something that makes you think 'oh shit, is this okay?' and then you call someone? Or do you say well, I hope it's nothing and leave it like that, I'll continue with my work. It's about the kind of thing that makes the difference between the survival of a company or the bankruptcy of a company.

L: Yes

M: That's how important it is, you don't realize that when you're checking your email on Monday morning. So we have threats and we have prevention measures. Have you done your updates? Do you have your antivirus software? Has it been updated? Is it automatic? All of that sort of thing.

L: So the end users are other SMEs, and how do you want to reach them? So why would they want

to use it?

M: Well, they don't want to use it, because they don't see the problem at all. They're dealing with staff shortages and with inflation and energy prices and raw materials shortages and that kind of practical stuff, that's what they're doing. And so we have to come up with a ruse to get in their ears, that we say 'hey how can we reach them?' and that's not easy. And we have developed 8 strategies to get through to them. And the most obvious one is, go post ads and commercials on social media, that's easy. But that will have little return, because they don't want it. Another strategy is that we approach the 500 large companies in the Netherlands, the unilevers, Nestlé, because they see the problem. And they have it well under control themselves. And that we ask them of, would you like to ask your suppliers, your chain partners and your suppliers, so small SMEs, to do this training. Because otherwise they are not allowed to work for you, that they are too dangerous.

L: yes, that's a good one, yes.

M: That would be very nice for those large multinationals, they are becoming safer. And if a client says to those small SMEs 'you can deliver to me, but then you have to do that training', they are very quickly motivated to do that training.

The same applies to the 345 municipalities we have in the Netherlands, which is another strategy to whom we want to put the same question. That you say 'hey church, you're being attacked by cyberattacks about twice a second and you're doing everything you can to keep that out, but the sandwich shop that delivers the sandwiches to you just sends a corrupt PDF because it doesn't know there's malware in there. Ask them to do that training, then you make it a little easier for yourself and you fulfill a social task as a municipality to keep the community safe. And you help that SME'. Of course, we're also going to look up the media, we're also going to work with insurance companies. We already have one, Interpolis we have signed a contract with. That we say 'yes, you can take out cyber insurance with us, but if you do that training as a company you get a discount.'

L: yes, good one.

M: Then Interpolis will approach their 200,000 customers, so we don't have to do that. And well, then you have the IT companies, the computer companies. They all struggle with this problem, because they have a lot of customers where they see 'you have bad passwords, they are sloppy'. But an IT company has a duty of care, because they are experts. And they must therefore help those companies with this, because otherwise they are even partly responsible, liable if something goes wrong. So all IT companies in the Netherlands are also very happy when they get a tool where they can go to their SME customers to say 'boy, do that training, is really very cheap and it just makes you safe and then I can continue to work for you'. Because if your password is 'laural23', then yes, I'm not allowed to work for you as an IT company, because you're just a liability.

L: Yes

M: Well and so we have 7 strategies to reach those SMEs. That's how we're going to do it.

L: yes okay, and do you have a bit of an expectation of how they're going to use that? Is that just a one-off or is it a longer period of time?

M: Well, what we see is that, there are multiple providers of e-learning in the field of cyber, but they mainly focus more on the larger companies and we look for the small ones, from sole proprietorships to 20 people actually, that is our target group. Nothing has been arranged for that, because you can't really earn money from that. Takes a lot of time to approach such a company and then okay then you have one, you see, that just doesn't make sense. Our strategy is different, we are looking for the masses. And we also make it very non-committal. As an individual you can do the training, so as Laura van den Berg you can do the training, but also as an employee of Nerds & Company, that is a choice. And Nerds & Company can also say 'yes, we do it for all our people', so we sign you up for that training.

Well in your case, if you say 'I'm going to do it myself as a student or if' then that costs a tenner a year, then you can do the whole training. And if you say 'I do it as a company' it costs 100 euros per year plus a tenner per person. And that is very cheap, because most training courses are between 3500 euros and 35000 per person per year. And that is far too expensive for small SMEs. So we are going to offer a much better product, with 50 modules. We are the only ones that do that, who have so many teaching modules, which you do not have to take all of them, only the lesson modules that are relevant to you as a student or if. You have to do that, the software takes care of that. And then it costs a tenner a year, that you think 'yes Netflix already costs € 12.50 per

month'. That's a very safe investment, that's a no-brainer.

L: yes, so throughout the year you can just use that whenever you want and when you think it's necessary?

M: Yes, but yes. And then you get a year to follow the training and you also get updates for a year. If there are new threats, you will receive an email of 'there is a new module ready for you, because there is a new threat' or something. And then after a year you can extend that or you can stop it. Stopping would not be wise, because it goes very fast in cyberland. Things change quickly, get worse quickly.

L: Yes, and people may see that a lot throughout the year when they often get emails of 'there are new things'.

M: So we're hoping, once they're members, that they'll stay that way for at least a number of years.

L: yes, okay. And are there any other goals you still want to achieve that haven't been mentioned yet?

M: Are there any other goals? The goal is to make MKB-Nederland safer in a way that has integrity, so don't try to fill your pockets over the misery of others, not rake them, eh? Because we could also ask € 200 or € 300 for that training, then we are out of the costs much faster, then it is a healthy company much faster. But we don't want to do that. And that also makes us a discussion partner for many companies. Such an Interpolis loved that.

L: yes, it's a really nice goal indeed.

M: That also fits in with their philosophy and tomorrow we have a conversation with ABN AMRO, they are also very enthusiastic. Because if such a bank says, we are also going to do it for our customers, then yes, we are of course baking a lot of cake. So are there any other goals? No, no, being cyber-aware in the cheapest possible way. Oh no, there is an extra goal, that is those companies that do the training, who get when everyone within the company has followed the training, they get a certificate. And you can use that certificate as a company, that you say 'yes, I am a sandwich shop the quick bite, but we are cyber-aware and digitally secure entrepreneurs, so you can safely order your sandwiches from us, because we do not send corrupt files'. So we also give them a marketing tool to profile themselves in the market in a safe way, to profile themselves as a safe company.

L: yes okay, that's nice.

M: So that's something extra.

L: Yes, and how did you end up at Blocks?

M: I've done an e-learning before, a few times with other parties. And one of those parties was Dataexpert from Veenendaal. I had approached them again, also for this platform. And then they said 'this is way too big for us, that's really so complex and so big, you really need a good party for that and we're not, we're too small for that'. And they advised Nerds & Company in Enschede, because they were in the same investment group. Interstellar is a company that invests in IT companies and that invests in Dataexpert as well as in Nerds & Company. At the time, they are now out, but that's how we were introduced to each other.

L: Okay, and you said that you had also tried it several times, for example, what was wrong with others?

M: It's not about not doing well, it's about putting together a team that can do the job well. And Dataexpert is a really good, nice company. There I made another e-learning 'the cyberchallenge', which was also about cybercrime, but for residents of the municipality. And it runs in 14, 15 municipalities in the Netherlands, offer that to their residents. But that's a very simple, 6 chapters, multiple choice, click click click done. They've done very well, but this is potentially going to affect millions of people

L: yes, that's just a different goal.

M: Different scale, different scale. And you have to set up your team for that, that you think, yes, then you find partners who can act at that level, who know what's going on at that level. We may also want to go abroad, if we have rolled this out properly in the Netherlands. Then we also want to go to Germany and England. It's a global problem, of course. And then everything has to be

in other languages and then all that has to be manageable, so you just need a good partner for that.

L: And when we look at Blocks, what do you think are the most benefits of that?

M: Well when we got in touch with Nerds, we got an option, we got two options; a SaaS solution or Blocks. And where Blocks is a modular system, where we could set it up as they see fit. And because this is something else, MKB Cybertraining is a separate product, where we did not know exactly what we were going to encounter, we chose Blocks, which is the most expensive option. That SaaS solution is actually standard, Blocks is much more expensive. No, so not much more expensive, costs a lot more money, but will be much cheaper in the long run, because you have to spread that over perhaps millions of candidates, and then €100,000 difference no longer matters. You won't find that anymore. What's worse is if you end up with a platform that makes you think 'oh, well I want it to do this, and you can't, because that's not in the standard solution. That would be very bad. And now we have a modular system that we can always continue to set up and renovate.

L: yes, so that's kind of the biggest advantage, that you're just fleMibel.

M: Yes, the flexibility. Because we think of things in advance, but the progressive insight always takes you to places where you think 'oh shit, we didn't think at all, how are we going to solve that?' For example, when we started this, Artificial Intelligence was not in the news at all. And that's in the news now, that you think 'yes, what are we going to do with that? How are we going to incorporate that into our platform?' Well in a modular platform that is quite easy, you can connect to the module. This way you keep yourself flexible.

L: Okay, yes, nice. Are there any disadvantages? Things that you think 'we're going to run into this?' or features that Blocks, for example, doesn't have right now.

M: yes, there were some things you think, it's a modular system, Blocks, but those modules have to be there. And that is often not the case, because the module is only built when it is needed. So if you go to Blocks in 10 years, you will see that there may be 500 modules, Blocks block modules, but there are not yet. So there is still something that can be arranged, for example for the payments. Because Blocks has so far mainly been aimed at larger companies that want to do their training internally, then a payment module is not relevant at all.

L: No, indeed.

M: It wasn't necessary at all, because there's just going to be an account, you're not going to build a payment module for that. But we get from all over the Netherlands that people have to pay tenners. Yes, you don't want to write bills all by hand, then a module has to be built for it and it wasn't there, so it's being built now. That's the downside, if you don't have time, that's a downside. But we have time, we will go live in September and before then we are ready.

L: Okay, yes, and how do you feel about the collaboration, including with RMMBR and Nerds?

M: yes, well it's like dancing together, learning to dance is that. Because we didn't know those people at all and they didn't know me either. I'm just someone who calls, says 'hey, are we going to start a business together and start taking a lot of financial risks, because there's a lot of work to be done and I'm not going to pay for it'. Because I have to, because I don't have that money. I don't charge half a million what they are used to from ABN or other customers who say 'I'm laying down an assignment'. That's quite a lot Laura when someone like that calls. And if they say 'yes, that's a good idea, we're also participating, we're also putting in 1.5 tonnes of unbilled hours'. That's pretty exciting, because you don't know each other. And I have to say, in the beginning that's a bit rough, because you're all 'are you okay? Are the intentions okay?' And for that you need some conversations and some consultation and then you gradually see that you think 'yes, those are just all professionals and everyone is'. And it's marching like crazy, it's going really fast now. And it meets all wishes, yes, so very nice cooperation.

L: Okay, yes, good to hear.

M: yes, where I really like to notice, I'm kind of the pioneer, the initiator and I also do a lot of marketing, so I'm looking for partners and companies. But it is super nice to notice that RMMBR from Amsterdam arrives with ABN. I was working on Rabobank and it wasn't very busy. In the sense of yes, they were very enthusiastic, but they just didn't get over the bridge. That Kirsten said 'yes, I have a contact at ABN, shall we give that a try?' So I think yes, that makes things much more powerful in a collaboration. And we are already entering the third meeting with ABN AMRO,

because they are extremely enthusiastic.

L: yes, that's nice yes.

M: That you think, look, it doesn't all depend on me.

L: yes, so it's really a collaboration if it's really done together.

M: Really a collaboration. Tim comes up with school communities and metal sector that wants to be on the platform and then it's, yes, then you're much more powerful than if everything has to be initiated from Sprundel on my energy, so that's very nice.

L: yes, yes okay. Yes, eventually I'm going to look more at, say, the admin panel, so that's more, say, the back of Blocks.

M: yes, I've never seen that.

L: Do you know who will be doing tasks there? Are you or more from Nerds or RMMBR?

M: No, I don't get into that at all. I have nothing to look for there, that is not part of my job. RMMBR, that. I deliver the raw texts, of which I say 'make this a nice module', and RMMBR turns that into a nice module. Brainstorm and concept from Breda adds the photos and videos and RMMBR puts that in the platform. So I don't have anything to look for there, I've never been there. So you should ask them if that works at will, but I hope so, because it's their own product.

L: yes, no, definitely, I've had contact with them and stuff anyway, but let's see how other parties view that of course.

M: yes, yes, I read that in your brochure, so I think yes, but I'm not going to get there at all.

L: Because who does more the functional say, that you say 'this content has to go to that partner' and so on, a bit of application management?

M: That's what RMMBR actually arranges, they have kind of control.

L: They're actually completely the user of that whole backside.

M: Yes, they are the whole user from the back end and get content from me and from the company in Breda Brainstorm and concept. They load it on the platform.

L: Okay, then I have a couple of questions that are no longer really relevant to this.

M: Oh yes, well.

L: But that doesn't matter, that's fine. Yes, I think I'm a bit through my questions, would you be open to, oh no, that doesn't really make much sense anymore. No, I thought, because eventually I'm going to make a new design of the admin panel, but if you're not going to use it, then it's not useful to test that either. No, then I think this is it, everything I wanted to know then.

M: Okay, well, very good. And if you say 'oh, I forgot something', email me or we'll make another call and we'll fill in that gap.

L: Yes, no, very nice. In any case, thank you for your time and have a nice day.

M: You're welcome, have a great day and good luck with your research.

L: Yes, thank you

B.4 Transcript Interview DPG Media – Translated

Interviewer: Laura van den Berg (L)

Interviewee: Learning & Development Consultants DPG Media (D1 + D2)

Date: 30-05-2023

Location: Google Meet

L: yes okay, then he's recording now. Do you hear me right?

D1: Yes, great.

L: Okay, so it's a bit exploratory now. Yes, how a bit the context of how Blocks is used. And then I'll go into the Admin panel later, but you don't work in that yourself, right?

D1: Yes, but the others more.

L: Oh okay, yes. Can you perhaps tell us a bit more about what DPG Media is and what your functions are in it?

D1: Yes, DPG Media is the largest Mediahuis in the Netherlands. We publish newspapers, magazines. We also have online services, that's what we call it internally, but those are websites, so for example *Independer*, *Nationale Vacaturebank*.

D2: *Nu.nl*, that sort of thing.

D1: Yes, too, so indeed news media that are only online in addition to the customers who are of course physical. We also organize events, so for example *Libelle* summer week or the *Tina* day. DPG Media makes money on two sides; one subscription and single sales to consumers and two advertising revenue. We work in the HR department in the Learning & Development team and we are both L&D consultants.

L: Okay, and what exactly is, say, the division of tasks around Blocks, what do you do and what do the others do?

D1: Blocks has been used to build our Academy, our learning experience platform and this platform is used by all employees. Well, in practice of course not by all of them, because not everyone realizes how important learning is, but in principle it is, say for the users I mean all employees, and the back end, so we who really see that it is Blocks is our team. So that's four consultants, including [D2] and me and two coordinators and currently two interns.

L: Okay, and do you have different functions within that, for example that you mainly focus on the content?

D2: What do you mean, we all have the same access, only the people who work on it the most are the interns and the coordinators, or what exactly did you mean?

L: Yes, if you work with multiple people in the admin panel, do you have different functions, for example, that one mainly creates content or the other yes

D2: We can do it all, but they do most of it.

L: Okay, and what do you do?

D1: I'm currently working on learning paths, but that's also because I worked at RMMBR before that, where that was my job and so I just have an affinity with this and have knowledge of it. I don't think you actually make any learning paths and if we do it then together with RMMBR actually.

D2: And what I'm working on now is to work with a different project team or actually a different environment, but also from Blocks, to create a certain structure, to set it up.

D1: For learning paths and

D2: Yes

D1: Oh yes, so structuring the content actually, so setting up the learning paths and hanging essentials underneath. So I do that myself. These coordinators are mainly busy with, for example, training courses, waiting lists. We look at ratings, yes evaluations.

D2: Putting things online, taking things offline.

D1: Yes, say really working in Blocks.

D2: Update carousel, that sort of thing.

L: yes okay, and then there are other people who actually create the content themselves, or do you?

D1: Well, that's what I just said, we create content together with RMMBR.

L: Oh yes, okay. So you mainly use Blocks for your Academy, and what kind of courses, e-learning, training courses are those that you offer exactly?

D1: oh, that's really super wide. We have 400 essentials. And for a small part they are from Good Habits, so there are a lot of them just our own too. And that can literally be about anything, from soft skills, from how to present better, to absenteeism management, data analysis.

D2: [] management, that sort of thing. That could really be anything.

L: yes okay. And how did you actually come to Blocks, is that because you had already worked at RMMBR?

D1: Well Blocks has been with DPG Media for two years.

L: Oh yes, they had those before.

D1: I wasn't working here then, and I wasn't even working at RMMBR at the time. And Blocks was already here before you came here. But what I know about it is that they have just researched in the market, what LXPs exist, what are the possibilities.

D2: What is the best party to work with.

D1: yes, they really pitched games, and RMMBR won. Yes, of course they work with you.

L: yes, so you don't know what other ones they've watched. Because what do you think are the biggest advantages of Blocks, compared perhaps to other options.

D2: You can make it completely customized, actually.

D1: Yes, that you can tailor it and also that the experience of the learner is central, that's what it's all about. And that you can just add blocks, like 'oh we want them to be able to get a certificate now' well, then that can be added. So you can completely adjust it to your own wishes indeed. I think that is the greatest added value and that simply the learner is central.

L: yes okay, so that you can actually just do anything you want, they just make that for you.

D1: Yes, at the same time the disadvantage is that you can do anything you want. Because Blocks is of course set up in such a way that a lot of freedom is given to the user and we therefore also have the experience that it is too much, so that the user no longer does anything, because he simply no longer sees the forest for the trees. Because the navigation, yes there is no navigation. If you search for something, you get training. For example, if you search for data with us, you will get 123 search results. Yes, an average employee does not know the difference between a training, an e-learning, which is also called essential, or a learning path. Look, it's super clear to us, but that employee really doesn't know. So they don't know where to click at all, where to start. And then yes, it goes away again and does nothing.

D2: That's the most feedback, the most important feedback we get.

D1: Yes, this is where we want to focus next year, is improving that navigation. We are also currently doing user tests internally, or those are scheduled for June. Yes, to request more user experiences, from how can we improve that navigation and how can we help you find things. Because yes, we actually look at it with far too much knowledge, because we understand how the platform works and the average employee does not.

L: Yes, that is indeed about the foreground, of what the employee sees, or does the admin panel also have to do with that?

D1: Sorry, I don't understand your question

L: Say, the unclear navigation is mainly in what the employees see?

D2: Yes

D1: Yes

L: Or is the navigation also unclear to you, or actually because you don't work in it for so long?

D1: Oh, well I like Blocks on the back, so the admin panel, don't think it's super clear.

D2: Not very intuitive.

D1: No, not intuitive at all I would say.

D2: But because we know how it works.

D1: Yes, at some point you know, but actually you don't, because I have to search every time. And there are just a number of things, you can't see 'oh, I'm opening an essential, what learning paths does this essential fall under?' is really super awkward that you can't. I also don't find the export convenient or user-friendly for us.

D2: Not user-friendly at all.

D1: No, and if they want to change that, it always takes a lot of development time on your end and that is also very expensive, because it just takes a lot of time. And what is also really big disadvantage that we miss is that there is not one clear overview of the content that is on it, not even for us.

L: Okay yes, those are really good insights though.

D1: And we can't just make one export out of that. Whereas, yes, you want that, because sometimes we can't even advise people internally about what they need to learn or what they can do at the Academy.

D2: Because we don't have the overview ourselves.

D1: No, nobody actually has an overview of what's out there, because there's so much and you can't make a good turn of that.

L: No, because there is, for example, of all the essentials you may have a list of, but not what belongs to what or something.

D1: No exactly

L: Are there any disadvantages that you know now?

D1: Yes you have to, I think you now have a list of 10 things that will be picked up at 72000 euros. So these are all disadvantages as well, but I don't know them off the top of my head.

L: yes, no is good, then I'll be there

D1: But if all goes well, [product owner Nerds & Company] has scheduled it in all sprints.

L: Okay, no, that's good to know.

D1: So those are all disadvantages as well. For example, one of them, I know by heart, because it is very often asked internally, is that there is also no clear training calendar of when we organize the physical training. But it's being made now, so that's super fine. Navigation for the user, these are really the biggest negatives.

L: Okay, good to know. Because what are some of the most important functions that you use, are they mainly the essentials and the learning paths, or are they indeed also the exports. Or are there things you never use?

D2: So I don't use the exports. We use the, what do you call that?

D1: We create learning paths, we use training, we make essentials, we import smart groups.

D2: Yes. We don't use that points system.

D1: Well, again, yes, but not properly, let me stick to that. You just get points, of course.

D2: Yes, you get it, but we don't do anything with it.

D1: No, but that's outside. No, I mean, if we want to do something with it, it's outside of this thing, right? What would you like to do on the platform with points? So then you would put it out there, yes just sit in there. What else do we use? I do use those exports, other people do too. But not, yes, it's just not super convenient, because you just get an Excel spreadsheet with 19,000 rows. yes, you can't, yes I'm not a data wizard or anything.

L: Yes, no

D1: So I would, a real dashboard is more convenient.

L: yes, so just a dashboard with, what kind of stuff would be on there?

D1: Yes, we really need that. Oh, you know what's really awkward? That users always stay in it. We have over 10,000 users, but that many people don't even work here. And that is really a disadvantage, because that also pollutes the data.

L: Yes.

D1: Because now, if 5000 people follow something, then in the data we have '50% have followed something'. Never happens, of course, so many people, but imagine. While actually it's 90% of your people, which is 5000 out of 6000, is not 90 %, but I can't do mental arithmetic very well, but it's a lot more, you know?

L: Yes, yes

D1: So that's really a disadvantage, that you can't easily take people out or something. That you have to import all that manually every time, but that may also just be because of us, because of the systems, that it is not linked to it, I don't know, I don't know what it is.

D2: Yes

L: yes, just for the general picture, so to speak, what is the biggest goal you want to achieve with Blocks, is that indeed that end users have a good learning experience, or are there more goals?

D1: The goal of the Academy is that there is one central place where all learning interventions come together and that employees also know 'oh, I want to learn something, or I want to develop myself', that it goes to the Academy.

L: Yes, and do you have a bit of insight into whether employees really use it a lot and what their experience is with it?

D1: Yes, some employees use it a lot, other employees who know, by way of, not that it exists or not how to get there. And so the experience is, yes, what I just said, that the navigation is really difficult, so that, or yes, nonexistent actually, so that people can't see the forest for the trees. And what lies with us and not with Blocks is that in the beginning a lot of content was put on it that, in my opinion, is of insufficient quality. And if you follow an e-learning once which is just really bad, then yes you won't come back. So there is also a real challenge for us to curate that content, to keep it up to date in some cases, but also to just improve content, in terms of looks as well. DPG Media is a Belgian Dutch company and at first it was completely split. And in Belgium they had a different system. And they have those e-learnings, yes, they didn't have e-learnings, they had webinars. And everything that was on their learning platform, their LMS, was then transferred to our LXP, Blocks. Only it was all webinars, yes, that's not necessarily what our LXP is made for, because yes, we also want it interactive and we want to make people think and, you know, a little more of this time. So their solution was to cut all the webinars into 5-minute pieces. And these have now sometimes become very essentials in which you just have a sequence of 10 working methods 'text with video' and you see 5 minutes of the webinar every time. Yes, of course this makes no sense.

L: Yes

D1: And I understand that someone follows that once, that they never come back.

L: yes, no indeed, so that's just different. Perhaps also per location in terms of how many people use it?

D1: And what do you mean by location?

L: yes, I think you're in different places across the country.

D1: Yes, but it's not the location, it's the experience, the first experience of the employee who has had it.

L: yes, yes okay.

D1: So not that everyone in Amsterdam has a good experience and everyone in Rotterdam has a bad experience, because they use the same thing.

L: No okay, yes.

D1: Only depending on the content they have seen, and therefore sometimes how tech-savvy they are, because one can navigate the platform fine, but most cannot. Is your user experience good and will you come back? Or not so good and you think 'well that Academy, never mind'

L: yes okay. So, say, in addition to the admin panel, you also see that improvement is needed, certainly also at the front in terms of navigation in particular?

D1: Sure

L: And so those are user tests that you're going to do with employees?

D1: Yes, they are scheduled for June.

L: And the outcomes of that, is that also something Blocks is working on, with that front, or is that something that's more up to you?

D1: Well we can't change anything.

L: No indeed

D1: So no, that will be Blocks, maybe Nerds will get another assignment, but yes depends a bit on it, what I said, there is now work for 72 k. Yes, my budget has also run out once, so maybe that will come next year. And if it's things like 'the homepage is too full', we can of course do that ourselves, because we have control over how many streams, say how many blocks, we put on the homepage.

L: Yes

D1: So we can remove 5 of them ourselves, to name a few. So it kind of depends, but I expect there's going to be a lot about navigation.

L: No okay, yes, good to know. And how do you find the cooperation with Nerds & Company and RMMBR, does that all go smoothly, do you also get a lot of support from them?

D1: Well I think, at RMMBR per se, if I have a learning path made that's fine, because then I just have a project director and that goes well. What I run into with you is that I, so I have now requested 10 things from you for 72,000 euros, via RMMBR, but I know that is just with [product owner Nerds & Company]. I haven't been given a schedule, I have no idea when this will all be made, put live. Just 'we'll start the first sprint on April 27'. Well, now it's May 31st, no May 30th is today, I haven't heard anything yet, except once the new design of that calendar, or twice, because I had given feedback and then a new design came. But I just want a schedule and I don't get that and I have trouble with that I have to say.

L: yes, no, yes I'm obviously less involved in the development part. I'm only doing my graduation project, but I'll definitely pass it on that that's a point too, yes. Yes, but for the rest I think it's just nice that if you indicate what you want, that they will make it, even if it takes a long time, it is expensive.

D1: Yes, there's always RMMBR in there, isn't it? I don't always deal with you directly, certainly not with the application and so and so and also the invoicing and everything. That all goes through RMMBR and only when it is already made and scheduled with you in the sprints, then I have contact with [product owner Nerds & Company] in general. And we now also want to link Blocks to our HR data system. And with that I have, then I have contact with [name] and [name] again? I don't really know off the top of my head. And that in itself is fine, but I haven't felt that they are really on top of it on both projects, but that may just be my experience.

L: No, okay.

D2: Yes, that is, of course I have done a lot for Certified lately, that is also my experience, that it takes a long time.

D1: Yes, exactly. Maybe because there is no project manager on your side.

L: Yes, of course there is just a product owner, though.

D1: Yes, then I would do stakeholder management, for example, because we are stakeholders in our projects, and can keep us more informed, or even informed of what is going on, and when and how and what.

L: But I think that's, yes that's of course [name] is the product owner.

D1: Oh yes, well then he should.

L: Okay, and then on about the admin panel itself. You had just mentioned a few points that are now running, so I will check with them what exactly those points were. Heeft it say also a kind of big learning curve, suppose you are just starting to work in the admin panel? For example, do interns already have experience with, for example, managing data and application management and so on or is that something they need to learn new?

D1: Depends a bit on the person. Some people come here, they can already create websites in WordPress, for example. Yes, then of course you already have a little experience with something similar. And Blocks is new to everyone, but that makes sense, because yes Blocks is not a global company. Or maybe global company, but no WordPress of course, that's what I mean. So Blocks is new to everyone and it really depends on the person how quickly they pick it up. One is just more tech-savvy than the other, and gets it faster.

L: No, okay. But it is, as you just said, it's not very intuitive.

D1: No, you just need the workshop from [product owner RMMBR]. I've been working with Blocks for two years, and there are always so many snags, and rules. And that has the advantage of one side, if we want to build something, then it is also possible. But it also has real disadvantages of 'oh yes, answer options are always 3' and 'oh yes, flipcards have to have a good answer, so it's a question'. I don't know, there are all these little things. I think it's very well built, but it's built from a technical side and not from a user side.

L: Yes, say the people who made it who understand how it works, but the users have to learn it.

D1: Exactly, and I think WordPress is included, to use it as an example, or for example a Wix I don't know if you're familiar with Wix website?

L: Yes

D1: But those are really made for, say that back cover is made for the user. And the Blocks back is not made for the user, which is made by IT people and that is super clear.

L: Yes, that's exactly what my graduation project is about now, to look at the user.

D1: Well then there is still a long way to go for the admin panel.

L: yes, I won't, I have until the Christmas holidays, but I've already seen that I can't change everything. But suppose, for example, if I have to focus on something, I now thought, for example, all customers who use the essentials. Because of course you have the whole menu, also learning paths, exports that kind of thing. Suppose I had to focus on one thing, are those the essentials or are they other things?

D1: Yes, for me, essentials and learning paths are really related for me. But at least the content, for me that's just the content stuff, that's what I would focus on, right?

D2: Yes, of the rest, yes

D1: Those trainings can be done in themselves in terms of user experience, so to speak for us.

D2: Yes

D1: Oh yes, I really like that whole import and export thing, yes I don't like it at all, but that's so big.

D2: I just wanted to say, if you can pick that up, that would be very nice, but I don't think that's where the focus is.

L: No, indeed.

D1: No, so then essentials and learning paths, that that becomes easier to implement, because there are 100 million things that you have to remember in your head. And that there is a clear overview of which essentials there are and then under which learning paths they all fall. Because sometimes you just have one essential that can actually be put into multiple learning paths very easily. But yes, you just don't have that overview anymore.

L: yes, no okay. Yes, in the end I'm just going to see how I can turn one part into a new kind of interface design and then it's up to the rest of what they do with that, of course. I also had a list of what else was out there, surveys.

D1: Oh yes, about evaluation forms and so on, our colleagues can tell you more about that.

L: Okay

D1: Because yes, we don't work with that at all, but they know that.

L: yes, for now, I think I'm kind of through the questions. Of course there are still many things that can be improved, but you have already forwarded that list to [product owner]. And then I will also take a look with your colleagues, yes just in the admin panel itself just watch how they do certain things, also a kind of user test indeed. Yes, are there any other things you want to say, or important points that you run into, or do you think that's so much that can't be mentioned now, so to speak?

D1: Um, these are the most important things.

D2: These are definitely the most important yes, I can't think of anything else.

D1: And if you also, who do you have that conversation with again, do you have that with [name] and [name]? [name] should also be included.

L: Yes, [name] is included in that.

D1: Yes, perfect. They can really tell you a bit more about that back end and stuff, because they work in it a lot.

L: yes, okay.

D2: Do you know what would be nice? If we, [D1] has developed a template in sheets or in PowerPoint, I don't know, with exactly the number of characters.

D1: No, that's from RMMBR, that's what [product owner RMMBR] made.

D2: Oh that's coming, yes but that would be great if we could load that instead of having to enter it manually.

D1: Oh, yes good. Yes

D2: Did you understand what I was saying?

L: I think I got that, I got that template yes, from [product owner RMMBR], sent that template from that PowerPoint indeed. But to [founder & director] of RMMBR I also said of those templates, you would need them if you already incorporate that into the admin panel itself, but her answer was more like 'yes, the content creators are not always the people who work in the admin panel.'

D1: Oh no, we definitely want to keep the template.

D2: Yes yes yes

D1: Because we don't want people to work in the Academy either.

L: No, no okay.

D1: But now we have in a template, so in PowerPoint or in Google Slides we make the e-learning, so to speak, and then someone has to copy every line of text paste to Blocks to enter it, so to speak. And that introduction takes a lot of time, and money too, because we usually have RMMBR do that. And it just really costs a few thousand euros.

D2: So if we could do that, if there was a plugin or whatever, if we could load that into Blocks, that would

D1: If you can just upload the PowerPoint to Blocks and they recognize it, and then the essential is ready, you don't have to copy paste per line, because that really takes days.

L: Okay, yes, I don't know if that's possible, but that's definitely a good point.

D1: Well, it's not possible right now and it's going to cost a lot of money for Nerds to develop this, but it would be a really sick addition.

L: But yes, maybe there's more of a problem underneath, maybe not necessarily this is the solution, but it could also be 'okay, so the problem is just that those templates take over, that it just takes a lot of time'. So maybe there's another solution that just goes faster, for example.

D1: Yes exactly, and it's also, the solution is not to work in Blocks right away, because then you can't give feedback and stuff.

L: No okay, yes.

D1: So that's why those templates are really great, because you can easily share them with each other, you can ask for feedback from people from different organizations, you can send it back to RMMBR who then processes that and so and so and forth back and forth. So that part works super well. Then it's finished, but yes, then you actually have a PowerPoint presentation and it has to be entered by hand, and that costs a lot of time and money which is really a waste for everyone. It's also real work, no one likes to do it.

D2: And we now also have employees within DPG who are going to do it themselves, for onboarding and so on, who are going to do it themselves

D1: Is also error-prone

D2: yes, exactly, there's just a lot of room for human error.

L: When taking over in the admin panel?

D1: Yes

D2: Yes

L: Okay

D2: We really need to make sure that they've done a workshop first, create learning paths and make essentials, and then really just hope that they do it that way.

L: Yes, because those workshops, or for example what RMMBR gives, after that it is clear how it works or is it also a long way in terms of self-practice?

D1: Yes, you really have to practice after that, because it's just explained to you once and sometimes you can practice a little bit in that workshop of [product owner RMMBR] himself, but you can't do it right away. Say, that's like WordPress or something. That's always a while, you just have to do that, you know?

L: yes, that makes sense.

D1: And that's the case with this one, and now we do have a practice environment, so that's nice that it's not necessarily everything really in the back and completely polluted and all that.

L: No, okay. Then I think I know a lot and can go on yes. Unless you have something to add, or questions.

D2: No, I've already said my most important things.

D1: I hope it will be improved based on your internship report.

L: Yes, I hope so too.

[irrelevant conversation]

[conversation completion]

B.5 Transcript Interview Loyens & Loeff – Translated

Interviewer: Laura van den Berg (L)

Interviewee: Innovation manager Loyens & Loeff (L&L)

Date: 31-05-2023

Location: Google Meet

L: yes, so today is kind of about Blocks and so about your learning platform and experience with that, how you got there, that kind of thing. Could you tell us a bit about Loyens & Loeff first?

L&L: Yes, certainly, in a very generic sense it is a law firm and a firm that offers legal services on the one hand and on taxes on the other hand the advice, the filing of tax returns and things like that actually. And that is, I think, traditionally quite traditional business that still involves a lot of paperwork, and what you see now is that more and more law firms have to do it more online, automate more, make the work easier, make the work more fun for colleagues. And an innovation department was set up for that three years ago, and I'm part of that, as an innovation consultant.

L: Okay, yes and then you give advice of how people, yes how that can all be better digitally.

L&L: Yes, because of course you see that yes, innovation is not yet in the DNA, it is not. Look, if you're always used to doing something a certain way, then it's easiest to stay in that pattern. And innovation, and certainly when it comes to technology, what kind of technology can you use, yes, that just involves outside knowledge. And so we have set up a very specialist team for that.

L: Yes, and that's what you use Blocks for?

L&L: Yes, indeed. So what we've done is, now a year ago we said 'boy, there's going to be an innovation challenge', that's actually a kind of big hackathon with a lot of preparatory work, in which the lawyers and the tax advisors themselves get to work on a problem that they experience in the workplace and see how they can solve it with technology. Yes, that is of course very nice that you have a lot of preparatory activities and that you actually do a kind of hackathon in 3 days to ensure that you get from problem to solution. And we actually ensured that everyone who participated in this also has at least the same level of knowledge about innovation. And so we did that by, yes, the Innovation Experience as we call it, setting up the learning platform, for which Blocks is the underlying system, so to speak.

L: Yes, and so what kind of courses, e-learning do you offer on that innovation platform?

L&L: It's actually, yes one course, so to speak, does consist of multiple parts. So you're talking about, I don't know them all off the top of my head 1, 2, 3, but we're talking about 'what is innovation in the legal field in general?', 'how exactly do we innovate in the workplace?', 'what can someone contribute themselves?'. So that's very much about 'what is the high-over?', 'what is innovation in itself?' and how, yes what does that mean for you so that you, yes in a very simple way all have the same knowledge about it?

L: Yes, so it's the same courses for everyone? Or are there certain people who would do it differently?

L&L: How do you mean are there certain people who would do that differently?

L: Yes, say, for example, there are different groups of employees who all learn different things, but everyone does the same course.

L&L: Well, of course, this was mainly focused on the innovation challenge, that hackathon. And there has been quite a bit of change of colleagues, so at some point after the summer, after the innovation challenge, it was handed over to me. And then we actually said 'boy, what do we actually want to achieve with this platform?'. Because we now have a great platform, looks beautiful, the people who have gone through it, they are very positive, but yes, what exactly do we want with that in the long term? So then we looked at what can such a platform bring and how can we sell it to the people, to the people at all? And then we said 'at least we'll do an internal lancring again' so that they also bring it to the attention internally. And so we have the idea to make a kind of copy, which we are currently working on, where students can also log in. So that we can actually include students very early on in what a law firm does about innovation. Why? Because you see that very often work that juniors get, that's very, very repetitive. It's a lot

of reading through, copy pasting, well, that sort of thing. And that, yes, is not the best work. So they benefit from doing that in a different way. So long answer short about 'does everyone have exactly the same platform?' Yes, actually. Everyone goes, or at least, it is not mandatory to go through it, but we have a platform that can now include all colleagues and new colleagues who have just joined Loyens & Loeff, yes at least in innovation.

L: yes, okay. And what exactly is your position within, yes do you also work in the admin panel?

L&L: When tracking, you mean the Innovation Experience?

L: Yes

L&L: yes, so, what I'm saying, so after the summer there was a transfer of a number of external colleagues who helped to set up the platform together with the then director. So now it's the case that I'm actually responsible for making sure that the platform is just a success. So I initially took a step back from 'boy, not too much in the content, but what do we want to achieve strategically with the platform at all?', who do we need for that? So really yes, still a bit of project management, a bit of control over what is going on. So yes, project management, it's a piece of stakeholder management, because you just see that in large organizations a lot of people have to find something about it. So I take that on and together with a colleague, who supports me more in this, we are together in the platform to adjust things. But that hasn't really been much lately. Because we really, yes, just wanted to use as much content as possible that we had first.

L: yes, yes okay. And do you also have an idea of how, yes, employees experience it themselves, are they positive about it?

L&L: Yes, definitely. You can see that everyone who goes through it, they really think it's a relief. They really like it, colleagues really like to go through it. Especially because it's just very manageable. It's not particularly much text, it alternates with images, with podcasts, with videos. So especially the dynamics of the platform they just really like. And you also see that many colleagues often do not know at all what is actually going on within the office when it comes to innovation. So they actually see a whole other side of where a lot of time is put into making their lives easier, so the platform also helps a lot with that, to create a kind of awareness as well.

L: yes, okay nice. And how did you actually come to Blocks and not another, have you considered or looked at other platforms?

L&L: Well I don't dare say that, because I wasn't there, so that. And I also think that few people who were there at the time are still there at all. So that's hard to say. What I do know is that this is a platform that stands on its own, separate from the entire curriculum and the entire, the courses that our learning & development department actually sets up in the first place. So this is really from the Tech & Innovation department. We have set that up ourselves, we also manage it ourselves. And from Learning & Development, other platforms are used.

L: Oh yes, so you also use other platforms for real, learning itself.

L&L: Yes, in any case, I'm not entirely versed in it, of course, but at least I know that there is a whole sharepoint environment with a whole curriculum that everyone can learn. And then it just depends on which course you want to do, what kind of platform you actually end up on.

L: Okay, yes.

L&L: So yes, this stands on its own, so to speak.

L: Yes, and what do you think is the biggest advantage of Blocks?

L&L: Well, what I really like is that in previous work I have also developed a lot with WordPress, so what you build websites with of course. And then you have the visual composer within WordPress, and then you can actually create text boxes, place images, you can build an entire website by dragging and dropping things in certain places and I got a bit of the same feeling with Blocks, the platform. So it worked very intuitively for me, you know pretty quickly where what is and yes, that just makes it very easy to adjust things, even if you're just starting to work with it.

L: So if you look at the admin panel, where you adjust that, there are also things that you do run into, that you think 'this is unclear?'

L&L: Well, what I found to be getting used to myself is, and then I have to use the right name, so let me take the platform for a moment, I'm not in it every day at the moment. Let me see. Yes,

so you have essentials and you have learning paths and I had to get used to what exactly was what in the beginning, to be exactly in the right place where I had to adjust things. Nevertheless, you can already click through it and then you will see it at some point. But sometimes I'm like 'okay, I have to change a text, because it's outdated, where do I have to go again?' That's one of them that I sometimes thought 'oh yes, that could somehow be a bit more intuitive I think'.

L: Yes, because you did say that it was intuitive, so what makes it that it is, say, intuitive?

L&L: Yes, so if at some point you are adjusting something yourself, it is all very self-explanatory, that you just click on an edit button, adjust text, save it and you can immediately check whether it is in the right way, add images. Yes, those are all things that are just pretty simple actually in the platform. Yes, the only thing I ran into was hey, you have to know about 'what is an essential?', 'what is a learning path'? Of course, those are terms that just don't tell you much at first.

L: But what you do in the platform, is that mainly adjusting things, or is it also creating new essentials?

L&L: No, I haven't made any new essentials yet. That will come, if of course we work more for the students and adjust something in the content. But what I'm saying, we've mainly chosen to use the content we have now, also because there's been a copywriter there and those texts are all thought out and finely honed. So yes, to just create new content now, that didn't seem very wise to us. That will happen a bit more in the coming period.

L: No, okay. Yes, no, because yesterday I talked to people who didn't find it intuitive at all, so to speak, that I thought maybe it's easier to adjust things that are already there than to create new things, for example.

L&L: Oh how funny. Yes, yes there may be a difference, but what I say, yes for me it may be because I have also worked a lot with WordPress that you are more at home in such a dashboard.

L: yes, maybe just experience in that.

L&L: Yes, that may be the case. Yes I thought it was at least, yes you have to know the term and know where to go. But yes, that's always natural.

L: No, but yes is just interesting to know, yes. So you manage the admin panel together with someone else?

L&L: Yes, together with [name], that's a colleague of mine, also from the tech & innovation department, she is also an innovation consultant. And together we work in the platform. And then we have colleagues from the communication department who support us also in thinking about how we can at least market it and later also when we start creating content, they will also look at how we can best write that. Also because they also have copywriters in the team, which we can make good use of.

L: So what are the things that you work with the most, are they essentials or texts, or exports, for example?

L&L: Well, what we do sometimes is at least look at the number of colleagues who have gone through it. So what I use a lot myself, where I really do look a lot is at the dashboard. I think it could be better in terms of what kind of data is shown, and perhaps how that is also shown. But I look at that a lot, because I just want to see from boy, if we have also had a course of an introduction day, for example, then we invite everyone to go through the platform, then of course it is nice to see in the days after how many people have actually logged into the platform? I'm in that a lot. So what you see a lot is that we do indeed adjust some content in the essentials, but that's more because it just ages. Or yes, you just see that a lot of people leave here too. If someone is on a video, that's annoying, so adjusting that kind of content, we do, well, unfortunately regularly. So that does happen. And there's not a whole lot of other than that, which I'm saying, because at the moment we're just using the content that's out there. And at some point, what we do want to do a little bit more, is that we actually add to those toolkit items. That rather than us really adjusting the essentials. Because then you can still keep a new content for people who have already gone through it.

L: yes, okay. And you said that the dashboard is also missing some data, what else would you like to see there, for example?

L&L: In the dashboard, I actually look at 'total number of users'. What I do myself now in an excel, is keep track of how many people have already joined per day. Yes, that should be very easy with a graph that just shows it. How many people logged in today, logged in yesterday, see it per month, see it per week. I think that kind of information is very easy to retrieve, since the platform is already linked to the data of course. For example, I see 'total XP points', yes of course that doesn't mean anything else. That looks nice, but you want to see data because you have to do something with it. Because you have to tell a story, make choices. And if I then see data as total XP points and then only how many XP points are there now, then I can't really do anything with that.

L: yes, no, that's not much use to you then.

L&L: No, because it doesn't tell me. I do see that there are so many people, because I have a different circle here of well that's so many people with so many points. But yes, what should I get out of it is the question. Well, you can see how much content there is in it, of course, so that's interesting too. But I find it much more interesting to see which content is well read, which content is not, on which page people drop out, on which page people stay longer or return. I really want to know more about how the platform is used and why certain things happen in someone's journey through the platform and we can make certain choices on that to improve that. That is, if I look at what should such a main dashboard say, I would like to receive that kind of information.

L: yes, okay. And with the collaboration with RMMBR and Nerds & Company, how does that go a bit? Do you get a lot of help from them?

L&L: yes, I'm fine. Of course, we have just started the project to get started with the student version. Make a copy of the platform so that students can also enter it. I really liked that from the moment we actually wanted to work on that, that we also got the full attention on, well, who all connected to the meetings and yes, that there was also thinking about how can we best do that? What I see in that is that yes, on the one hand maybe that is also the case, that is partly with us, we really want to be fast, but we also have an organization that has all kinds of requirements, of course, when it comes to IT and things like that. And that is sometimes a puzzle. Yes, because you just have to find the right way so that your IT does not run into the chest and on the other hand you just want to be able to use a schedule that you have made. And I do notice from RMMBR and Nerds & Company that this is also handled flexibly. What was useful at one point is that in the conversation about what happened with IT, we got a plate, an architecture plate of 'what is the situation now and what will the situation be? And I think that helps a lot to actually do that right away. Just from day one that you say 'boy, this is how the architecture changes.' Because then we could have answered a lot of questions from IT immediately, instead of having to send a lot of e-mails back and forth from the board. So I guess, that's more of a tip. I think a record like that is very valuable to just send right away. Perhaps already in a proposal of so it is how we want to adapt the architecture. And yes, no, a very nice collaboration in that respect and I also like the platform that is used to shoot tickets, I think it works nicely, because then you also get a quick answer. And yes, that also works very nicely actually to be able to adjust small things that way. Yes and further, what I'm saying, of course we haven't worked together very much yet, because I just joined a little later. I haven't been to the whole setup of the platform, so I can't judge that myself. So I don't know anything about that, of course, but at least I see from the relatively short period that we've worked together, that I've worked with Nerds & Company and RMMBR, that that just works really well.

L: Okay, yes, nice. Do you have anything else to add in terms of things you encounter with the admin panel or other goals?

L&L: Well the most important thing is the data that you can pull from the platform.

L: Yes

L&L: Of course I also have that together with the director, who is unfortunately gone now, we have thought about that 'boy, maybe we can work together in that between RMMBR, Loyens & Loeff and a party that we also work with, who are very much on developing e-commerce as well'. That is now on the back burner, because we just have a changing of the guard and we just have to know internally what we want to do with it. That is just an important point for me, because in that respect this is also a very nice opportunity for us internally to look at 'how can we take in that kind of user data in a safe and anonymous way, also develop and improve a platform on it'. And if we can do that on the innovation experience, then we can also do it with the tooling that we develop for the real work business, so to speak. Automatic contracts and all

that kind of stuff. Yes, then maybe we can copy that and learn from what we do here. So we also see that as a great opportunity to expand our own knowledge. And when I look further at the platform, I think it's just really suited to what it's supposed to do for us right now.

L: yes, okay.

L&L: Yes, I don't know when you'll have to hand all this in with a bow around it, but of course when we start working with the student platform, I might come across new things. But for now it's just, yes it works fine. And the nice thing about it is actually that it's also quite timeless. You don't often see a platform timeless in this way and I think especially now that we are a year later. Being able to use a platform for a year with relatively the same content is fairly timeless and that also makes, yes that is made possible by the platform in the end. That is very nice, I am very happy with that. And yes, we have a lot more to get out of it. I think we've really only got the tip of the iceberg. So for me, it's always an important part of how we're going to develop as a department.

L: yes, okay nice. If I do some sort of redesign or user testing later, are you still open to working on that?

L&L: Oh yes, yes. Yes no, I always like it. Look, we're in the same boat in that regard, of course. We also have products for our colleagues and we are always very happy when people fill out surveys, give feedback on how a tool works and we can improve it. So if there's something I can do, another interview, a conversation or something like that or brainstorm a little bit more about how we can better put data in the platform, then obviously happy to talk about it.

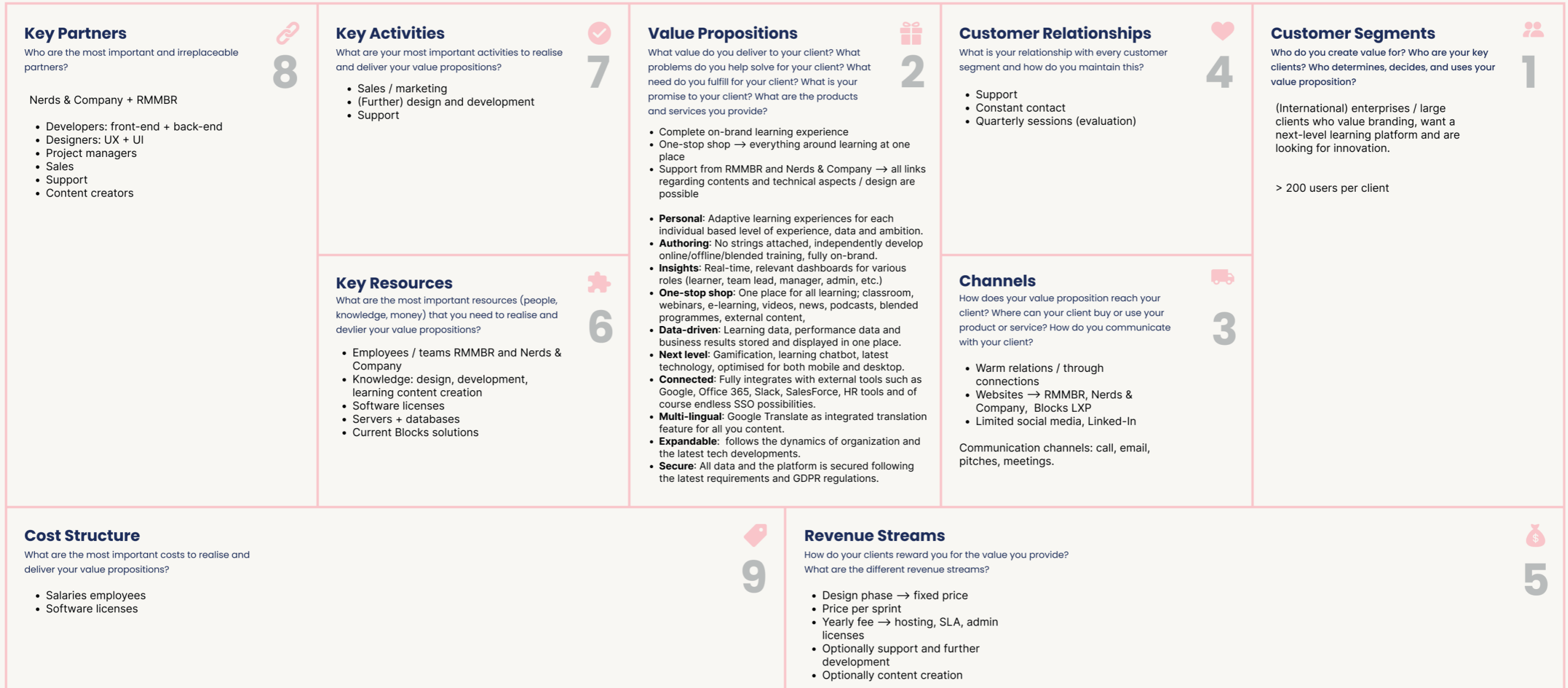
L: yes, okay no great. Then I'll probably contact you again.

L&L: Great, well good luck processing this.

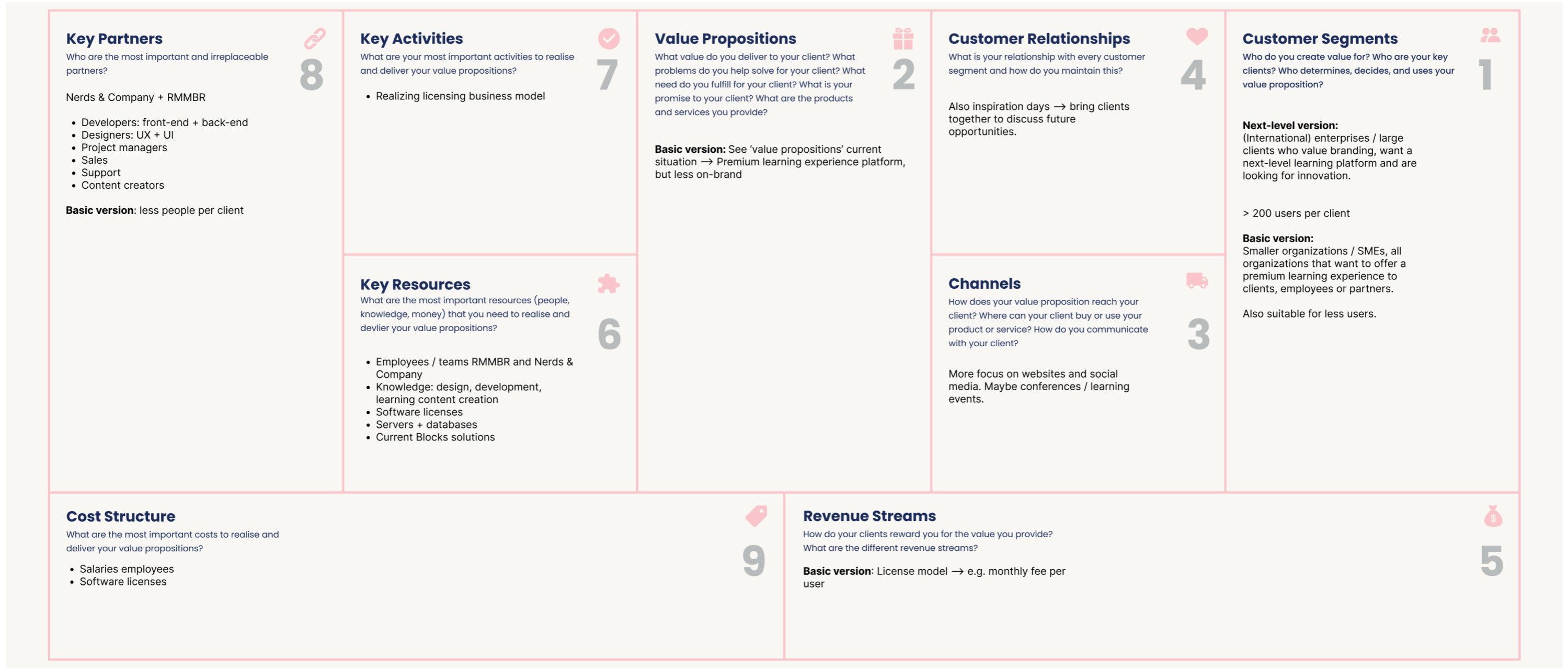
[Irrelevant conversation, conclusion]

C. Business Model & UCD Canvases

C.1 Business Model Canvas Blocks - Current Situation



C.2 Business Model Canvas Blocks – Desired Situation

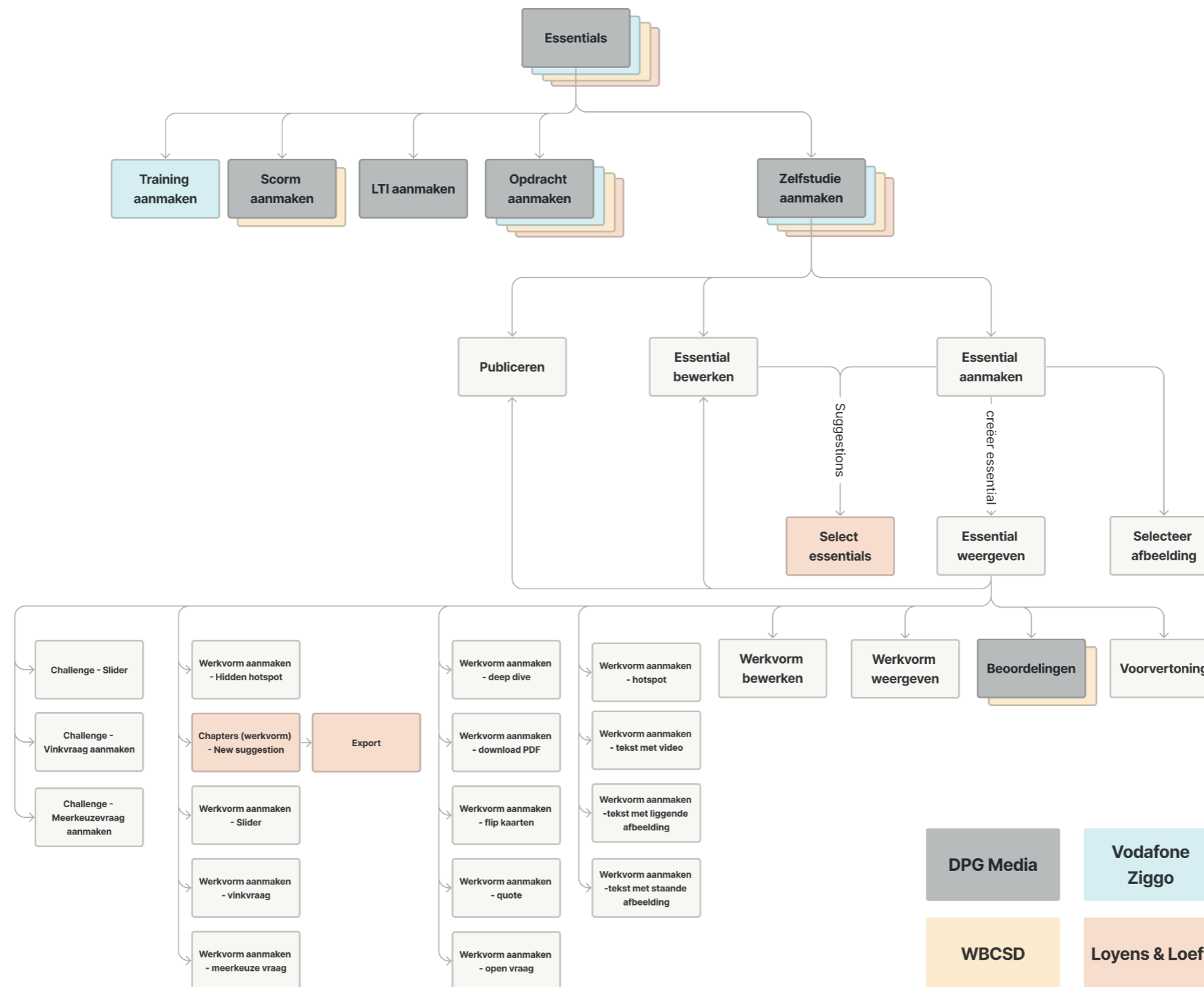


C.3 User-Centered Design Canvas Blocks

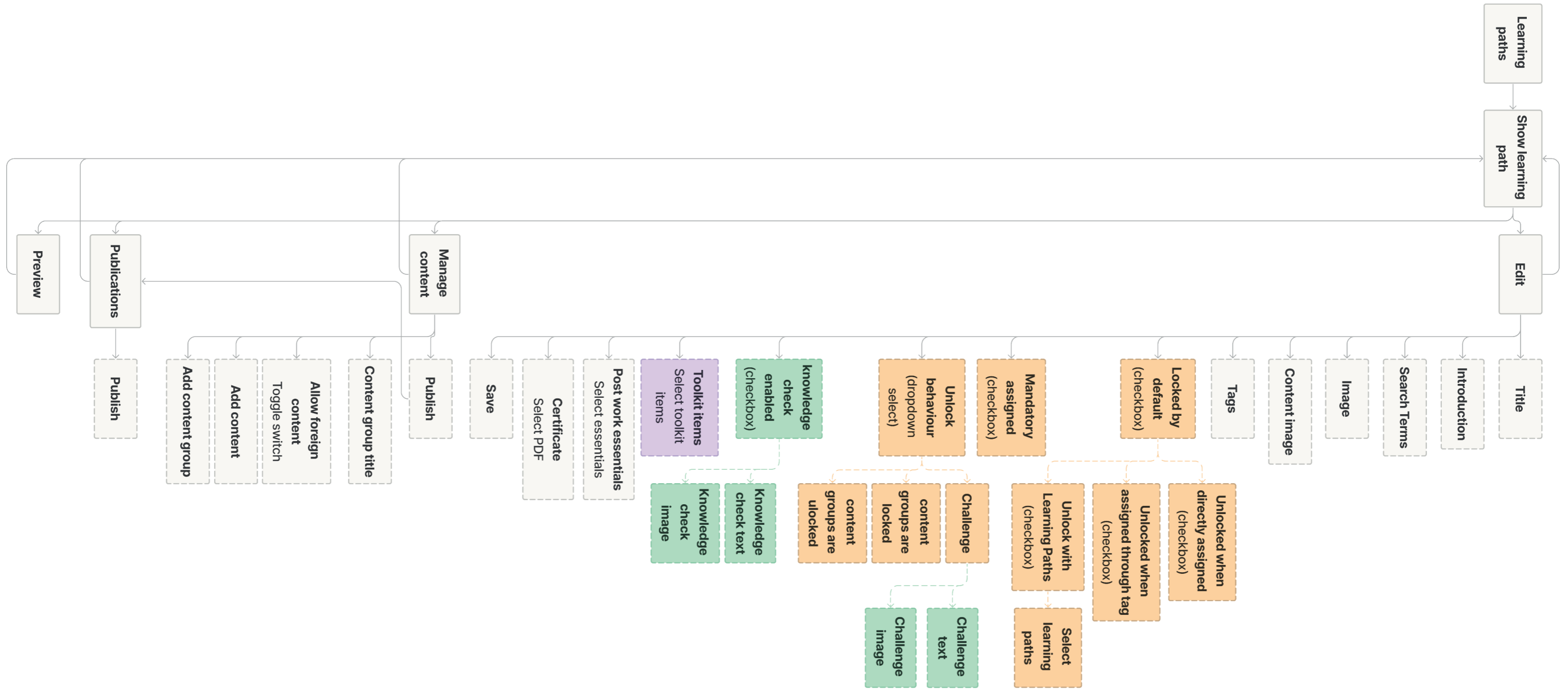
<p>3. Problems</p> <p>MKB Cybertraining</p> <ul style="list-style-type: none"> SME's are vulnerable to cybercrime since they are unaware of the dangers, while having limited access to effective and accessible cybertraining solutions. <p>DPG Media</p> <ul style="list-style-type: none"> Employees seek learning and professional development opportunities in their own time and related to their own interests. <p>Loyens & Loeff</p> <ul style="list-style-type: none"> Knowledge of all employees regarding technological innovation in their field of work is not aligned. Employees are not aware of ongoing innovation initiatives. Junior employees of law firms seek innovative approaches to repetitive tasks. <p>WBCSD</p> <ul style="list-style-type: none"> Businesses should be educated about the transformation towards a more sustainable future (e.g. about sustainable investments). Businesses should assess their advancement in emission neutrality. <p>General</p> <ul style="list-style-type: none"> Learning content should be presented to many users. Previous solutions contained many usability problems and/or had poor user experience. 	<p>4. Motives</p> <ul style="list-style-type: none"> Reach organization's goal (e.g. enhance safety of SMEs by making them aware of cybercrime risks and measures, transform the business world towards a more sustainable future) Provide one central place for all learning interventions. Enhance job satisfaction and work efficiency. <p>5. Fears</p> <ul style="list-style-type: none"> High costs Time-consuming to develop new features Not all required blocks are present yet Confusion among end-users regarding terminology related to training and learning paths. End-users may stop using the platform due to information overload and lack of navigation (DPG Media). Confirmation emails may not come through firewalls of mega-companies (WBCSD). End-users only partially complete a course rather than finishing them entirely (WBCSD). 	<p>1. Business</p> <ul style="list-style-type: none"> Blocks LXP - a learning experience platform using standard elements among different clients. By software company Nerds & Company and digital learning agency RMMBR <p>2. Users</p> <ul style="list-style-type: none"> Clients: VodafoneZiggo, Adidas, Loyens & Loeff, WBCSD, MKB Cybertraining and DPG Media. -> (international) enterprises / large clients who value branding, want a next-level learning platform and are looking for innovation. End-users LXP: Primarily employees of client or partner organizations. Users admin panel: Positions related to learning & development or innovation <p>9. Unique Value Propositions</p> <p>Blocks LXP - a fully customizable learning experience platform that prioritizes the learner, offering a wide range of dynamic and engaging learning interventions in a single, centralized place, serving a large number of potential users.</p>	<p>8. Competitive Advantages</p> <ul style="list-style-type: none"> Flexibility Scale: potentially large number of courses and end-users. Customization: all wishes can be incorporated Learner at the centre Accessible and affordable for SMEs (MKB Cybertraining) Potential profitability in the long run with millions of users on the platform (MKB Cybertraining) Centralized platform for all learning interventions. Dynamic and engaging content mix. Improved user experience compared to previous platform (WBCSD) <p>7. Alternatives</p> <ul style="list-style-type: none"> Expensive e-learnings about cybercrime for large organizations (MKB Cybertraining). Other partners: (e.g. DataExpert for MKB Cybertraining; not suitable for required scale and complexity) Webinars Other LMSs or LXPs Moodle 	<p>6. Solutions</p> <ul style="list-style-type: none"> Modular and flexible LXP Accessible and genuine cybertraining to SMEs (MKB Cybertraining) Offers a certificate upon completion of cybertraining (MKB Cybertraining) Learner centered approach Customization options to meet individual preferences (for users and end-users). Data, project and stakeholder management of learning activities Dynamic platform: balanced mix of media such as pictures, podcasts and videos instead of relying heavily on text. Timeless platform Offering extensive courses with multiple learning blocks, e.g. addressing sustainable topics. Providing a self-assessment for measuring advancement in the net zero journey (WBCSD).
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D. Site Maps

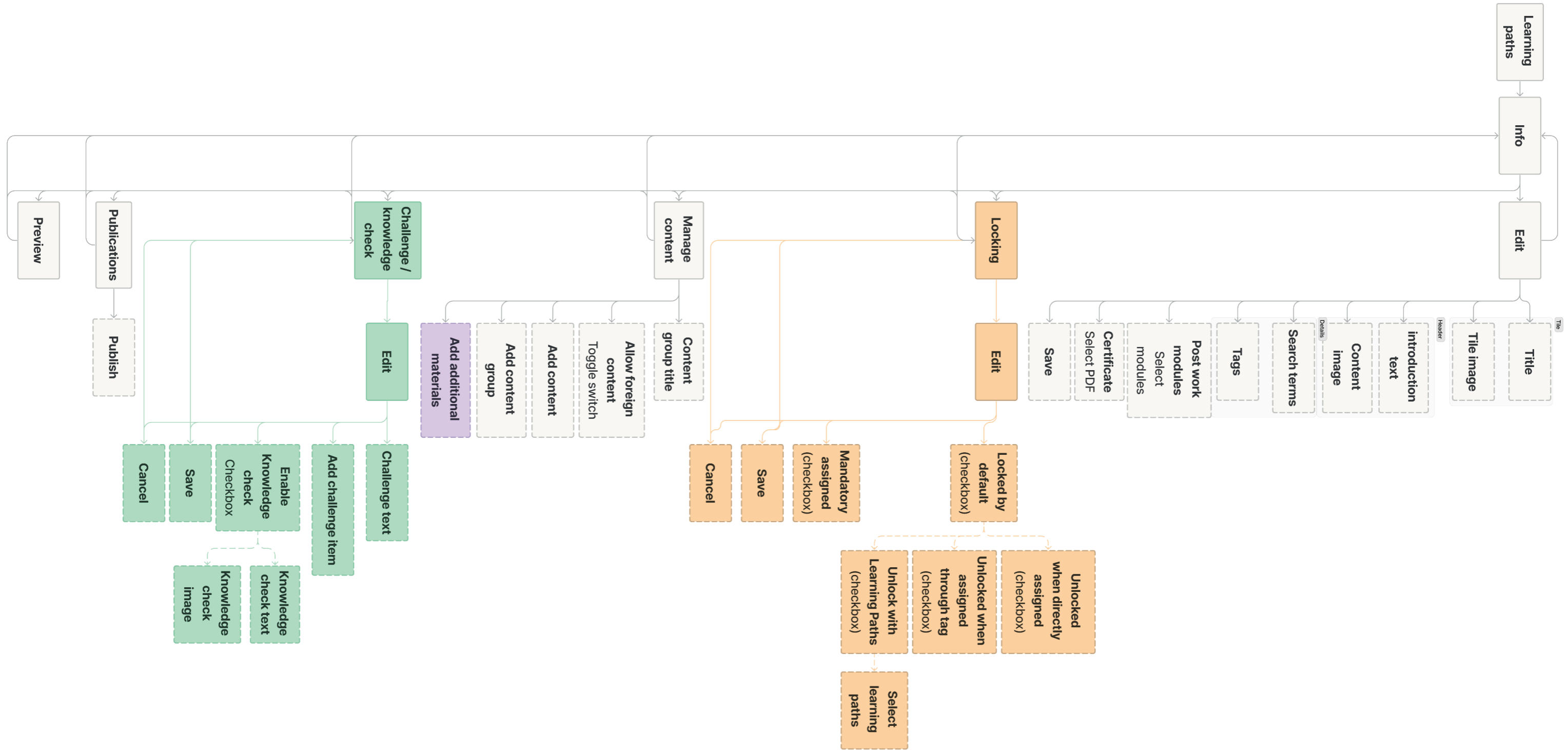
D.1 Site Map Essentials - Focused on Self Studies



D.2 Site Map Current Learning Paths




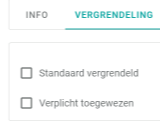
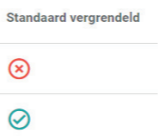
D.3 Site Map Redesigned Learning Paths

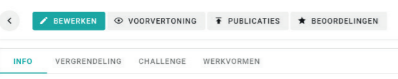
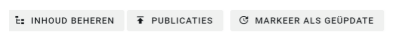

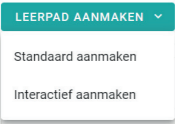

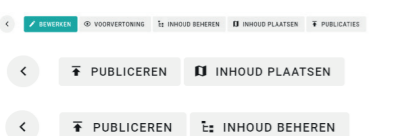


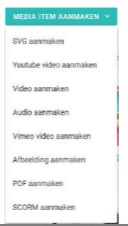


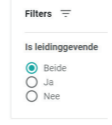
E. Preparation First Usability Tests

E.1 Initial Usability Problems

Page	Description	Type	Missing / not intuitive / not consistent	Mentioned by	Test?
General					
Menu order	Does this order make sense for users and is clear what everything is?	user flow / text	not intuitive	Loyens & Loeff: "There are essentials and there are learning paths, and in the beginning I had to get used to what exactly what was, to be exactly at the right place where I had to adjust things"	Test
				DPG Media: "an average employee does not know the difference between a training, an e-learning, which is also called an essential, of a learning path. For us it is super clear, but an employees really does not know that."	Test
Consistency	Search bar is missing at 'first run', 'enquêtes', 'artikelen', 'trainingen', 'groepen', 'toolkit items', 'imports', 'exports', 'events', 'assessments', 'organisaties', 'leerpadgroepen', 'prestaties', 'homepage sections', 'feedback rules'	element	missing / not consistent	RMMBR (about 'groepen')	
	Filters are missing at 'first run', 'toolkit items', 'enquêtes', 'tags', 'imports', 'exports', 'groepen', 'events', 'trainingen' (VodafoneZiggo), 'assessments', 'organisaties', 'leerpadgroepen', 'prestaties', 'homepage sections', 'feedback rules'	element	missing / not consistent	RMMBR (about 'groepen')	
Dashboard					
Data	Data doesn't say much. There is a "total number of users" mentioned, but for example, there is no graph showing how many people have logged in per day/week/month. Total XP points also don't say much. It indicates how much content is present in total, but it doesn't show which content is being read well, how the platform is being used, etc.	features	missing	Loyens & Loeff + DPG Media	
Essentials					
Filter	Should it also be possible to filter on organization? (Not possible for DPG, for the rest it is)	element	missing		
Sorting	By default, the list of essentials is sorted by the date when an essential was created. This is not clear because the creation or modification date is not displayed in the list. When this information is included, it is also easier to sort by creation or last modified date.	element	missing		Test
Sorting	It is logical how you sort by title in alphabetical order using the arrow next to 'Title', and if you click on it again, the order is reversed. However, if you click on it again after that, you would expect the order to return to alphabetical, but it actually switches back to sorting by date.	feature	not intuitive		Test

Publish	There is no overview of which essentials are published and which ones are not. Only when you click on "Publish" at an essential can you see if and where it has been published.	feature	missing	DPG Media	Test
Language	In the list of Essentials, you cannot see what language it is in, only until you click on it.	feature	missing		Test
Locking	If you are not in editing mode, you cannot see how an essential will be unlocked.	feature	missing		Is already being changed
Assignment Challenge	When creating an 'Assignment,' it states under 'Challenge': 'This category is not available here.' It is unclear that it means a challenge cannot be created under an assignment but can be created under, for example, a self-study. Maybe the entire 'Challenge' tab can be removed when creating an assignment?	feature	not intuitive		Test
Werkvormen' (learning activities)	The 'werkvormen' (learning activities) are not intuitive/clear to enter. There are many rules that you need to know by heart, such as the number of answer options and that flipcards must have a correct answer included (so it must be a question).	feature	not intuitive	DPG Media	Test
Overview	There is no overview of which essentials fall under which learning paths	feature	missing	DPG Media	Test
		feature / text	flaw		Is already being changed
Locking		features	not intuitive		Is already being changed
		icons	not intuitive		
Language	While creating an essential, it is unclear that you have to type new info for every language. The location of the buttons are unlogical.	lay-out	not intuitive		Test
Essential types	Do users know the difference between self study, assignment, LTI, Scorm and training?	text	not intuitive		Test
Length	At info of an essential it does not say that 'duur' (length) is in minutes.	text	missing		
Beoordelingsformulier' (DPG)	At DPG it says 'beoordelingsformulier' while creating an essential, while in the menu this is called 'enquête'.	text	not intuitive		
Locking	'ontgrendel met essentials' (unlock with essentials) --> maybe express more clearly? For example 'ontgrendel na afronding essentials' (unlock after finishing essentials)	text	not intuitive		Is already being changed
Challenge	Unclear what a 'challenge' is and how it differs from a 'werkvorm'. Does a user understand this?	text	not intuitive		Test
Essential types	Is it logical to first choose which type of essential you create before moving to the next page, or is it better to first click on the general 'create essential' button, and then go to a page where you specify which type of essential you are creating? It requires fewer steps for the user, especially when they are still figuring out the difference.	user flow	not intuitive		Test
Editing	You can only modify a challenge and learning activities when not in 'editing' mode.	user flow / feature	not intuitive		Test

Werkvormen' (learning activities)	Is it clear what each 'werkvorm'(learning activity) entails? Maybe an additional page after 'werkvorm aanmaken' (create learning activity) with images/examples of each learning activity? Or an initial general 'create learning activity' page where you can choose the type of learning activity you are creating.	user flow / feature	not intuitive	Test
	Does this navigation makes sense? Why are 'publicaties' and 'beoordelingen' seperate pages and are they, for example, not next to 'werkvormen'?	user flow / lay-out	not intuitive	Test
Leerpaden				
Filters	You can't filter on type	element	missing	
Locking	In the list of learning paths 'standaard vergrendeld' (locked by default) is not present, while it is in the list of essentials.	element	missing / not consistent	
	'Markeer als geupdate' (mark as update) appears as if it leads to another page, similar to the other buttons (only for Vodafone).	element / lay-out	not intuitive	Test
Adding content	When adding content to a learning path, there is no complete list of essentials. You can only find an essential by searching, not by scrolling through the list.	feature	not intuitive	
Overview	There is no clear overview of which essentials are included in which learning paths.	feature	missing	Test
	First, it says 'Ontgrendel opties' (unlocking options), which is about the entire learning path. Below that, there is 'ontgrendel gedrag' (unlocking behaviour), which relates to unlocking within the learning path? What are content groups? This is not clear.	feature / text	not intuitive	Is already being changed
Consistency	At 'nawerk essentials' (post-work essentials) the word 'unlocked' is stated, instead of 'ontgrendeld'	text	not consistent	
E-learning vs lti/scorm	When adding content to learning paths, there is an essential type called 'e-learning,' while in essentials, it is referred to as 'LTI' or 'Scorm.'	text	not consistent	
	Why first choose between standard or interactive and not make this choice when making a learning path, on the next page? Then you could still change a standard learning path into an interactive one, or the other way around.	user flow	not intuitive	Test
Standard / Interactive Learning Path	After creating a standard or interactive learning path, you cannot see whether you are making a standard or interactive one.	user flow	not intuitive	Test
	'Inhoud beheren' (managing content) could also be on a seperate tab, just like 'werkvormen' in essentials.	user flow	not intuitive / not consistent	Test
Manage content	When you are not in editing mode, the info about managing content is below the rest of the info, while this info cannot be changed when clicking on editing. For this, you need to go to 'inhoud beheren' (managing content).	user flow	not intuitive	Test
Leerpad weergeven / Inhoud beheren / Inhoud plaatsen	In creating an interactive learning path, the navigation for placing and managing content is unclear. Why isn't 'content plaatsen' (place content) part of 'content beheren' (manage content)?	user flow	not intuitive	Test
				

Interactive learning path	The image displayed in 'content plaatsen' (place content) cannot be changed there; it must be done under 'info'	user flow	not intuitive	
Consistency	When creating an essential, 'Vergrendeling' (locking) is at a seperate tab, while in a learning path these tabs are not present. Additionally, in a learning path, it is referred to as 'Standaard op slot' instead of 'Standaard vergrendeld'. And 'Verplichte opdracht' (Mandatory assignment) instead of 'Verplicht toegewezen' (mandatory assigned) (are these the same?)	user flow / text	not intuitive	
Media				
Uploading	You can only upload one image / video / media item at a time.	feature	flaw	RMMBR
Navigation	'Map aanmaken' (create folder) is not on a logical place, why not inside the 'mappen' (folders) compartment.	lay-out	not intuitive	
Page lay-out	Is the whole lay-out of the page logical? 'Mappen'(folders) en 'soorten' (types) have the same lay-out, maybe the folders could actually have folder icons?	lay-out	not intuitive	
Search bar	It says 'zoek video' (search video) in the search bar, but there are not only videos, also other type of media items (PDF, images, audio etc.)	text	flaw	
	Is it a logical order to first choose what media item you are creating instead of first going to the next page after clicking 'media item aanmaken' (create media item) and choose there what you are creating.	user flow	not intuitive	
	Why going to a new page when clicking the pencil icon?	user flow	not intuitive	
Tags				
Preview is missing	What are the images for? If tags would also have the preview option, similar to essentials and learning paths, this would be clear.	feature	not intuitive	
	A cross has the association that it is hidden, it would be better if it said 'Zichtbaar' (visible) with a check icon, instead of 'Verborgen' (hidden) with a cross.	icons	not intuitive	
Gebruikers				
Filters	There are no options to filter on organization or role	element	missing	
Assigning content	When assigning content, it would also be useful to be able to filter by content type.	element	missing	
Sorting	You can only sort by email and 'is leidinggevend' (is manager), not by name, etc.	element	missing	
	Why not just checkboxes of 'yes' and 'not', just like other filters (in essentials, etc.)	elementen	not consistent	
Editing	After creating a user, you no longer see 'weergavenaam' (display name). Additionally, you can't change the name, email address, or organization afterwards.	feature	not intuitive	
More self-reliant	Nerds & Company: "There's something to be said for them being able to create their own roles at some point and check off things like 'okay, this one can only access that content' or 'that one can only access published content,' something like that. And that's something they can't do themselves right now, something they always need us for, and in the end, there are a number of features we could create that would make them more self-reliant, so they wouldn't have to submit a support request every time they need us to do something."	feature	missing	Nerds & Company

Remove users	Users always remain in the system. "We have over 10,000 users, but not even that many people work here. And that's a real disadvantage because it clutters the data."	feature	missing	DPG Media	
Profile	When you go to someone's profile, you go to the front end. There, you can also assign content. What is the difference with 'toewijzingen beheren' (manage assignments) in the admin panel?	user flow	not intuitive		
Assigning content	There is no clear overview of which content is assigned to users. It's only when you click on a user and go to 'toewijzingen beheren' (manage assignments) that you can see that.	user flow	not intuitive		
	This is not a logical way to assign content. Why create this division between 'unassigned' and 'assigned'? It could all be in one list or overview.	user flow / lay-out	not intuitive		
Exports					
Selecting data	Clients cannot currently make a large selection of the specific data they want and export it themselves.	feature	missing	Nerds & Company + DPG Media: "It's not super useful, because you just get a spreadsheet with 19.000 rows. [...] I'm not a data wizard"	
Published content	There is no option to export the content on the LXP (Learning Experience Platform). "We need that because sometimes we can't even advise people internally on what they should learn or what they can do on the Academy."	feature	missing	DPG Media	
Overig nieuwe features					
success rate	Being able to adjust the passing percentage for an end test.	feature	missing	RMMBR	
Accessibility check	Being able to perform an accessibility check on the content/design according to standards/guidelines.	feature	missing	RMMBR	
Training calendar	There is no clear training calendar indicating when the physical training sessions take place.	feature	missing	DPG Media	Is already being changed
uploading templates	Copying content from templates to Blocks is time-consuming and costly. It is also prone to errors to copy everything. It would be a great addition to somehow import the templates or find a way to make the process easier and less time-consuming.	feature	missing	DPG Media	
Basic version	A basic version of Blocks with less support. For example, registering on the website, entering a domain name, leaving credit card details, etc. Where items in the front-end have fixed positions, and only colors, logo, and fonts are customizable.	features	missing	RMMBR + Nerds & Company	
Front-end navigation	The front-end navigation is unclear for end users/employees, making it difficult for them to find everything.	user flow	not intuitive	DPG Media: "And we have the experience that it's too much, which causes the user to do nothing because they simply can't see the forest for the trees. Because the navigation, well, there is no navigation. [...] If you search on 'data', you get 123 search results. [...] So the user doesn't know at all what to click on, where to start. And then, well, they just leave and do nothing."	

E.2 Usability Test Tasks - Translated

Original in Dutch

Record Screen

Ask to go to Blocks' admin panel environment.

Goal: to verify whether users are indeed encountering these pain points + possibly discover new pain points.

Thinking out loud method: commands are given to perform certain tasks in the admin panel. Say out loud what you're thinking and what you're clicking on.

Pain points	Questions / Assignments
Menu Order: Does this order make sense to users and is it clear what it all means?	Is it clear what all the menu items mean? Was this clear at the beginning? Which menu items do you use the most? Are there certain menu items that belong together? To what extent do you think the order makes sense?
Essentials / learning blocks	
Do users know the difference between self-study, assignment, LTI, Scrim, and training?	Was it immediately clear at the beginning what the difference is between 'self-study', 'assignment' and 'scorm' and 'liti'? Did you already have experience with this?
Does it make sense to choose what type of essential to create before moving on to the next page, or to click on the general 'create essential' button first, then go to a page where you specify what type of essential you're creating? Takes fewer steps for the user, especially when they are still figuring out what the difference is.	Create a new 'self studie' called 'user test' with the subtitle 'June 20th', with a duration of 5 minutes, without search items, survey and tags. • Do you think it makes sense to first choose a type of essential before making it? (Do they know that other text boxes and images also need to be filled in?) (next command before they save it)
When creating essentials, it's unclear that you have to type new info for each language. The buttons are in an illogical place.	Fill in the info for both a Dutch and an English version. (button logical place?)

<p>You can only adjust a challenge and teaching methods when you are not in 'editing'.</p>	<ul style="list-style-type: none"> • Create a multiple choice challenge / knowledge check item. <p>With the question 'what is the answer?' and the answers 'answer 1' and 'answer 2'.</p> <p>(Do they know that 1 answer has to be right?)</p> <ul style="list-style-type: none"> ○ What is the difference between multiple choice and multiple response? Did you know this at the beginning? ○ How would you find out/did you figure out what the difference is? ○ If you don't know what something is, how do you figure it out? <ul style="list-style-type: none"> • Make a flipcard chapter item. ○ With the title 'Flip' and the subtitle 'card', not 'informative only' ○ (Do they know that there has to be text everywhere and that 1 has to be correct?)
<p>The 'wervormen' ('chapter items') are not intuitive / clear to enter. There are a lot of rules that you need to know by heart, for example the number of answer options and that with flip cards there must be a correct answer (so that it has to be a question)</p>	<p>See assignment 'create a flipcard chapter item' to indicate 1 of the answers as 'correct', do they know they have to? How did they find out? Are there more rules they know by heart?</p>
<p>Is it clear what each 'werkvorm' ('chapter item') entails? Possibly an extra page after 'create chapter item' with images / examples of each chapter item? Or first create a general page 'create chapter item' on which you can choose which chapter item you want to create.</p>	<ul style="list-style-type: none"> • Do you know what all the teaching methods entail? Do you all use them? Which ones do/don't? • What do you do if you don't know what a certain chapter item entails?
<p>It is unclear what a challenge is and how it differs from a chapter item. Does a user understand this?</p>	<p>Do you know what the difference is between a challenge and a chapter item? Was this clear at the beginning?</p>
<p>It makes sense how you sort by title in alphabetical order by means of the arrow next to 'Title' and if you click on it again the order is the other way around. But if you click on it again after that, you expect the order to be in alphabetical order again, but it isn't; Then it's back to date.</p>	<p>Find the assignment called 'This is an assignment' without using the search bar or filter. (i.e. by sorting by title).</p>
<p>In the list of essentials, you can't see which language the essential is, only when you click on it.</p>	<p>See what language it's made in.</p> <ul style="list-style-type: none"> • Would you also like to see in the list in which language an essential is?

<p>There is no overview of which essentials have been published and which have not. Only when you click on 'publish' for an essential can you see if/where it has been published.</p>	<p>Check where 'This is an assignment' is published. (Do they use the 'publish' icon or click on the assignment?)</p>
<p>When creating an 'Assignment', the 'Challenge' section says: 'This category is not available here'. It is unclear that it means that a challenge cannot be made with an assignment, but can be made with a self-study, for example. Maybe the entire 'Challenge' tab can be removed when creating an assignment?</p>	<p>Create a challenge under 'This is an assignment'. (do they know this can't be done?, what are they clicking on?)</p>
<p>Does the navigation make sense? Why are 'Publications' and 'beoordelingen' ('rating') separate pages and not next to 'chapter items', for example?</p>	<ul style="list-style-type: none"> • Take a look at the user survey ratings of the top essential and then go back to the info of that same essential. • Do you think it makes sense that 'publications' and 'ratings' are separate pages and not, for example, as a tab next to chapter items?
<p>By default, the list of essentials is sorted by date of when an essential was created. This is not clear, because the creation or editing date is not included in the list. When this is included, it is also easier to sort by creation or last edited date.</p>	<p>Look up the newly created tutorial. (Do they go to the last page?)</p>
<p>There is no overview of which essentials fall under which learning paths.</p>	<p>Add the new essential (user test) to a learning path. (Do they know that they have to go to 'learning paths' first?)</p>
Learning paths	
<p>'Manage content' could also be done in a separate tab, just like 'chapter items' is for essentials.</p>	<ul style="list-style-type: none"> • See task 'add essential to learning path'. • Does it make sense to you that "manage content" is a new page? (How does it go when the user goes back to the previous page?)
<p>If you're not in editing, the info about Manage Content is under the rest of the info, while you can't edit this content if you go to 'edit'. To do this, you need to go to 'Manage Content'.</p>	<p>See what essentials are in the top learning path. (Do they look at info or at 'manage content'?)</p>
<p>Why choose standard or interactive first and not make this choice when you create a learning path, on the next page? Then you could turn a standard learning path into an interactive one, or vice versa.</p>	<p>Create an interactive learning path.</p> <ul style="list-style-type: none"> • Did you know the difference between standard and interactive? • Do you think this order makes sense? (first choose between standard and interactive, before making?)
<p>After clicking on it, you will no longer be able to see whether you are creating a standard or an interactive one.</p>	<ul style="list-style-type: none"> • Would you like to be able to see if you are working on a standard or interactive learning path while editing/viewing? • Or do you want to switch while making it?

You can't change the image that is in 'place content' there, you have to do that under 'info'?	Change the image that is listed under 'post content' Also, add an essential to the image.
When creating an interactive learning path, the navigation of posting and managing content is unclear. Why isn't "place content" a part of "manage content"?	What do you think of the navigation? Should "place content" be a separate page or a part of "manage content"?

Would you be open to participating in a user test of a new admin panel design later this year?

F. Transcripts First Usability Tests

F.1 Transcript Interview & Usability Test WBCSD – Translated

Interviewer: Laura van den Berg (L)

Interviewee: Director of Education WBCSD (W)

Date: 16-06-2023

Location: Microsoft Teams

L: So last time we also talked a little bit about what WBCSD is and does, but then I hadn't recorded it. So maybe you can talk again about what WBCSD is and what your function is in it?

W: yes, it's good. Shall I just go through the questions you sent?

L: Yes, you can, that's good. Yes or maybe it is useful that I ask it, before reading back. But no, that's good, just go through the questions.

W: Okay, and are you recording it yet?

L: Yes.

W: The WBCSD is called the World Business Council for Sustainable Development. And that is an interest group, an association formally, set up in Switzerland, whose main goal is to transform the business world, i.e. the business world, into a more sustainable one. So it's not about reducing, it's not about changing or improving. Change does, but it is precisely transforming into a business form, business form, that has a future. Research is being done, lobbying is being carried out, solutions are being sought together. So the research is also on solutions for business, so what does that mean? Solutions when it comes to fair reporting on greenhouse gas emissions. CO2, methane, are the two largest gases that are absorbed in it. There are a number of others, but they are mainly the most well-known gases that represent the largest share of greenhouse gases. And yes, a fair report on greenhouse gas emissions for a company should not only apply to the company itself in its own activities, but also, for example, to the entire value chain behind it. So where the products that that company needs to function, what they emit and what they do. Because you can't say, just like you don't get a cow for a week or so for a day of only organic food that you say 'that's an organic cow now', that's not how it works, there are regulations attached to that and the WBCSD is committed to ensuring that the business community has an eye for a sustainable future and also offers the possibilities, For example, to also point out to financial departments that financing for with sustainable goals is cheaper than another loan or financing. That investing in sustainable goals is important, so it means a lot in that and it is important for the WBCSD that we do that on the basis of three main areas, and that is about climate, nature and equity, and equity actually stands more for equality, so in that especially the people, social side of sustainability and that is often underexposed, also by companies themselves. But that is about the use of child labour, for example, it is also about paying the farmers who make the coffee fairly and fair trade.

L: yes, so it's really much broader than just, say, environment and if so.

W: Exactly, and it's also much broader than just climate and nature, and that's where the biggest sustainability conversation lingers right now, isn't it? We talk very often about energy, transport, gas emissions, and that is not necessary, that can be much more than that.

My position is director of education, director of education for digital, so all the digital education that is produced that comes to me, in that I facilitate the way that can come on one, in the Academy on our platform. We facilitate these training courses for our members, i.e. the 250 companies that are members of us. Those are typically an internationally leading company within a sector, so think of Shell within the oil industry, energy industry, is a member with us. And

when you talk about technology and you think of companies like Meta, Google, Microsoft, they are members with us. If you think about rubber production, the biggest rubber production in the world are the tire companies, Continental and Goodyear, and they are members with us. And so on, thinking of petrochemicals, concrete and cement companies, mining companies. So not the most delicious companies when you think of sustainability, but companies that are working on what their impact is and what that will mean in the future.

L: Yes

W: Some companies are already internationally leading when it comes to sustainability, they have been working on it for a long time. Other of our members are still discovering it and want to learn from competitors, think it is a terrible word competitors, but well, from competitors within their sector, but also learn from other sectors and they can do that at the WBCSD. So we also offer a platform that Shell can partner with one of its biggest competitors Petronas, or adnoc from Abu Dhabi. That those neighbors can work together to learn what they can do about the energy transition, because there are a lot of opportunities there.

L: Yes

W: For example, refining hydrogen, to produce hydrogen for hydrogen cars, that's a very big point. And invest more in sustainable energy solutions and how to apply them. So there's quite a bit to do there.

L: Yes

W: We want to serve our members by being able to offer education. We often do this in person, so we really train via webinars or in a local port room and, since we want to do that on a larger scale, we now have a Blocks LXP to realize that. That's why we have that. In terms of form, we offer quite a variety of courses. It's only four products, but I have to say something about that, but it's much more than that. A course with us lasts three and a half hours, consisting of four modules. Another consists of only one module, but it still takes four and a half hours. And it has a huge amount of video content, so they seem like small products, but they're pretty hefty units when you think about how e-learning works. If you assume a standard of a maximum of one module half an hour to three quarters of an hour, then a 4.5-hour course actually represents something like 9 or 10 modules, or shorter courses, that are in it.

L: Yes, and that is the same for all companies, those courses, or are there still different ones?

W: No, they are, it's about, because it's about, for example. That longest course, which is about investor assurance, so that's really for people in the financial world who are engaged in sustainable investments. To explain what to look out for. So, how do you know if an investment is sustainable or not? What should you look at? What exactly are the types of reports that are issued? What should you get out of it to see if an investment is sustainable? So that investor assurance course has a theme that is related to the financial world, but specific to the investment side. And that's a course that's not tailored for our members, but that's really industry specific and so are all our other courses. So there's no tailoring yet, that's definitely not an option, we just don't have the capacity there. Perhaps sometime in the future, but now the main thing is to ensure that we can increase the supply, so that is the approach.

L: yes, okay

W: In addition, we also offer companies the opportunity to do a self-check. That's basically a test for senior members of an organization, so the senior financial managers within an organization to be able to vet how far their business has progressed, a net zero journey, so how far along are they with their journey to a company that is fully balanced. And that is a questionnaire from which a certain learning package flows. And depending on your input, that learning package changes to the levels you indicate. And that is a completely different tool than, for example, a course, that is really a measurement tool to see how far you really are.

L: But that's also in Blocks?

W: yes, that's built into Blocks as well.

L: Okay, yes

W: And that's very different from the 4.5-hour video course on investor assurance, but also equally important.

L: Okay, I think that was kind of what Blocks is used for.

W: Yes, yes, the main goal is that we can present our content to many different members at the same time. To clarify, our 250 members do represent a workforce of 19 million people, just as many as live in the Netherlands. That's our plan, that's our, my customers, that's a big mark on this world. They also represent 20% of all greenhouse gas emissions worldwide. So only our 250 members together represent a fifth of the total greenhouse gas emissions on this planet. That is, of course, enormous.

L: yes, that's a huge impact they have.

W: Yes, so that's why our mission to, suppose we have a target that all those members together halve their greenhouse gas emissions by 2030, which means that we can see a 10% reduction in greenhouse gas emissions worldwide. Well, that would be phenomenal. It's not nearly enough, but it's already very, very good. And that is, there is no organization in the world that can really say that literally and have it as its objective. Because there is no one organization in the world that has control or influence over such a large share of greenhouse gas emissions. So that kind of gives a scope to how important the work that we're trying to put down is.

L: Yes, indeed, definitely. Because there are a lot of people, so 19 million employees actually. What kind of employees actually use Blocks mainly, or say that learning platform?

W: very good question, because not everyone needs a learning platform from an organization that comes from Switzerland to tell how sustainability works. No, so we mainly focus on the people in the business world, so think about a company and then you think yes, which people really work in business? Which people work in the company functions? Then you don't talk about factory workers, transportation workers, agriculture. So you're really talking about people who have access to A, the resources to run a business. So that's very important with a digital platform, that they have a laptop or phone, so people with resources. Then you talk about the people who are often in administrative or company-related positions. So then you talk about HR, sales, procurement, finance, all the administration rules, HR of course, and so those are the functions that we focus on and of course that includes the point that we focus on creating courses in English with a certain language use. The language is for someone who has already done business studies, i.e. someone who has done a bachelor's degree in business management. Because then we kind of know what the starting point should be from what we, yes, what we can base our story on and then we don't have to explain everything like, as soon as you use the word 'revenue', that you have to explain that that's revenue. "Where do they come from? Yes, that's what the company generates to". No, we don't feel like it, then you have to go way too far back. Our goal is to reach the people, and we call that the 'business professionals' who work within our large members and who therefore A, often speak better English, B, have access to the resources to do that digital training via smartphone or tablet or laptop, and who are also more often in a position where they can exert more influence on sustainability, so from his position. That is the target group and that is very important that we distinguish it from the other employees.

L: yes, and do you know a little bit about how they use it and if they like it and stuff?

W: A little bit, we're still relatively early in adopting the platform. We went live on May 4th. We now have just over 770 users, of which 250 are our own employees. We have also already received some feedback, feedback about user experience is actually mainly positive, so pure user experience is positive. There are occasionally some problems that we run into, for example, granting access that the confirmation email with which they create their password, that it does not come through the firewall of their emails. The e-mail service of our members, yes those are big companies, there are clubs of firewalls in there to protect all those kinds of mega-companies, so then an email comes from a learn@wbcsd.org just doesn't get through. The only solution we have then is we use an alternative email address and then people often use a gmail or something, and that gives us some, yes some respite and then they can at least log in. But that's more common, so the biggest problem I've seen so far and that's really an obstacle that we're facing is that those emails just don't get through, because it's not recognized as being safe and reliable. But yes, that's how mail works nowadays, would change sometimes. In terms of the platform itself, there are absolutely no user problems. It is said that user experience to run smoothly through the entire course can still be improved. Well we know, we know that improvements are possible and needed, so that will come. The platform at the moment is often used now to give people one course and then stop again, so they don't keep looking for other materials. This is also because we still have a limited amount of materials. So I think that makes sense, that people really come to do one thing, and then leave. For one of the courses, which is

a course with 4 modules, people mainly come to do the first module and do not look further and then complete that entire module. yes, well that, then they get an idea of what the whole course is about, but then they actually only do 20, 25 percent of the total content of that course. So we see that a little bit too. Well that's kind of how the users look at it now.

L: No okay, yes nice. Because you also said that you already had something of an e-learning platform

W: That was a Moodle platform, and there the user experience is just totally dramatic, you have to click 36 times before you can finally get into anything. yes, that feels a bit like a Windows 95 operating system combined with a website from 2001, you know. So it just doesn't work well.

L: And that's why you switched to Blocks?

W: Well that, and Moodle does have the advantage, you can buy a lot of plugins, you can do a lot of things with Moodle. If you want to add a payment portal, you buy a plugin and you have a payment portal. It is not very user-friendly when you think of responsiveness. There's a lot of things you can't do. You actually have to build and import everything in scorm. Yes, it's just not a very nice user experience. I think at some point as user experience that becomes a turn-off for people to continue, yes then it's a problem. Then it is a problem for the person who manages the platform, because yes, then people walk away. The same as people running away from your party because they can't find the toilet, they won't come back. That's kind of it and you don't get anywhere with that, so you have to make it easy for the users and make it run smoothly as much as possible. Yes, nowadays people just expect your software to be well put together. And that's nowhere near the case. I myself recently did a Moodle course from Cambridge, and Cambridge is one of the competing platforms. Although we don't really speak of competition, everyone who teaches sustainability has been fine with us for a long time. But so Cambridge is a leading company, they do a lot in the field of sustainability. They have their own institute, Cambridge Institute for Sustainable Leadership, CISL, which also do e-learning. And then you do an e-learning and then it's a Moodle platform. Well then it is still quite nicely designed, but yes, you have to look everywhere. There is also a lot in the content itself, the guidance is for the UX, so at the bottom of the last line it says 'click on the arrow now to continue', because there are two arrows and then there is a 'next' and a next chapter, so you have far too many options in terms of UX to let yourself be forwarded. And that's not good at all, instead of having one nice button of 'click here to continue', that's kind of what people need or expect. Then at some point you start scrolling on a screen while there is nothing to scroll, so if, that is also something I notice myself, if the text of the course has to contain instructions on how to operate the platform then you are not doing well, then something is not right. And that's common with Moodle all the time.

L: Just not as intuitive then.

W: No, far from it.

L: yes, and what about the Blocks admin panel, so is that better than that, but are there things you run into?

W: yes, that's better, that's much better. I would estimate such a Moodle platform or effectiveness or UX friendliness at 20% and at the moment Blocks platform we use I would bet at about 60%. So it's much better, you can take it to the next school year, but you don't get a hug from your mother for it.

[connection lost]

L: Is he doing it again?

W: My wi-fi popped out.

L: Oh, okay

W: But completely, so I've gone to my hotspot now. Very strange, everything went away. Power failure seemed to be on, because my screen also went out.

L: Oh, how crazy

W: Then of course the router also turns off and then you don't have WiFi.

L: Yes

W: Can you hear me correctly?

L: Yes

W: Okay, we were talking about, yes, the user-friendliness. I certainly think that there is still a good way for users to move more smoothly from learning activity to learning activity. It is still quite a system of you do a learning block and then you have to go back to the menu and then you have to click on the next learning block. And actually you already want to know from here are the following lesson blocks for you, this is your next one. That you can continue immediately. A bit like many websites, something as simple as what you see on Bol.com. You click on, I know a lot, shoehorns and it says at the bottom of your page 'these are other products that people who have viewed the same product also wanted to see' and then you see related products or you see accessories. And that is the user-friendliness to immediately move on to other products or related products. That is something that is very much missing. And you see that on several levels. In the admin portal it's the same, for example, if you're adding chapter items within a learning block, if you're really adding the interactions themselves, the blocks, with content and you add one, you're back on the first menu, the front menu about that learning block. So you're no longer in the chapter items menu, you're back in the main menu, so then you have to go to the chapter items page and then you have to add another one. That's not very intuitive as an administrator. Hey, you're busy adding content, content, but you're actually constantly working like 'you're adding something', plop, you're back to menu 1, you have to go back to menu 4, and add something there, plop, you're back in menu 1. Yes, that will drive you crazy. And that's the same with challenge questions, and that's the same with, you know, in all those areas, you as a user are brought back to a main menu over and over again. And that's because something is automatically saved, but actually you wish you could move on right away.

L: Yes, no, indeed.

W: And those are some of the points that I would like to give the 60% of, if I had to give the grade, because I do see some improvement there.

L: Yes, yes, definitely, and of course that's what I'm doing my graduation project about, so that's great. And anyway about the admin panel by the way, you manage it, is that with a lot of people together or who mainly does that?

W: Mainly an intern and myself, so there are two of us and in addition we are within a number of teams within WBCSD, we are also teaching other people how to deal with the admin portal. Fortunately, that's intuitive enough that I don't have to give much explanation. I also choose the people who have a bit of an affinity with it. I'm thinking of a colleague, you don't know him, so I can calmly say, [name]. [Name] is a bit digibite and she can't do a password reset for her own account, she just can't. So yes, at some point I'm like, that's not someone I have to show the admin portal and see how to edit content, because that's not going well. It makes him very nervous. So I also choose people who have a bit of an affinity with the use of software. I instruct them, it's not really a training, I instruct them about the structure, the mindset of 'how do you put courses on the platform?' are called with us which, essentials are called module and learning blocks learning blocks fortunately. So the concept of you have a course, a course consists of multiple essentials, an essential has multiple learning blocks. That that principle can kind of sink in with someone that they think 'oh yes, okay'. And that they also understand how segments work within an essential, that in this way you can properly structure and organize the learning blocks. Well as soon as someone realizes that and also the way in which content is added within a learning block, that there is basically a shell there, you first create a shell and then you enter the content. As long as someone has heard that once, they get it, they think 'oh yes, yes'. Then they also know 'oh, I'm back in the menu of the peel and I have to go back to the content'. Just like an orange, orange beautiful peel, and that should all be neat and in order, but really what matters is what is in it and that should be nice and juicy. And that has to be together. And once you figure that out, it's pretty intuitive.

L: yes, okay.

W: But that does require an introduction.

L: Yes, definitely

W: And what also plays into that, I think, is that within the Blocks platform itself there is no instruction, there is no explanation, not like, there is no onboarding principle where you are the first time user walks through a trajectory of the system that you explain. Just like a lot of software systems from 'doing a tour, we show you the functionality', that they just 'click on this, do that is, do that is'. For example, look at how Synthesia does an onboarding. And they script the same thing. They let you do something like onboarding about the software you want to use. And

furthermore, there is no help function or search function, so you can't really look it up. There's no manual, there's no, you know, there's no guidance for a user in the admin portal to find out how to proceed, so as a customer you have to fix that yourself. All those questions come to me, how should I do this again, or how should I do that again? And yes, that's right, of course that has nothing to do with intuitiveness, but it's what people are looking for, people are also looking for, yes, where can I find help now, you know. Even at the top of your teams menu there is now a heading with help.

L: yes, just kind of a backup, from suppose it was completely intuitive, if you still don't understand something, you can still go to your manual or frequently asked questions or something.

W: Yes, and we did add the feature for our users with a feedback button, where a user can ask for support and where a screenshot is also taken of the menu they are in. And we also recommend that in a number of places, that they can always use that function to contact us if, for example, there is a problem with the content or if there is a problem with the platform itself. And that is missing in the admin portal itself. Administrator who needs to know a little bit himself and figure it out. There is nowhere you can look it up or find out.

L: And do you often ask Nerds & Company if you really don't know things, do they also offer a lot of support in that area?

W: Yes, of course we have ours, we have contact via Basecamp, where I can ask questions about use, but also check whether something is functioning properly. What may seem like a bug to me may not be it at all. An example of this is I was stuck to change something in a learning block or a colleague wanted to change something in a learning block and that didn't work, she was stuck in it. I thought it was a bug, it wasn't. It was because that learning, learning block was made by someone from the RMMBR team and put in another organization. But an admin from that organization is not allowed or cannot just change that learning block. Only the superadmin is allowed to do that. So yes, that was a rights issue, what user rights does this person have. So that was definitely not a matter of something not doing it properly, it's just yes a rule. And that's a question I sometimes run into. Then I think something goes wrong, but it wasn't. It was just a rule I didn't know existed.

L: Yes, then there is also a piece of feedback missing that does not say why it is not possible, for example.

W: yes, so I'll write that in Basecamp of this and this is the problem, I didn't know it was about user rights, but this and this is the problem, we don't get into it, how is this fixed? Or let us know when the solution is there. Now I get back in response, ah user rights. Well then I can make that person superadmin, they make the adjustment and I take away those superadmin rights again.

L: yes, okay. I also have a piece so really user test with working in the platform. I actually wrote down some tasks. I can actually only do that in the test environment, I think you can, can you also go in there?

W: Yes

L: Would you like to go there and then maybe share your screen?

W: Yes. Yes, there we are.

L: yes, okay, then I'll see if I can record this as well. I assume that if I record this that it will also be the screen, that I can see it again later.

W: Yes

L: Well nice

W: So I was in this, I'm logged in, and I'm here now, in the admin.

L: yes, and this is the test environment, or is this your admin?

W: This is acceptance, so the test environment, not the production environment.

L: yes, okay. No, that's good.

W: Our production environment is now called academy.wbcsd.org, and now we are in acceptance.

L: Yes. Okay. At first I was just talking about the menu itself, I think it is now clear to you what everything entails?

W: Yes

L: And was that the same at the beginning or did you need a lot of explanation?

W: Oh this one is new by the way. It's new, so I don't know everything. Feedback rules I don't know what that is.

L: Okay

W: Actually yes, there are still things I did, at one point homepage sections were created as part of the net zero self-assessment test. A test has been done for that. That was built up as part of that and I didn't know it was put live at the time, so all of a sudden there was a section and I didn't know what we could do with that, but in 5 minutes of explanation I did, yes, we really made good use of that. And it's now a very important part of how we deliver and present content in the academy homepage. For the rest, everything was clear. The use of tags is still not done very well I think. I think we can be a bit better at that and training is not used as much yet, but the rest is clear to me.

L: Okay, and which one do you use the most?

W: Well, of course the learning blocks. There are hundreds of learning blocks on the production environment, the modules of course, we have slowly started the surveys to put them into use, to add to the learning blocks that we get feedback on certain courses. Media itself, yes I never actually go into the media folder this way, I always do it directly when I'm in a learning block. Occasionally I go into this to remove things. If for example in there, well you will just see. If a media item is in use, then the trash can icon is gray, if it is not in use, it is red. And we sometimes have that we are looking for what something then, what a piece of media really looks like in a course and then I often change my mind, oh no that doesn't look like it. And then I have to make some adjustments and I'm put back. So then at some point you have three or four variants of the same picture in there. So I go very occasionally into that media folder to just delete things instead of going this way to add new media items. Here it applies to all media items that exist at the moment, that it is only possible to add images one at a time. And that is something that would be nice if that could be done in bulk, that you can put all the images for a course in a folder at once. That one by one that is, that takes a lot of time.

L: Yes, and in terms of order of menu, do you think that makes sense or would you rather, for example, create learning blocks and modules, a certain order in it?

W: I really like the fact that the dashboard is at the top. I also like the fact that the users are at the bottom, the groups, users, import, export. Again, I don't really know what feedback rules are yet, sounds like laughter. I'll see what. Oh, that's where the feedback, okay, I already know. That's where this feedback goes, so where it's sent. And depending on where you are within a learning block, you can have that feedback sent elsewhere. That's it.

L: Oh yes, yes.

W: Okay, I get it. So I know what feedback rules are. Furthermore, I honestly see here, I see from tags, I also think feedback rules should go up a bit, from tags to resources I don't really see any order in them. I don't really see how that's structured.

L: No

W: I would put organizations at the top, I would put them under the organizations, yes I find a little tricky. I might do everything related to content under a submenu. So you have tags here, there are tags underneath again, I don't understand very well. Then why do we have two things for tags.

L: Yes, no indeed

W: Then there's one menu in a submenu, so that's the same if you put something in a plastic bag and then you put it in a plastic bag, then it's either very dirty or you've used a plastic bag too much. And in the groups, yes in our production environment we have multiple types of groups, we have smart groups and manual groups, so in groups we do have a submenu. So if you look at everything you need for content, which is your media tags, your media, your courses, your modules, your surveys, your learning blocks, additional materials, your training,

assessments, resources, you could basically do that under a submenu, because that's all content.

L: Yes

W: And then there's your homepage sections, your organizations, and everything for your users, and that's what isn't content.

L: Yes, no indeed

W: So I do see some logic in splitting that off. But there's not so much in that menu that I'm hearing about it now so I can't find anything. It is still relatively clear. But thinking of that intuitiveness, I now have to scroll to see the whole menu.

L: Yes. No, okay, I've already made a whole list of both pain points that I encountered myself and also based on other interviews. But it's going to be a bit much to do everything, so I really wanted to focus on the learning blocks indeed.

W: Yes

L: So maybe you could go there for a while?

W: yes

L: So there is a difference between self-study, assignment and scorm, did you know what the difference was at the beginning?

W: yes, that's mainly because I worked at RMMBR, we have, yes of course you have mainly the tutorial types. And we also have a scorm learning block on our platform. Assignments are almost not used. And I also think that's a bit vague why. Yes, why is an assignment still in between, because if it is not used, what do we need it for? Is it still functional or should it not be called an assignment or do we understand the application? That's kind of the question.

L: No, okay. And would you like to create a tutorial?

W: Yes

L: Just do something about title user test and then subtitle June 16 or so.

W: Yes, and still have specific text in it?

L: No, not necessarily.

W: Well it's there.

L: yes, I was also checking to see if you knew everything had to be filled in, but you know that.

W: Yes

L: And would you also like to create a multiple choice challenge?

W: Yes

L: Yes, do you know the difference, what is the difference between a multiple choice and multiple response?

W: Yes, so either it's one correct answer, and then a user, if there's more than one correct answer, they can check either one or the other. Basically there is one correct answer and the rest is bogus and with multiple select then you can have multiple correct answers and then they all have to be checked by the user to have the answer correct.

L: And was this clear at the beginning, you kind of learned all that by doing or?

W: Did you see that? I immediately went off the

L: oh yes

W: We're doing one more, I'm doing multiple response now. Well, that was clear to me. I've worked with these types of products a lot before, so I immediately understand the difference. But I have to say, I have often heard that it is not equally clear to everyone. But that is normal, because people who are not used to working with these types of products or working with

e-learning, who do not understand that there is such a thing as a multiple select or multiple correct answers. They just don't have that in mind. People think of true/false, true/false, multiple choice and maybe open text questions, but beyond that, creativity doesn't reach. If I create this question now and I want to add another question, I think, I want to go back to the questions, but when I go back I will come back to the Info menu.

L: Yes

W: And then I'm not in my challenge questions. That's something kind of wrestling. So no, no questions asking me about the challenge.

L: Okay, and if you say, what I thought was crazy, I don't know if you thought that too, now you can adjust those challenges, but if you click edit, so you're really into editing, you can't edit it, is that something you?

W: yes, that's right, if you're in the edit of the shell, put it, of info, then you can't edit anything in challenge or chapter items, and that really confuses people. When I go out of there I think I'm going out of the edit menu, but then I'm back in here. Then I have to search for my user test again. And indeed, if I'm in it and I'm not editing, I can edit challenge and chapter items. And again in editing I can adjust my locking.

L: Yes

W: So basically these two menus are all via Edit and then I have to hit save there if I want to continue. And these two menus are when I'm not editing.

L: yes, no, I thought that was a bit crazy myself.

W: Yes, that's right. And so that you're in that edit function and you're doing something and you don't want to save that and you go out, you're like 'no, I don't want to click save' and you go out, you're completely out of your learning block.

L: So sort of, actually kind of cancel would make more sense.

W: Yes, so either save or cancel, one of the two.

L: yes, okay.

W: But don't save, so either what you don't want to do, so what you don't want to save, you have to save now, because the only option is save. Or you will be kicked out again, then you will be sent back. And those are the points that I really think are the big improvements right now in the platform. That is the case almost everywhere, that is the case with almost every point.

L: Okay. And maybe you can create another flipcard?

W: Yes. Flip. Let's see, no. Well there they are. The same applies here, I have now created a chapter item, I actually want to go back to my chapter item menu to create another chapter item, but that is not possible, I am immediately back on info. Then I have to go to chapters first and only then can I add another chapter item.

L: yes, okay. And those kinds of rules that one has to be correct, are there a lot of things you need to know by heart? Which aren't necessarily clear?

W: Well, yes, look I see it that way. Now it says if it's just for information, so you want to give the user the option of here are four cards for you, just flip them if you want to do something with them, then the minimum you have to flip is. No wait. That doesn't make sense. If it is information only, then the user should have the full choice not to flip one or turn four over, that should be completely open. If it's not just information, so ask you use it as a test question to test knowledge, then you should say which of these four pictures is blue. Then the question is about the image because that is visible.

L: Yes

W: That's your UX, that's visible, which of these four pictures shows a building? Well that one. Then you have to put it there in your text then say 'congratulations, this is the good picture' and that is the only correct one. That's how you should work. But that's not very clear to me from this no and that's exactly the point of, there's no instruction on certain elements where you really need a little extra explanation.

L: Yes

W: And I've added these flipcards several times, but I use them purely informatively. While it's also quite fun as an image multiple choice.

L: And of the other forms of work, is it clear there, or chapters, is it clear there, or at the beginning already clear what everything entails, or is it perhaps useful to have some kind of extra page in between or something, or with some kind of images of what everything entails or something?

W: yes, look I've done it as a test now huh. Now I have the correct answer, because it says 'correct answer' above. But I don't know that that feedback is there at all. Oh this is also new, which is dark blue background here. No, it's not all self-evident. So in that too I would say, for the chapters items; There is really still a bit missing the manual, the explanation, an I's in which briefly bound explains what you have to do. Especially with the sliders that is important, the hotspots that is important, with the flipcards that is important. The rest is pretty straightforward, but certainly the more complex stuff. What I also find unfortunate is that with flipcards, for example, you can't just have three flipcards.

L: Oh, it's always four?

W: That it should always be four, it's always four. And I think that's a shame.

L: yes, okay. And also the difference between challenge and chapters, was that already clear or is that also something that you actually want a kind of manual of or would be useful of?

W: Yes, if I'm honest, it doesn't make sense to me that challenge is about the kind of challenge questions that also come in a knowledge check. Because it is one thing that they are challenge questions that come in a challenge, but you can also use these questions in the knowledge check. They are also taken from it. So it might as well say 1, 2, 3, 4 for me, but I don't look at the word 'challenge'. Because here is new challenge or knowledge check item. So the whole architecture of how that was conceived that that heading is called 'challenge' instead of 'knowledge check / challenge', that seems more logical to me. And B, that this has to do with separate questions that are linked to the learning block. Yes, no, I don't think it's very clear. It just so happens that I work with the system, so I know how it works, but in my explanation to third parties I notice that it is more often something they have to think about. That they really put substantive questions in the content in the chapter items and that those challenge questions are used outside the learning block itself. And those are more the, yes, the test questions that are used externally. That's not very clear.

L: No, okay.

W: The same applies, by the way, what I can take into account right away, for the locking and mandatory assigned and all those regulations, including publication, that really needs an explanation, because I definitely see that going wrong again in the future. We also had a lot of conversations about that, a lot of questions about it, what the settings should be, and how to publish something to make sure that content is displayed or not displayed to the right audience in the right way. We really put a lot of time into that to understand all that.

L: Okay. Can you go back to the list of all learning blocks? Let's see, there is an assignment somewhere called 'assignment test', can you search for it, but without using the search bar or filter, so actually by sorting?

W: Assignment test, is it called?

L: Yes. Can you see where it was published?

W: Yes

L: Because you usually use that icon in the list itself or by first clicking on it and then going to

W: In the learning block. Yes, it depends a bit. I think with modules I just go directly here. With learning blocks I also want to, say, click learning block first and then go to publications. So that can go both ways.

L: Yes. And can you create a challenge here?

W: In the assignment test?

L: Yes. [can't]. No, it was a trick question.

W: Good

L: No, yes, so did you know that the difference was that you can't create a challenge with an assignment and with a learning block you can, or with a self-study?

W: No

L: Okay. yes, I thought that was vague that it was, so I was wondering if you knew.

W: Very good.

L: Okay. Now about reviews or the surveys. Can you go to the top learning block again, I think that's it. Just in the list of learning blocks, yes 'a warm welcome'. And that's where the students look, the user surveys.

W: Of the surveys, yes.

L: And then go back to that same tutorial.

W: yes, so there's nothing else to see really.

L: Yes, no, if you go back to 'a warm welcome'?

W: Yes. Oh huh? I was in learning blocks, I went to 'a warm welcome'.

L: no okay, that was kind of the point.

W: I go to the user surveys. And then I go back to this and all of a sudden I'm in surveys, do you see that?

L: Yes. No, that was indeed what I saw a bit

W: Huh, that's crazy. Yes, tell.

L: Okay, but other than that, there's not necessarily anything here, it was indeed about the navigation here being bad. So I was wondering if you knew that and how you can easily get back to that learning block indeed.

W: yes, I have that question a lot. And especially with several, look when I look for, if I have to look for the survey that is in a learning block of, for example, 'climate scenario tool training', then I know that there are all learning blocks in here. But I don't remember exactly where that survey is. So then I have to go to surveys, then I have to go to 'climate scenario tool training'. And I think that's this one, by the way, feedback in 30 seconds. And then I see that there is quite a bit of feedback in this. It's really nice, by the way, that people are actually doing that. Only, I want it, this is actually what I'm looking for.

L: Yes

W: I want to see this. I think this is much more important than, yes, seeing when it was done by whom. Pretty nice to see.

L: Yes. Okay, and maybe go back to 'a warm welcome' learning block? For example, now you have that menu item, you now have that 'info', 'locking', 'challenge' and stuff, and above that 'publication' and 'user surveys'. Do you think that makes sense that, for example, 'publications' and 'user surveys' are separate pages and the rest are separate from those tab pages?

W: Um, I think publications are important, that's really a separate piece, you don't want to do that wrong. So that you actually look at that separately. I don't know about user surveys. It is, of course, a meta piece. It's not, I see this as this is about the learning block, and this is something that's been added to that learning block, so that's not necessarily related to 'a warm welcome'. It's separate from it.

L: yes, no okay. So that in itself is not something that gets in the way.

W: No, not which bothers me very much.

L: No, okay, that's good. And furthermore in terms of sorting the list of learning blocks, you can also easily find the newly created learning block, if you don't know what it's called, for example?

W: All I know is the last page at the bottom.

L: Yes

W: But that doesn't make sense to me. I would put it at the top, because then you always have the last one at the top of your page and not page 7 at the bottom.

L: Yes, no indeed.

W: Maybe that's a matter of making choices, but I'd say the latest one always comes first. Because then you know where you stand. And maybe even a, yes of course it is difficult, adding a date, but then of course you have the question of what kind of date. Last opened, last modified, last published, last, I know a lot of what, done by user. So adding a date is tricky, so hence an automatic list of yours, should either be automatically alphabetical or automatically new to old.

L: Yes

W: Because at the moment automatic old to new makes less sense to me.

L: yes okay, no.

W: Especially if, like in our production environment, we're really talking about hundreds of learning blocks as well. Then I don't have 7 pages below, but 10 pages.

L: Okay. Could you perhaps add the newest, that user test that we just created to the module 'test module'? By the way, do you think that makes sense that if you have created a learning block and you want to add it to go to modules first?

W: Yes, yes. There are two test modules, global and WBCSD.

L: Oh yes, well, doesn't matter.

W: Well, I can only add to this one, which other one I'm not allowed in. That's user test, yes.

L: And do you think this makes sense that this is a separate page or could this also be some kind of part of that tab?

W: No, I do like that this is a separate page. Because what I, I often go to in the list of modules immediately, what was it again, I also go here more often immediately. Instead of opening it first and then looking at content. I've created it, I'm going to put the content in learning blocks right away. So that's why I like it if that's a separate tab.

L: Yes, so if you look at which learning blocks are in which modules, you do look at this.

W: Yes.

L: Because I think it also says at the bottom of the info which belong to which, but I didn't really think that made sense either.

W: Yes, that's right. This is very strange, because it says 'allow regions to add their own content within the segment'. Regions is not a word that is used, there is nothing about regions anywhere. So nice that there is an 'i' the with help, so it is possible, we can add tips somewhere, but then a word is used that is not in anywhere else, such as regions.

L: No

W: So I wouldn't. And indeed, below they are also, which I use less, this bottom menu.

L: yes, let's see, that was kind of most things. Or yes, there were more things that I came across, but that need to be adjusted anyway, but this a bit in terms of testing what is important and not to improve. Are there other things in terms of learning blocks and modules that are very annoying. Actually mainly a bit of the user flow, from that it keeps going back to wrong pages, or even more?

W: I don't know how to describe it, visually, but I can describe it that way and that is that I can see in modules which learning blocks are in it, but I can't see it the other way around. I can't see in a learning block in which modules all this has been used. And I think that's important. That we also, because that is almost a form of making copies of your course is by creating a second module, for example this one is called 'framework', because there was one that was called 'framework', and there are these two learning blocks in it. That I create a 'framework 2', a second version, second draft framework, where I add the same learning blocks, but then maybe for

different organizations, and then add an extra learning block.

L: Oh yes.

W: So then they both have a module called the same thing, but different learning blocks. But then I don't know if 'a warm welcome', if I make adjustments there, in which modules all this is used. And I can't do that anywhere, I can't find it anywhere. Well with surveys, and surveys is feedback, that survey is in that learning block and that learning block and that learning block. And I can find that link, that exchange, both in the surveys and in the learning block. But I can't do that between learning blocks and modules.

L: Yes

W: And just that way, modules I can always find out what the content is, but I don't know which learning blocks are in which modules.

L: No okay, yes.

W: So something like 'added to module', no they are in a module at all, yes or no. That is not important, but if you would click on that you would get a menu from here is the list of modules in which this learning block is used.

L: yes, good one. And there are also things that, for example, people often ask you or something, that you understand but are often unclear.

W: Yes, the locking, so 'locked by default', 'mandatory assigned', and the, by the way, module exactly the same, 'locked by default', 'mandatory assigned' the same, the unlock behaviour attached to it and the connection to publication. So that stream of when something is locked, when something has to be published. If you publish a module in a certain organization, every learning block that is in it must also be published by that organization. Although it is sufficient to only publish the module, you must or must not publish a learning block within that module. So that's a pretty big issue. That's where I get the most questions. So I've set a rule that no one can publish content, only I can.

L: Oh yes, okay

W: So they have to come and say to me, this is done, that module is ready, we've checked everything. I'm the only one allowed to publish it. But that would be really nice if there was a good flow and explanation, this is what you do with blocks, this is what the user recognizes, this is what you can do with it, this is what 'mandatory assigned' means, this is what 'unlock behaviour' means, this is what publication has to do with that, or learning blocks and modules.

L: Okay, yes, I think that was kind of it.

W: Top

L: So soon I'm going to do the same test at other companies and then make a kind of priority list of what is most important to improve, and then come up with new interface solutions. For example, if I have come up with new things later in the year, would you like to help with that again, with another user test but for a new solution?

W: Yes, yes you can, let me know. You already have permission, it's already in your inbox.

L: Yes, very nice. In any case, thank you very much.

W: You're welcome, Laura. Good luck with the work in it and nice that you do this. I also like to see positive change, I hope it all works out. Okay, happy Friday.

L: Yes, have a nice day.

F.2 Transcript Usability Test DPG Media – Translated

Interviewer: Laura van den Berg (L)

Interviewee: Learning & Development Coordinator DPG (D)

Date: 20-06-2023

Location: Google Meet

L: Yes, I just have some standard, general questions first. What is your position?

D: I'm a learning & development coordinator. This means that we coordinate or schedule all training and education, so that goes from arranging the room and the sandwiches and the facilities, to also creating the training sessions at the LXP, indicating to the attendees that they have completed the training and have obtained a medal or deregister the absentees. So everything that is coordinated in learning and development, that's what we do.

L: Okay yes, so then it's more about the physical workouts.

D: Yes, yes, and sometimes webinars. But actually arranging everything around that. So we do less of the agreements with the trainers, but as soon as the consultants have actually agreed on a certain training with a trainer, then we do the further, practical follow-up.

L: And in terms of work in the Admin panel of Blocks, or of your Academy, did you have any experience with working in those kinds of environments or platforms before?

D: No, that was completely new to me. I've been doing this job since March 1st and I've never worked with anything like this before, so that was really new.

L: yes okay, so that also takes time to learn?

D: Yes, although I think it's fairly user-friendly, but yes it takes quite a bit of time, because my colleague [name], who couldn't be there now, has already built a website herself in the past and therefore she is more familiar with a back-end or a, yes, registration in such a way that it looks nice on the site. I don't have any experience with that at all, so I'm really a layman.

L: Yes, but that's also interesting, because of course it has to be user-friendly for everyone, not just experienced people. So do you still need, so to speak, a lot of help from other people?

D: Well, the things that we need to do, I think we're doing that now, we've had a session with [name], our former supervisor and we've had a session with [product owner RMMBR] who explained everything. But two weeks ago I had to do something special, I had to open training sessions to a select group of people and then I also had to work with groups. And then [product owner RMMBR] helped me to explain that exactly, how that works exactly, yes.

L: yes, okay. Yes, we'll just start with the test itself. Can you access that test environment?

D: Ah yes, I had that question Laura, I yesterday, that was that request, wasn't it? That you had sent, but it was not clear to me whether it was with me DPG email address or with someone else. I'm going to do it back for a while, that was the confirmation instructions, wasn't it?

L: Yes, if it's okay with DPG email.

D: yes, but do I just have to go back to, because it's LXP, it's not the regular LXP, it's the test environment indeed isn't it?

L: Yes

D: Let's see, back to login. Login with DPG media account is it then, isn't it?

L: Yes

D: I might share that with you for a while. Yes, because I was afraid that I would be on the regular LXP, while I should be on the test environment, so I don't know. Can I share my screen for a while?

L: Yes

D: Look, this is what I'm on, but is that the regular Academy or is that the test environment?

L: Let's see

D: It does look a little different than when I come on the regular one.

L: And with the essentials, for example, that's where they are, because I think if there's test names and stuff in there, then it's the test environment.

D: It does say test assignments demo, RMMBR test.

L: Yes, I think this is the testing environment, because I don't think these kinds of essentials are on your own Academy.

D: Yes no, it also says test real. No, I can also go to the regular LXP, but this all seems different to me, doesn't it?

L: Yes, is your own LXP, is that very different from this?

D: It looks the same, but I think it has different workouts on it. Well, I can go there just to be sure, I'll see if I can come up with something else. And then move on to essentials. Yes, that looks different. yes, that looks like it anyway. I'll share it with you too, so you can see it. yes, so you see, I'm really not good at things like that, am I? Look, that's just it, there's a lot more on the left here, isn't it?

L: oh yes

D: So we're definitely in the test environment, I think.

L: Yes, I think so too.

D: Then I'm going to go back to, huh, because here are the essentials, which are very different essentials.

L: Yes, yes because for the user test so now it might be useful to do it in this as well, but you don't want to change things that

D: Yes, they already exist and are really online, aren't they? No, I'll go back to the other one. Wait, do I have the right thing now? Voila, this is it, isn't it?

L: Yes, let's see if I can record the screen later, because I think if I also go into the Google Meet with my own laptop, I might be able to record my screen via my laptop and then I can see that as well.

D: Because I don't see you anymore because I'm sharing a screen

L: No, that's fine I guess. Yes okay, now I'm actually recording this screen and then the questions. yes, okay. Maybe first about the menu. I think it's a slightly different menu than you have in your own LXP.

D: Yes, it's less, but it's very similar.

L: Yes, and is it clear what all the menu items entail and was it clear at the beginning?

D: Yes, quite, quite. Yes, most things are self-explanatory, I think. So the essentials are the essentials that we have, surveys is the inquiry that we do when people have followed a training. Learning path is also, yes all learning paths that are on it. Articles I suspect, because I'm saying this off the top of my head right now, the articles you can read. But what I always use is training. That's what I'm constantly working on. And then users, I know, that's all the people who are in it. Import I'll have to think about now, but I suspect that's to import new people. And I have now also worked with groups recently, so I created a group that was then allowed to selectively use or follow a certain training.

L: Okay, so you use training the most?

D: Yes, I actually use training all the time.

L: Okay, and how do you find the order, is that a logical order of the menu, or does that not bother you?

D: yes, I'm not bothered by that, maybe, I could say yes essentials and surveys are at the top, whereas I'm using essentials, for example, I don't use that much at the moment. Because if an essential needs to be created, then it's actually once and then people can watch it, while the workouts that are changing are constantly and must be adjusted continuously. So for me, that

should be at the top, but for other people, maybe not.

L: Yes

D: It's not like it's alphabetical or anything, is it?

L: No, I didn't really think it was a logical order either. Okay, because it's quite a lot and there are a lot of things that people run into everywhere, I did focus on essentials and learning paths, so I want to give some assignments there. It doesn't matter if you don't normally use it yourself, then I can also see how someone who is new to it

D: deals with it.

L: Yes, actually. So if you were to go to essentials, oh yes there you are already. So you have tutorials, assignments, scorms and LTIs there. For example, if you click on create essential. Do you know what the difference is between all these things?

D: No, not really, no, not really. Now I have to say, we have already received an explanation about this, but that was already 3 months ago. And I haven't needed it since. I know what a tutorial is, but I don't know what an LTI is, for example, or a scorm, I don't know. Assignment is probably that people also have to do an assignment within the essential?

L: Yes, I think an assignment can be signed off and self-study is also included, yes there are also teaching methods. But it would be easy if there was some kind of explanation here.

D: Yes, or, but yes I still feel a bit like that, because I'm not at all at home in such an IT environment. Maybe it's very clear to other people LTI and Scorm but not to me.

L: No, but yes, of course it has to be clear to everyone. Okay, would you like to create a tutorial?

D: Yes

L: And then, for example, as a title 'user test', and then as an introduction title June 20, for example.

D: For example, here I think, what's the difference between a title and an introductory title? Is that a subtitle, does it come below that?

L: I think it's a subtitle, but that's a good one, yes. Yes, you can also fill in something with the rest.

D: Because then you also have the conclusion title, what kind of title is that? The introduction text is clear, isn't it? Then I think you're like 'hey, you can learn something about this, I don't know, just say something Adobe or something' huh? And we explain that like this, and it takes about that much time. But for example 'conclusion title', is that what comes after essential when you have gone through the essential, that you then say I hope you have benefited from it, we recommend that you also look at such and such an essential.

L: Yes, I think it is, but it's not very intuitive, no.

D: Not clear, huh.

L: But yes, maybe you can fill it in further, doesn't necessarily have to be with real text, you can also just

D: So that I fill something in here?

L: Yes, just create the essential, so to speak.

D: Yes. 'learn the secrets of Google Drive, so you can get started more easily every day' something like that.

L: Yes

D: And then, but yes conclusion title, no idea, is that 'what did you think of it' or something like that 'hopefully this essential has helped you, if you want to know more, follow our essential' I'll just call something 'Google Drive experts' or something.

L: Okay, yes and you can just fill in the rest of the page, I don't think you need search terms for now.

D: Yes, and then the duration. yes, maybe like that for 20 minutes or so. Will this be 20, no, yes. Assessment forms here, I know, we always use assessment training, but of course this is not training. So, content review. And then 'search interests'? Yes, there isn't a lot of stuff there, is it?

L: Yes, of course, this is just a test.

D: I saw 'test tag'

L: Yes

D: And then image, do that too?

L: Yes

D: But for example, 'image' and 'image with content'. Wait, 'this image is displayed on the essential tile' and here too, what's the difference between the two?

L: Yes, it does indeed just say the same text, which doesn't make sense either.

D: Yes, because you can now select image here, which can do for example that flower here. Select. But then I think the idea is that I take the same one twice, and what is the difference between the two. Maybe I'll choose two different ones, then maybe we can see what the difference is.

L: Yes

D: So I'll do this. So, and then create essential?

L: Yes. Oh yes, I think there was another assignment as well, if you can go back to editing. What if you wanted to make this in English as well.

D: And what do you mean?

L: Suppose you wanted to make a Dutch version and an English version of this essential, how would you do that?

D: I don't know, because this is the title NL, isn't it?

L: Yes

D: Ah here from underneath maybe. English doesn't?

L: Yes, that's right.

D: So, can I click on that?

L: Yes, definitely.

D: And then I can change it like that, yes.

L: Yes, not necessarily for now, but that's indeed how it works.

D: Is the Dutch gone now? No, that's still there. yes look, I didn't even know that, but I did see it now at the bottom yes.

L: Yes, but I don't think it's a logical place, is it?

D: No, I'd rather than be here so at the top or so that you can choose.

L: yes, no okay. Okay, so now we have the essentials. Now we can add a challenge to the essential.

D: And then I don't know what that is, is that you give people a challenge?

L: That is indeed the question now, would you now understand what the difference is between a challenge and a teaching method?

D: No

L: No, so there should be some explanation for that as well?

D: yes well, maybe, I always think Laura, maybe that's just me too.

L: No, but I don't think so, because I didn't get it at first.

D: Yes, but yes, no I don't know. And if you then use 'text with portrait image', 'create choice question'. And then there's the challenge. Because here it says multiple choice question and tick question, so as a challenge I see that you indeed, I thought so, then you start asking questions.

L: Yes

D: Of actually checking whether you have understood, or whether you have understood the content. But in the teaching method, I see that it also says create a tick question or a multiple choice question.

L: yes, so that's a bit unclear indeed.

D: So what's the difference then? I understand the teaching method, so that it can indeed be audio, or that it can be video or that it can be a text, so that you can learn something in a different working method.

L: Yes

D: So but, challenge for me is a bit of a test of your knowledge. Or here it now also says create flip card, what are flip cards.

L: Yes, we can do that for a while, by the way, create flip cards. You can just type in what you think how to do this.

D: yes so I don't understand. Flip cards is that you show four images and what are they supposed to do with them?

L: Yes with flip cards indeed, then there is a question and then there are actually 4 answers, or 4 pictures and then you choose the right picture.

D: Ah, it's the answers actually. Okay, okay, yes yes yes. This actually is a kind of multiple choice or, then you have, for example, I'm just saying something, 'which 4 colors are used in an insights training? Or then it's actually 'test in insights knowledge': 'which four colours are used in insights?' And then you could say here red, blue, yellow and green, is that right?

L: Yes, you can just try to create it now.

D: Wait, I'll make an image, so I can make it red. Will take blue here then. Don't know if anything is yellow, yellow here. And then green, green here, like that. And then create a working method. Ah but all four are correct, wait that's wrong. Because only one is correct. 'What colour represents creativity?' Voila. And that's yellow, is the correct one.

L: Okay, and if you wanted to see what this would look like in the end, how would you do it?

D: You mean on the

L: Yes

D: Then I think I would go to the user interface, and look for the essential.

L: Yes, you can also, take a look, if you go back an arrow now.

D: Going back?

L: Yes. Yes, there is also a preview at the top.

D: Oh yes yes, I should have known that, they said that. Yes, I should have known that, sorry Laura I should have known that.

L: No, it doesn't matter.

D: Ah yes look, that's nice, isn't it?

L: Oh yes, yes okay. Super.

D: Yes, that preview, yes I knew that.

L: But suppose you don't know the difference between a challenge and a teaching method, for example, how would you figure that out? Just by doing or asking someone?

D: yes, I think I would figure that out first, so at challenge I was already thinking if I'm going to look here, thought okay that's going to be asking questions, knowledge check. But if I were to look at working methods, I would think, ah, but the same ones are also listed here. And I think I wouldn't use challenge, but would do everything with working methods. Because working methods are almost the form in which you learn, aren't they?

L: Yes. Okay, now let's get back to the essentials list?

D: Is our still listed?

L: Yes, maybe you can look up the latest?

D: Wait, maybe I can do that. yes, I don't know how to see the latest.

L: Yes, it's actually in the back now

D: So I came in last

L: Yes, but that's hard to find so I think.

D: Yes, you'd think that it would be at the top that it has to go first.

L: yes, yes no okay. And you can not only search and filter but also sort alphabetically, how would you do that?

D: Here, I think so, maybe? I think that's how I did it, huh?

L: Yes, yes, that's right. And what if you start looking for an assignment instead of a self-study?

D: In Dutch, perhaps.

L: Yes. And for example, look at which language, oh yes you already have it in Dutch, that's fine. But where is an assignment published? How would you look at that?

D: I didn't really understand that question, what do you mean where an assignment is published? Do you mean at the Academy?

L: Yes, so either at Academy or somewhere else, so whether it has been published and where.

D: I'm thinking here, the organizations that are here? Let's see, but they are all Academy, no this one is Global.

L: Yes, but now it's published in number, but otherwise not all of them have been published. You can also have unpublished essentials.

D: And how can I see that?

L: Yes

D: Those are the columns that are in there, so I think I can get rid of a column like that.

L: Yes

D: But no, I don't know

L: But just from one, for example from 'test training essential'.

D: Yes, ah that I can open it then, huh. Here at publications.

L: Yes

D: Yes, I do work with that. Yes, sorry, then I didn't understand the question correctly, because I knew that.

L: Oh okay.

D: yes, I didn't realize I could open one, because that's what I do, right? Published at the Academy or published at the campus.

L: Yes. No, because indeed, there is a heading with publications, but there is also a button in the list itself.

D: The first time I had to look for that. Yes I don't know, I hadn't seen that, [Product owner RMMBR] had to tell me, but I do know. Maybe also because it's all in white. I think if all of that had a color, or all green, it would be easier to draw your attention to that, I think. Because now these things are more or less like locking, challenge and working methods.

L: Because indeed, does it make sense that these are separate pages, or shouldn't they be next to teaching methods, for example?

D: Next door?

L: Yes

D: Yes, that might make even more sense. Yes because now, I actually only see those edits and then I only see, I go straight to here. So those publications, before [Product owner RMMBR] told me that, I didn't really see that.

L: Oh yes. What is also a thing, for example, if you are in this and you want to make a working method, yes what I find illogical is that so, if you go to working methods now, you can adjust it, but if you are for example at info and you click on, or if you now just click on edit.

D: What exactly is the question?

L: Now when you click edit.

D: Yes

L: Oh, now he's going back to info. But if you go back to working methods now, you can't edit it. Whereas if you're not into editing, you can edit it.

D: yes, that's weird.

L: But what you just did, if you first fill in information and then save and then finally to work methods, then you don't have any problems with that in itself.

D: No, no. Yes I think it makes sense that you say 'edit' and then you, yes okay I get it. Ah yes, I hadn't seen that yet.

L: No, okay, at least it's not something that's very noticeable.

D: No, no.

L: Let's see, what if you look at the reviews of one of the essentials?

D: Wait then I must have one that has reviews probably.

L: Yes

D: No one has filled that in.

L: And if, for example, you go back to the essential you were just in?

D: Look, when you go back, you get this, that's weird, isn't it?

L: Yes, I think that's a bit strange. So indeed the navigation here is a bit, then you are really completely lost.

D: Yes, now I'm completely lost. Because how am I supposed to go back, now I'm suddenly in surveys. So then I have to go back to essentials, and then I have to apply back to those.

L: Okay. Well that was a bit, the essential part. Can you now add the newest essential to a learning path? It doesn't really matter which learning path.

D: This was our last one, wasn't it, that we did?

L: Yes

D: They're going to have explained that, but I haven't had to do that since. Maybe I should create a learning path first.

L: Yes, that's right.

D: Hey, so I'm here, can I do that?

L: Yes

D: So I'll take that standard.

L: Oh yes, maybe you can do an interactive one, because I had some questions about that as well, about interactive learning path.

D: Yes. And then here, learning path insights I'll make it now. Yes, insights is such a training on forms of communication, but you may be familiar with that. And then like this. "In this learning path you will learn the basics of insights". So then I have to do an image like that again?

L: Yes

D: Will grab something here. "Learning path tile displayed", "this image will be like " that's clear, that's something else, isn't it? Introduction header displayed. Yes, I'll just grab something, won't I? "This svg forms the basis of the". I don't get that, map image. This svg forms the basis of the interactive learning path. That is that you then work with other media.

L: Yes, it's actually, is an interactive learning path that you then have one picture in which you can then put multiple essentials actually, in the picture. That if you hover your mouse over it, you can click on different essentials in the image, so to speak.

D: Ah, so it's actually in there. Wait, maybe I should see the preview too, because then I've got it. Uhm, seek interest, yes personal development. And then, yes, I'm going to keep track of it. Locked by default, mandatory assignment, I don't understand that. Knowledge check enabled is likely that there will be a test afterwards.

L: Yes, you don't have to for now. Those things don't have to be clicked.

D: Because I don't understand that standard lock or mandatory assignment either. Is that about whether you can see it or not, but yes when you create it you want to be able to show it.

L: That it is indeed not always available to the user right away. That it's locked by default, for example, unless you've made other essentials first.

D: Ah yes, and then here I can select my essentials probably huh? So here I can then user test. Because the essential only comes after the learning path, I thought the essential was more in the learning path.

L: Yes, that's right, this is indeed also afterwork essentials, which is actually separate from the learning path itself.

D: So if I'm creating here now doing learning path, oops add content group, yes I don't understand at all.

L: Yes, this is where the essentials come in.

D: And what is a content group?

L: Yes, actually another group of essentials within a learning path. So a learning path can then have different groups.

D: Actually, when I think of group, I think of people. Because they also point to groups on the left.

L: Oh yes.

D: So it would make more sense to me to be content or content, that it's about content. Group I find very confusing.

L: Yes, no that's a good one, that indeed group is actually something different from those other groups, yes.

D: So content group, this is the essential, for example.

L: Yes

D: So then I would do that, four colors. And that's 'add content' is here, that was our user test, wasn't it?

L: Yes

D: Yes, that's not clear at all, because it should say 'essential', but it could also be other content, or be it essentials anyway?

L: Yes, I think it's just essentials. So then you might as well say 'add essential'.

D: Yes, then go with you right away. And what is the difference between 'add content' or 'add content group'? Ah, by one group they mean that there can be different essentials in it.

L: Yes, yes

D: Yes, I find that very unclear.

L: Yes, indeed. And then, what if you go to 'post content'? yes this is actually kind of the interactive part. So there is a standard learning path and an interactive learning path, and this one also has such a picture.

D: But what are we supposed to do here?

L: Well, you don't necessarily have to do anything. If you click on that plus sign next to 'the 4 colors', you could, for example, put that essential in the picture. We don't necessarily have to do that now, but then you could choose different pictures that are then in the big picture. So let's say you have a map as a big picture, then you could put small icons in a card.

D: Ah yes, which you can click on.

L: Yes, and that you go to that essential, so to speak.

D: Then wait 'select media item'. So that could be one of those little icons in there.

L: Yes

D: And you don't see it in it, or is it here?

L: Yes it is I believe.

D: And then you can click on that.

L: Yes and dragging.

D: Ah yes. Because I can't see the other one. That's weird, isn't it?

L: Yes. And if you wanted to change the big picture, how would you do that?

D: This right here, that blue one?

L: Yes.

D: I have no idea, zoom in, zoom out. Laura, I'm doing this really badly, aren't I?

L: No, I think that's exactly the point, because then I find out which things don't make sense, because I don't think they make sense at all.

D: Yes

L: But it is indeed in the info again, at the beginning.

D: Ah, so you have to go back.

L: Yes

D: Managing content isn't. Here it is.

L: Yes, indeed.

D: Here, but I can't touch that either?

L: No, you'd have to go back to editing.

D: Oh boys. And here it is. Then I can look for another image.

L: Yes. Yes, but now you don't necessarily have to, that's fine.

D: Amai, I actually find it difficult Laura. Because I only work with training and that is clear to me,

but this, I don't find that obvious.

L: Yes, once you've had the training, you really have to work in it a lot if you want to understand it a bit. So I'm actually trying to investigate a bit which things are really unclear and how can that be more intuitive or just faster. Yes it also said somewhere, if you go back to save or just arrow back, yes. Manage content.

D: Manage content, you have those 4 colors, then I have user test to, yes.

L: Yes, it's more actually the navigation now, that for example it does publish and post content at the top.

D: But what's the difference? Because publishing, then you can, publishing is probably looking at which groups they are allowed to see it. Namely Academy, Dutch and visible to everyone or hidden. And then, oh, oops oops oops, look that's weird too, now all of a sudden I'm back. It was insights, wasn't it, that I had called it. Then I have to go back there. And then posting content, what I would say posting content is making it final and putting it on the Academy.

L: Yes, actually, publishing.

D: Yes, because what do they mean by posting content, which is putting content in the learning path? No, I would say 'add content'.

L: Yes, that's managing the content, so not adding the essentials but actually adding the essentials to this interactive image. That's basically posting content. But most of the time it's mainly words that are also very confusing and yes. I think that's a bit clear for now which things aren't clear actually.

D: Yes, is that clear to you? Because I don't see it yet, Laura. But if it's clear to you.

L: Well, the platform itself isn't clear, but I think when I look back at this, I can see which things are the most unclear.

D: Yes, can draw conclusions. Yes and I also find those titles at the top here, they don't stand out in one way or another. Because the processing is so big.

L: Oh yes, yes

D: So either you give it a color as well, or you give it the same color, but then you know that those are four important things.

L: yes, okay. And it's actually mainly the words that are unclear or also the navigation?

D: Both. Preview is clear to me now and so are publications, but yes, I don't understand the difference between posting content and publications. While it's actually adding content, isn't it, posting content?

L: Yes, but adding content is really what you do in managing content.

D: Yes, I don't have the difference between managing that content and posting that content. Because this is indeed adding the content, but this one, I still don't get it. I do not know what is meant by this. Then those things are in those, just in that picture actually.

L: Yes, but that's really only with an interactive learning path, so if you have a standard learning path, it's not there either.

D: It's posting an interaction or so instead of posting content.

L: Yes indeed, interaction

D: Or make it interactive.

L: Yes, something like that. But yes, once you have a standard learning path, you can't turn it into an interactive learning path, then you have to create a whole new learning path, so maybe that's too.

D: Yes

L: Okay, maybe we can go to training sessions for a while, because you work a bit more in that yourself. I haven't looked at that much myself, but do you know things that you run into yourself?

D: Wait, maybe I'm going to make one, right?

L: Yes

D: So I'll also have 'training insights' or something. I'm just writing. Yes, so this image is displayed on tile in the overview and that is not always clear to me. So what I do is always pick two of the same ones, Laura. So now I can do so and then like this. And I think the difference is that one is next to all workouts and the other when you click the workout open.

L: Yes, I think that's true.

D: This, I know, because that's what I needed for the groups. I do that if not everyone is allowed to register, so that means that if someone registers, I actually have to give the approval. Pre-work essentials is because they must first have gone through an essential. Post-processing that they have to go through an essential afterwards, so that's never really the case. And then interests is if you have indicated an interest in advance, that it is included. So I've done that many times. And in Dutch too, so create training. Ah, now they're not listed.

L: Oh, yes that's crazy.

D: Ah but that was, yes, that's a good one. So I've already had that in mind. That's a good Laura, because here I might be able to give more info. At first I had that too, I thought where is it and then it turned out, then I had to indicate 'new', because it is made new. But that is very illogical, because you think that you come to a page where everything is written, new, planned and expired and that only afterwards you can choose I only want new, I only want planned or only expired. So now I remember, I've been looking for a really long time. I had created a training course and then I saw 'ah it might be new'. And then I came up with that. And then it was for me, now I know that too, creating a session is actually a date on which it takes place. So then I do this, create a session. Indeed, they can register from that date until, for example, next week. Dutch. Registration numbers, I know, most of them are only allowed a minimum and they should definitely have one, a maximum of 12. For example, I put [name] here. I thought that was an illogical title here. So I didn't understand, here is just the title and it turned out that that is really the title of the session, for example 'Insights in Antwerp'.

L: It really doesn't make sense that it's at the very bottom there.

D: No, I would start with that, what's the title, what are you creating.

L: Yes

D: And then the date.

L: Yes, indeed.

D: So first the title of the session, who gives it, how many people are needed and then when can they register. But what I also do, in the beginning I thought, you have to read it carefully, in the beginning I thought you see date and you think yes that's the date of the session, but no that's registration. And then you say offline contact moment and then you have to enter the title again and so I found that very confusing. Yes, I think it's good that we're going through this now, I can say a few things about this. So the first time I thought, yes, but I still have 'insights Antwerp' here. As it turned out, you have to put 'training day' here, but of course it's a training day, because I thought I should put 'insights Antwerp' back here, so I don't understand why I'm there. Because if I sign up for a session and it's an offline contact moment, then it's a training day, right? Or a workshop, but hey, you have to be physically present somewhere.

L: Yes

D: So this title I don't understand what the added value is. Then I understand here, okay the session is on June 29th. Here, I can do that now, it starts at 10 a.m. and ends at 5 p.m. for example. Then this is also clear, I have already entered that. And in addition, we are now putting the room in the room. But maybe it would be better if there was a hall there.

L: Yes

D: Yes. And then I know clues by now. 'We're expecting you', I'm just saying something, 'fifteen minutes before the start. It is important to accept this training and also to cancel if you are unable to attend'. Now for me, because I've done that before. Sometimes I think, when you work in such things it's often title, body, body text and then with those directions I also thought 'yes,

but what do they mean there?'. So I was like, okay, what title is that? And I would actually say, offline contact moment, okay when does that take place? Where does that take place? And then instead of directions I'd just say body or text or something, or I don't know. Because at first I thought at directions, are these clues for me, clues for the others? But because I've done it so many times, I know now, don't I?

L: Yes

D: But because I've done it so many times, I know now. So I'll add that then and then I'll know if there's another date. But yes, offline contact moment, that's actually a second offline or second training day, isn't it? And then I remove it because it's not there. And then an online contact moment. Yes I thought too, title, what should I put there? If that is, that is the online contact moment, then I think that we say, for example, 'return day' online in quotation marks, then I have, then we say, for example, that that is the 30th from 12 to 2, that could be done now. I now understand that link, but we often don't have it yet and then we have now learned to type it in, because otherwise he doesn't want to save it. But the first time I searched for that, Laura, because I thought yes I don't have the link yet. The trainer usually sends it through about two days before the training or so.

L: Yes

D: That I thought, yes I don't have it at all, then they said, yes, but you can fill that in and it will work. And then here again, those prompts, I'd say 'text' or something and then 'this is an online session. You'll get the link below' or something. And then we have a Meets or a Google, and then add online. And then here yes then delete that. But actually, I might put a plus for this or something, so that you know you can add one more.

L: Yes

D: And then evaluation link, I don't even know. I think we are simply attaching an assessment form here. With us, that's standard assessment training, and that there's no link there, and then maybe 'create session'. I'm going to do it now, aren't I?

L: Yes

D: I only doubt the evaluation link, for the rest I have done everything. And then I can look at the preview. Voila, training insights. Yes, but then you see that these are the titles, training day and return day.

L: I don't see that screen now, by the way.

D: Ah yes, sorry wait. Here, look, this is it. But then it turns out here that those are those titles, you see?

L: Oh yes, yes

D: But I don't think that's clear at all.

L: No

D: It would be easy if you also had a fold-out of that that you choose between workshop, training day, webinar, because it's about a date after all.

L: Yes, so don't type it yourself, just choose, so to speak.

D: Yes, because I think title is a title for me than 'insights'.

L: Yes no, indeed. It's more just a type

D: Yes, yes. And if I go back here now, yes, so I know that, I see planned sessions here, that was also not clear in the beginning what is the difference between 'pending' and 'waiting list'. But now I know that. Waiting list are the people who have indicated that they can, but that it is already full. And pending are those who need my approval, because I've put myself there as a reviewer.

L: yes, okay. But it's a lot of things that you understand if you use it often enough, but just at the beginning

D: Yes, because now I can do that very quickly. And now I can edit here as well. But for example,

how long I searched because I didn't see that 'copying'. So I created one and then I thought, oh now I have to do all that again. And then a lecture said, yes but click copy and then you have that right away. Then you just have to change the title and the location. I thought yes how good, how good. But yes, I didn't realize that.

L: Yes, that might be a bit the same with the essentials that it's

D: Instead of creating a session, I can just copy

L: Oh yes, then all you have to do is

D: And then I put 'insights Hoofddorp' here, for example. And then here's another date. I'll do the 4th of July here now. And then I have to do 'Netherlands' here too, I'll do 'Netherlands' for a while. And then that's gone. And the rest I might keep now. I will also give this another date. And create. Oops wait, yes it has to be in there, so Hoofddorp. yes I don't know that zip code, I'll do 2626 now, I'm just saying something huh.

L: Yes

D: Capellalaan 62, so create session. No thank you. And then here I have, look, they're two in there, you see that?

L: Oh yes, yes.

D: So because of the copying, it was much much faster.

L: Yes, are there any other points? Or else, I think we can finish like this.

D: yes, yes we're going through it now, aren't we? Wait, did I have anything else? Yes, what we, what I don't see here now is 'interested', but we have indicated that, that is a bug in the system that if someone is already registered, so at registrations and is also on waiting list or pending, he is also still among the interested parties. Because he had already indicated that he was interested. But for us, it wasn't really clear what the difference was between waiting list and waiting. And I think that the 'pending' only applies if there has to be approval by an assessor, so like me, for example, mandatory. Otherwise, there is no need for that 'pending'.

L: yes, okay.

D: But you feel, I can say a lot more about this than I can about essentials and learning paths, because I've never done that before.

L: Yes, no I see, yes. But that's also just good to see that if you, I think other people who do work in essentials and learning paths, are in training just like you, that the more you do it, the more clear it is. But of course, it should also be clear to beginners in the end.

D: Yes, but just a little longer, that's the last thing, about images. If we went to look at the preview. I'm going to share it with you back though. Look, here we see those pencils, but what's the difference? Because I actually see those pencils, do you have another thing that also has those markers next to it. Here's just one image you see, maybe it's when I hit subscribe.

L: I think it's the overview of all of them, if you have an overview of all the training sessions, for example.

D: I'll take a look. Anyway, I'll go back here. And that's weird too, isn't it, then he goes to that main menu, while we were at insights. Then you have to go back to insights and, oh wait, now I'm at essentials even.

L: yes, that's crazy too.

D: That's crazy, isn't it? So here I have this 'Insights' training. And then, so you have 'image for tile', 'image for content'. And then I go to preview. Then I'm going to show you that too.

L: Yes, I might think of 'discover more' or 'discover more'

D: And then here maybe, ah that'll be it, if I do 'insights' here.

L: or is this just the

D: I can't even get to it. Maybe that's because I'm on the real LXP, isn't it?

L: No, this is also called the test environment.

D: Because it was training insights, wasn't it?

L: Yes, or is it just the learning paths

D: But that'll be it.

L: Yes, I think that's the picture, the picture yes.

D: But then what is what, is this the tile or is this the?

L: Yes, I think this is indeed tile.

D: Yes, yes it also looks like a tile. Okay, yes voilà, so that's not quite there either, actually that's a bit like 'image main menu' and 'image training itself' actually I think.

L: Yes, yes indeed.

D: Hey, image in menu and, voilà. But I'll come back to you, I'll stop the sharing huh, is that okay Laura?

L: Yes, that's good yes

D: Has this helped you now?

L: Yes, I think definitely. I already have a sort of list of yes, these kinds of points too, which just aren't clear. So now I mainly go with others, I have several user tests and see what people encounter the most and what is most unclear. And then I go, yes of course I can't improve everything, but I also look at what is most important actually.

D: Yes, what I would recommend to you is to schedule another session with [name], my colleague, because he is very good at those things and he has experience with building websites. And I think she can advise you. It's hard for me to advise because I don't have a lot of experience with that, but she's already built things and she might be able to make suggestions, so if she succeeds I would really try to push for another session this week or next week. Because I think she can give a lot of useful information.

L: Okay, yes.

D: I was maybe useful as a layman, wasn't I, because I'm really like that, things not at all.

L: But that's also useful, because I do have Friday with someone who makes essential very often, but who also still has all kinds of things he runs into and I also have Thursday with someone again. So I think there are different ones, because there are also a lot of different users and of course everyone has to understand that in the end, so I think it was quite useful yes.

D: yes, yes okay. Okay fine, so I hope I was able to help you a bit.

L: Yes, no definitely, yes.

D: Okay Laura, I'll scan the paper later and then deliver it to you.

L: Yes, all right, yes thank you very much anyway.

D: Yes you're welcome, you're welcome and thank you for guiding me through it calmly.

L: Yes, no you're welcome.

D: Okay, have a nice afternoon

L: Yes have a nice day

F.3 Transcript Usability Test RMMBR – Translated

Interviewer: Laura van den Berg (L)

Interviewee: Product owner RMMBR (R)

Date: 22-06-2023

Location: Office RMMBR, Amsterdam

[Introduction]

L: yes, I thought maybe we could do it better than in the test environment, so you can create essentials as well.

R: Yes. Can I grab a mouse? I really hate

L: Yes

R: I really can't do anything else. For me, it is also important that you have a very good research, of course.

L: Yes

R: That something is done with it. What is happening now, for example, because yesterday I ran into something at Vodafone again. I can also plug it in so that you can see it on the big screen, I don't know if you like that better?

L: Oh yes, I can see it that way.

R: Yesterday I ran into something at Vodafone, so I posted it on Basecamp again, and then it doesn't work. But that's all, but okay. I've written it down too, so I have a reasonable list of things I'm still running into.

L: Okay, great. Can you maybe, can you record your screen so I can see it later?

R: Yes, you can.

L: Yes, beautiful. In the admin panel then, can you go there?

R: I certainly can.

L: Is this the test environment?

R: Yes, from Vodafone, but Vodafone itself doesn't work in the back.

L: No, you do that for them, right?

R: Yes

L: Yes, first question I had a little bit about the menu. Personally, I thought, the order and, of course, there are a lot of points in the menu, so anyway users know, yes of course you know what everything entails, but do you think the order is logical or does it not bother you?

R: Well, what I do wonder is whether it's the same order for all customers. I wouldn't go well on that, for example.

L: I think that's kind of true, but not quite.

R: No, of course that's also because everyone has different ones. yes, for me it doesn't matter, I'm used to this order now, so for me it's fine. Yes, as I say, I know where everything is, so you learn for yourself that this is a logical order. But no, yes does it make sense? Yes, you could rather say, I don't know, because you are now going from small, which are essentials or even smaller toolkit items, to larger and larger, learning paths, to even larger learning path groups. While you could also say we start with learning path groups and then we make it smaller and smaller, because organizations are then at the top again. Training, on the other hand, is listed at random, while training is actually part of the learning path in an ideal scenario. So then you would rather have training, essentials and toolkits together, because those are parts of learning paths. Then you get learning paths, or learning paths first. Fine, but then you keep that together. And now you have organizations in between, which of course doesn't make sense.

L: Yes, whereas organizations have more to do with users and groups I think.

R: Yes exactly, yes yes. So then you would combine them with each other again. So it makes sense? No, I'm used to it

L: Doesn't really bother me, but not logically

R: Exactly, yes exactly

L: Yes. And if you were to say which menu item do you spend the most time in when you're working, what do you spend the most time on?

R: Currently groups. Groups and users. That's because for Vodafone, for example, the job I had to do yesterday, is that Vodavone had to, I want to gain insight. Okay, so Vodavone has a normal Academy and a partner Academy. And within the business partner Academy, that's this, there you have, so that's where Vodafone's partners work. In other words, you have a store and you want to sell Vodafone as a product, that's allowed, then you have to sign up and then you become a partner of Vodafone. And those partners are in this. Well, within Vodafone you have people working and they want to get an insight into their partners. So they want to see, okay, how is my partner doing. Because I'm responsible for your shop, so you sell Vodafone, I'm responsible for that, so I want to be able to see how you train your employees, whether you also follow some things online. Well, how do you do that? You now do that by those people when they log in for the first time, a group is automatically created. So if you log in for the first time from your partner, your partner is called the IP group, congratulations you now have the IP group. Then you log in for the first time, you will automatically be created that group. It will be placed in the platform and you will be in it as a person on your own. As soon as your colleagues log in, they are automatically added to that group. It's all automatic, which is great. But, the project manager of Vodafone, he says yes but I would like to look in your group, so I would like to be in IP. So what do I do? I have to manually go to that group, I have to select users here, I type in that manager, I throw it into the group and then I make it manager.

L: Oh yes

R: Well, that's a pretty fine thing to do. Now the ugly thing about this is, what is happening, this is very annoying to me, is what is happening now is that in this case [name] would like insight into that group, [name] wants insight into that group, [name] wants insight into that group and [name] wants insight into that group. Because they are always allowed to have insight into every group that exists, in every partner, because they are, again, are above those project managers of those partners.

L: Yes

R: But the project manager of that partner also wants to be part of that group. So in the end you get 5 people from Vodafone, as you also see here, you have a @vodafone email address at the end, they end up in that group. So imagine, you log in to that group and you take a look at your group. You go to your profile page and see how your group is doing. Then all of a sudden you see all kinds of people from Vodafone in between, that's ugly, isn't it?

L: Yes

R: Then you ask your boss, yes sorry who is [name]? What is he doing in our group? What does it do in IP voice? I don't know [name] at all, who is [name], I don't know him at all. No, he works for Vodafone, they keep a bit of a sneaky eye on us.

L: yes, that's kind of crazy

R: Yes, and that's what I was working on yesterday, because I really spent three hours on it, four hours, because I got a list from Vodafone with which people are allowed to see which group and I had to put it all in manually. So if you ask me now, what and what are you most concerned with right now, that's it.

L: Yes

R: Immediately a sore point, sorry.

L: No, that's good.

R: Yes. But yes, of course I think I know the solutions, stubborn that I am. What my solution would be, which also works very well in groups. I don't know how much you already know how every-

thing works?

L: I've looked everywhere, but of course I'm not an expert.

R: Okay, well, with groups you have, you can create a group. You can create a group by hand. Yes, then when you create that group you can create a subgroup, then you can create another subgroup. The person who is in this main group can see what is covered. So if you are a manager, you can see what that entails.

L: Yes

R: In the ideal scenario, you create a new main group and you have all the groups that existed, because every time someone logs in, a group is automatically created and you pick up that group and drag it to the right main group, or the people from Vodafone who are only in that main group and then you can just say, Okay, but these people, this main group, these people are all allowed to see, so then that subgroup is added, that subgroup is added. It doesn't work that way. It only works, you can create a main group first, then you can create subgroups. But yes, if you log in for the first time, then you already have a subgroup, then I can't suddenly create a new main group and then retroactively place that subgroup under it. Well, that. Is very annoying.

L: So, yes

R: Do you get it? Should I draw it, or do you know what I mean?

L: Yes, it's more common so that main group already exists, and if you create a subgroup, you can't add that subgroup to another group later

R: No, you can't play with it, you can't drag. Look, if I have a group, you have groups. And look, I'm going to draw.

L: Yes

R: It's just frustration of mine. Every time a partner logs in, it is automatically created. That partner is created. You're in the 'IP' group, which is created, super fun. You're here so IP. All your employees who log in will automatically end up in this group. Vodafone says, oh responsible inside, this is the partner. The people at Vodafone say, oh yes [R] is in charge of the IP group. So what happens? I get to look into that group. What should be done now? Now I have to put [R] in that group. Then you join that group, then I have to, I make [R] manager, asterisk. And that's how I see what's going on in here. But, I also have a manager, that's Bob, nice name. Bob gets to watch how I do it and how my partners do it. How do you get Bob to understand my partners? I do that by adding Bob to this group.

L: Yes, and that doesn't make sense then

R: And then make manager. In other words, I have some partners where there are two people working, so there are two people working, you and your colleague. And there are four people from Vodafone in it to keep an eye on them. That's ugly, right? I think it's ugly. How can you solve this, what has been devised? How can you fix it? Is if you, you can create a main group, that's allowed, that exists, you can just create a group and if you have a main group you can automatically create small subgroups after that. And every time you create a subgroup, you decide who the manager is. Well, within those subgroups you can create subgroups again and so you can basically go on forever.

L: Yes

R: And, within each step, you decide, who is the manager? So who gets to oversee the following subgroups? In other words, when I say, Bob is going to be in this group, [R] is going to be in that group. And then I'll hang those partners underneath this, so here comes IP. Then it becomes automatic, Bob can keep an eye on [R], [R] can keep an eye on IP, Bob can click through on [R] and then click through on IP. And IP doesn't see [R], he doesn't see Bob, IP only sees himself.

L: Yes

R: Can't, doesn't work like that.

L: But would this be the right solution?

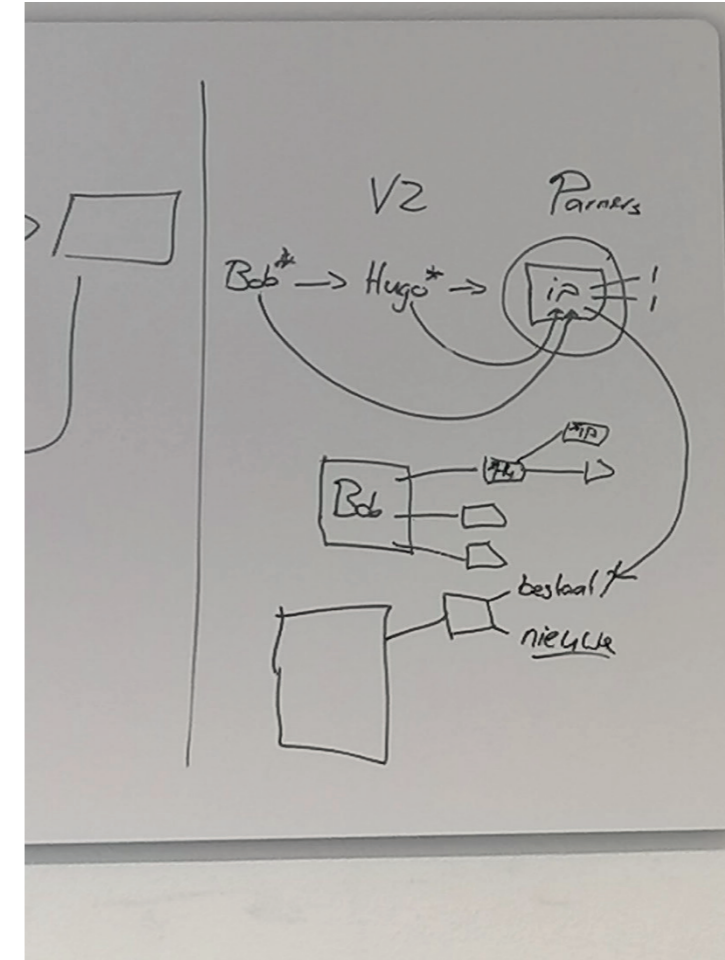
R: This is the solution in my head at least. And how can you achieve this in a very simple way?

You create a main group, so it is automatically created the moment you log in for the first time. I click on 'create subgroup' and it says, gosh this subgroup already exists? 'Does question mark exist', or is it a new subgroup? If it's a new subgroup, you can just create it by hand, if it's an existing one, all you have to do is click on it and it will hang underneath.

L: Yes

R: Fixed. And this is very important to me, it takes me so much time.

L: I'll take a picture and remember it.



R: Well, you have to. You have a hundred things that people run into, but if you ask me 'what is my biggest annoyance?' then I think this is my biggest annoyance, because this is real, this is so illogical. I find it illogical.

L: Yes, I get it

R: Because you can create main groups. I can then create all kinds of subgroups, but you can't do something that already exists. Imagine, now we have a lot of groups within Vodafone, don't we? Look how many groups are consuming, 50. And that then consists of two pages, well, oh 86 groups we have. The one by hand so, oh this is the, I was just going to say, we have a lot more, but this is the wisely environment, we have a lot more. I have 145 groups.

L: Yes

R: With which I'm manually doing these kinds of shitty actions every time.

L: I don't see an overview of who's in what.

R: No, you don't see at all, you don't see which is a subgroup and which is a main group, you don't see anything at all.

L: Oh yes.

R: Because this, I happen to know off the top of my head, because I have to work with this all the time, is that manager, that's a main group and they have these as subgroups underneath it. I know that off the top of my head, but you can't see that, because when I click on this, you suddenly see that there are subgroups here. You see? Subgroups.

L: Yes

R: But if you just click on this, so I'll click on one of those subgroups, for example, this is a subgroup. Yes, you have no idea what the main group is.

L: No

R: No, it's because I know it all by heart and that I've made an overview for myself, I happen to know that. But yes, if you go in here as Vodafone and you say, yes I don't know who is watching this or who is here again, you don't see anything at all.

L: No. Okay, yes good point.

R: Well that, that's my biggest issue. That's what you asked, where do you work the most, well currently here.

L: yes, okay. Yes, I had first chosen to focus on some kind of essentials and learning blocks.

R: Yes, I see. I get it.

L: So yes, can you just create an essential?

R: Yes.

L: Just do a tutorial.

R: Yes, it's nice that we also have assignments, no one has ever made that before.

L: Oh, don't you ever use those?

R: No, and training, this doesn't work.

L: Yes, because I found that training, because others don't have those workouts, because training is also a different cup indeed. So you don't use that training there either?

R: No, yes nobody knows what it is. It's just a mistake that it says, I think or something. I can try to create it. But then you just get the same fill in as an essential.

L: Yes

R: training, location and duration, but you also have training here. Anyway, it doesn't matter. We create a tutorial.

L: Because I also thought so, why do you have to choose which one you do first and not just create essential and then self-study, assignment, or yes you don't use the other one anyway, so it doesn't matter, but

R: No, but others, for example DPG do use scorm and so on.

L: Yes.

R: They have LTI links, scorm packets, so they do use them. Only a command only no one uses, almost no one. Should I just move on?

L: Yes, go ahead.

R: Do you want me to do any more search terms? Also ugly, by the way, you see? That it falls over each other. Nicer.

L: Yes

R: Test material, yes we are going to share it in material. Do I also need to create teaching methods or what do you want me to do?

L: Yes, a challenge and a teaching method or something. Because what would you do challenges for, do you use challenge often?

R: Challenge is something we always use at Vodafone and at DPG we are now going to use it too, yes. Only what I personally miss, I was often asked, oh yes how many questions do you have to get right? Or how often can you do it? Or things like that, you don't see that. How many questions should you have at least. It works at DPG, for example, where you can just delete questions from your challenges, here you can delete them. Because a challenge is not, the minimum number is not, I think it has been removed from my head, I thought, something like that. Vodafone must have at least three, look if there are three, then you can't remove any more. Because then, well, they're already there. Because then they are in use, so to speak. Anyway, I'm missing the extra information here.

L: Yes, you have to have at least three here.

R: Yes, what does that challenge entail?

L: Yes

R: Now you saw that it said 'delete' here, I wonder if that will go away soon. Behold. Now it still says delete. Now I'm curious. Behold.

L: Oh yes

R: The delete button is gone, because you created three. And the system says, you have to have at least three to get it working, because otherwise you can't take tests. Because a challenge and a test consists of at least three questions per essential, so if you have made three, he says, well that's good, but then I can't delete them now, if I don't want a challenge or whatever, then there are always three questions in it.

L: Yes, and so suppose you don't want to do that anymore, then you would actually have to remove the entire essential and then again?

R: Yes, or just turn off the challenges, but it's very ugly, you can't go back. So that option is not given.

L: yes, that's really crazy.

R: Nice, isn't it?

L: And where, for example, [WBCSD], it also suffered from the fact that it keeps going back to info every time you make a challenge.

R: Yes, every time you create a question, it goes back to the beginning. Yes, the same with the teaching methods, I think you have that too.

L: Yes, and that you just have to know a lot of things by heart, that one has to be correct, and that

R: Yes, now you're back on info yes, instead of just continuing here.

L: yes, what I also found crazy is that you can edit this kind of thing when you're not in editing, and if you do click edit, you can

R: Then you can only edit the main menu again, yes.

L: yes, I thought that was crazy too.

R: Yes, yes because then you can't click between those things anymore. You can't go there anymore, no.

L: No

R: No, that's since the last, or second-to-last update.

L: Oh that wasn't before?

R: No, no that was since an update anyway.

L: Oh now you can delete it again?

R: Yes, now I can delete, because now I have four. So now I'm allowed to delete one, that makes sense and now you're not allowed to delete it. It makes a lot of sense, because you always have

to have three in it to get it working. It's just weird. In the beginning you are allowed to delete and once you have three, you are not allowed to delete them. I just don't think it's that way, just doesn't make that much sense.

L: So you actually have to have exactly three?

R: Or more, three or more.

L: yes, okay.

R: Because a challenge takes three questions per essential to make the challenge work and therefore there should always be at least three questions in it.

L: yes okay. Can you also create a flipcard?

R: Yes, I certainly can. Am I allowed to express my frustration about this or not?

L: Yes

R: Why does it have to be four?

L: Yes, that was indeed what [WBCSD] said. You can't choose a different number

R: You always have to have four, always have to be four. Oh I didn't enter any text. What I really like is that this is made.

L: Oh, that one doesn't necessarily have to be good then.

R: Yes, that's nice. That also saves a lot of nagging. Yes, only what is, if we can whine for a while, if you look at it, then, I have now said, not one has to be good, right?

L: Yes

R: That's what I said, just informatively.

L: Oh, they're all incorrect.

R: Yes, while literally in the teaching method itself it says 'informative only'.

L: yes, so that shouldn't be there at all. It's just information, incorrect or incorrect.

R: Yes, but if you're so, you can also choose to do everything correctly, for example, you can also do it, then it looks like this again. Then you will see everything correctly again.

L: Yes, but of course that's not informative either

R: It's informative, it's not correct or it's incorrect, it doesn't make any sense.

L: yes, good point. yes, so this kind of thing, you have a lot of things here that you have to know by heart, say, you know I always have to, if you don't have informative, always one be correct.

R: Yes, no, with things like that, you have to fill in everything, you always have to add a picture and you don't know that kind of thing, it doesn't say it anywhere. But I do think that he gives it back very well if you haven't done certain things. I think that's really the advantage of Blocks. Because if I'm here, for example, if you.

L: Yes, that.

R: Look, this. 'Flipcard item text must be specified' Well, then you know you have to work there, so I think that's a really good thing. If I may complain again, what I think is a shame is, you have an input field here and here you can play very nicely with 'hi, are you there', with a few entries in between, or italicized or bold you know, you can play with that. With subtitles, here's the title, well with title I get it, because title is always just the same. With subtitles, with this, I'm not allowed to do that. Whereas, we do a lot of times, we say 'below are all these flipcards about different people. Click on a flipcard to flip it.' Very nice Dutch sentence. But what happens is that you, actually you want this, this one is there, but well with mpc questions or with tick questions you have the same, you want to put this underneath.

L: Oh yes

R: You don't have to look at this one, because it's already there with the flipcard, but

L: Just the second sentence on a new line

R: yes, you just want to be able to play around with that, because I can open any Vodafone thing and then you'll see what I mean. Look, I just randomly click on the first best Essential I see. This is live, isn't it, so this is just really how we built it. Well, here you see, this is text with image, the working method. And here you see very nicely in bold, entertje, you know, you can nicely format a bit of text, looks very nice.

L: Yes

R: Well, you can play with that one a little bit, fine, fine, wonderful. Oh no, here you can also see with the previous one, this is the subtitle. I can't play with that, so I don't like this sentence that's already been attached. I actually want to have that underneath, so I'm not allowed to play with that. Yes, the same applies, look 'standard' or additional. By now you know a thing or two about business internet pro'. This is the question, which is not the same as that previous sentence, so you want to have a little bit in between.

L: Yes

R: Or make it bold or something. You can't, you can't put a subtitle, you can't format text here.

L: yes, good point.

R: Yes, and that in itself is in terms of, if you look at it technically, you think, yes, captivating doesn't matter anyway, but didactically speaking, and we are of course a didactic company here, we are of course looking, how the learner best learns, is of course very bad. Because nobody, if I give you a whole piece of text and you just want to keep going, you don't read the whole text, you scan it.

L: No, you look at the biggest elements first

R: yes, so if I just scan, I don't even have to, I probably don't even read that introductory text, I just see 'what do you think the answer is?' and then I move on, because you scan it, you don't read it.

L: Yes, of course you only find out that kind of thing when you use it, otherwise I don't think it's noticeable.

R: Yes.

L: Okay. Do you have any more points, or from other working methods?

R: Well, this is the subtitle that comes back to everything. So it is. Let's think about it.

L: Which ones do you use often? Or are there others that you don't or hardly use?

R: We don't use PDF downloads very often. That's because we prefer to incorporate the PDF into the text. So what happens is that we, I think it's nicer to put a link in the text itself and then paste the PDF download into that link, than a separate working method. Because then you also get a picture next to it and then you can play around a bit with how it will look and stuff. So we don't use PDF teaching methods very often. Well, deep dive sometimes, because if you do have multiple things then of course you also have 6 links in it, which is not nice. Yes for the rest, since we are of course didactic, we try to use as many different working methods as possible. That in itself is that we use all working methods. Yes audio a bit less than the rest I think. Yes, but for the rest pretty much everything is used. In hotspot itself little, hotspot itself a lot. Yes, for the rest not very little. yes, with open question, but look, this is exactly what I mean, open question, you see, input field, I only have a, yes I want to be able to play here, I want something here. I don't want to just have a subtitle.

L: Yes. Do you have any other pain points, from other working methods?

R: In terms of working methods, difficult off the top of my head. I think it's a pity, and what happens, and that is logical, is that every customer sometimes wants adjustments to the working method, or wants an expansion and that is then not implemented on every customer. So, for example, DPG, they wanted a landscape and a portrait image. Yes, I would like that for Vodafone too.

L: Yes

R: I think that's a shame that Blocks isn't automatically added in every update, I'll just say. Be-

cause why does Vodafone itself have to make an application for it first, we would also like landscape images. Those people have no idea, I have to tell them that again 'you can also have landscape images'. They say 'oh really'. But with DPG you have that here is the image, here is the text, or here is the text and here is the image and then you can decide for yourself whether that is below or above it. yes, I think it's a nice feature, because it breaks up your page a bit, so I think it looks nice.

L: Yes

R: That kind of thing, I think it's a shame that it's not Block's generic. Or with audio I think, yes with audio, Loyens & Loeff who said 'yes we find audio very boring now, we would like to be able to add a picture, so that we can show who is recording the audio'. For example, if you're doing a podcast, it's nice if someone sees the photo of the person who recorded the podcast. Just to make it a bit more fun. So Loyens & Loeff had it built. Yes, Vodafone has to apply for that itself first. Yes, I understand that you can make money from that, I understand that.

L: Yes, with some things I understand of course, that not everyone is the same, you don't want to have all the options with a customer who doesn't use that, but with these kinds of things

R: No exactly, but yes, it's just a supplement, so then. It's not that it's less or better because of that. It's just an addition to, so I think you can just assign that to anyone. Yes, of course that's also kind of the idea of Blocks, every time a customer buys something that other customers can buy it afterwards as well. Of course, that's the plan. I mean, in the past there was no performance, then DPG had that built and then when Vodafone started working then they also got performance.

L: yes okay. Can you also, say, find tutorials by using the sort button instead of, do you ever use it?

R: The sort button? No, not really. This is what you mean?

L: Yes, you can also sort by title.

R: Sort by title? Oh this so, these things?

L: No, it's more that it's in alphabetical order.

R: Where do you see that?

L: yes, actually if you just click on title.

R: Oh yes. I've really never clicked on it. Why can't I select based on this?

L: No, you can't.

R: yes, ugly. This would have been pretty handy, organization would have been pretty handy.

L: Because, for example, if you're looking for the latest one now without searching.

R: How do I do that?

L: I mean if you just want to find it in the list, how do you find the latest one?

R: yes, I just type in the title all the time.

L: Oh, yes because he's, now he's the last or the latest, he's always at the very back.

R: Oh yes, if I had to look for the one from just now, I would have gone here and I would have clicked it here. yes, I can't do that anymore because I've clicked the title now, so now it's ruined. I guess. Anyway. Yes, I've clicked on title now, then I can't go back.

L: Yes, now it's back. Okay, so that sorting works badly, but you don't use it anyway.

R: No, but I do know that he will be the last one, so of course you will go for that.

L: But do you think it makes sense that it's at the back?

R: yes, you think it makes more sense if it comes first, you mean?

L: Yes.

R: Yes, I see. Yes, I say here too, yes never thought about it, no idea. I always do it like this.

L: yes, the longer you use it, the more you just don't think things about it when you already know how it works.

R: No, exactly. I do think, so you have this, I don't really understand this. What added value does this have? Can you click out of the organization, well, okay. I don't care if you turn it off or on it, you can see it anyway.

L: Yes indeed

R: Not that it takes up space or anything, that it makes you less oversight. So yes, oh you can also switch places, well that's nice. I can't select by type anyway, so what's the point of putting this at the front.

L: No, indeed.

R: I mean, I like the idea. But yes, I think it's quite logical that the title should be at the front. Anyway, if you say no I would like to have organization at the front, what added value does this have if you can't select on this? I personally think.

L: Yes, yes I think so too.

R: And, while we're on essentials, I'd still like Max 100 if I could.

L: Oh yes

R: Because we have max 50 now, I like 100 better.

L: And if you look at where an essential has been published.

R: Yes, I do use this.

L: Oh yes. Or if you want to publish one, do you use that button in the list or do you go all the way to the essentials?

R: If I just built it, then I've already published it through this top feature. But if I have to take something offline, because that happens sometimes at Vodafone, that there is an update or something. If I have to take it offline, I would do it this way.

L: Yes, and if you miss an overview of what has and hasn't been published, can you see that somewhere?

R: No, you can't see that. I can't click unpublished for you. Yes, I would find it useful. If I also have the option here with published, check yes or no. Yes, that's true, that's for me, it would be nice to work, yes, if I knew that now, it would make my job easier. Because I don't know in Vodafone what exactly is live and what is not. Yes, what has been published is quite useful to know, yes. I also recently found out that some essential just wasn't live, while it was allowed to be live. That man said 'I can't find anything about Microsoft anywhere'. When I went to have a look, I never published it. It's been there for a year, but yes, I just forgot to publish and then, yes that's just really possible

L: yes, you just can't see that anywhere.

R: No, you don't know. You have a very long list, with a lot of things. So yes, it's hard for me to go through them all.

L: And you never used the commands, did you?

R: No

L: For assignments, for example, you can't create a challenge, which I thought was weird

R: That's very strange, yes.

L: Yes, and for the rest, I had some things about navigation. But I don't think that matters to you, but that, for example, that publications is a separate page and not, for example, next to working methods.

R: Yes, that you have to click on it at the top instead of just having it to the right of this. That it's

listed here, you mean?

L: Yes

R: Yes, I see.

L: And that 'mark as updated' do you ever use that?

R: No. No, that was made for Vodafone itself. Because you know what it is?

L: No, I've clicked on it once and it says it's been updated.

R: Yes, and then nothing happens. But if you have it, then it should say 'updated' here and my progress should go away. I think that's how it was once conceived, but it doesn't work at all. I think my progress should go away, and then it should say 'updated' here. In other words, I have such big changes. Because at Vodafone, what happens, for example you are now selling a Vodafone fast package, does not exist but well. Costs 50 euros. Well next year the package will cost 75 euros, so you have to learn that it no longer costs 50 euros, but 75 euros. So that's going to be adjusted in the essential, so I'm going to click updated. So your progress goes away, because you have to learn it again. Because you have to learn that it was 75 euros. That's once the plan, but as you can see, it doesn't work. But the idea was fun.

L: No, I don't think you can go back once you've clicked on 'mark as updated'.

R: No, don't mark anymore. Yes, but that, I can click on it often enough if you want, but then nothing happens, so if you indeed want to write it down, I would love to.

L: Yes, because what I actually found really weird, because all those things in your 'preview', 'publication', you go to another page and in 'mark as updated', if you want to try it out what it is or something, then you did it in one go.

R: yes it's just click, boom, yes.

L: There's also no 'are you sure' or anything.

R: Yes, I agree.

L: Okay, can you now add the essential to a learning path?

R: I can. Do I have to create a new learning path or can I just use one?

L: Yes, you can use one, it doesn't matter.

R: Nice. It wasn't, I don't remember what it's called.

L: Actually, it would be nice if the newest one was at the top there too.

R: Yes, or that I can see more. Because if I don't remember what it's called, then I can't do anything, I can only do it.

L: Oh yes, you just want to see the full list.

R: Yes, I'm only allowed to see this. So, I've had times when, for example, at Vodafone everything is called internet.

L: You just can't find it?

R: Yes, that's not all, there are many more that are also called internet, but I can't click on them.

L: Yes, I think I had that in my list as well, but I thought, I don't need to test it, it just needs to be improved.

R: Yes. Or a filter, because if you don't know the title, you can't do anything. Maybe you can filter by or something, I know a lot, tutorial, or last published, or I know a lot you can click on, but at least I can do something. Because now, if you don't know the title exactly, you can't find it.

L: No, indeed

R: Then you have to go back, you have to start looking again. Small side story, so you can also add training courses within DPG. And that's not allowed at Vodafone. yes now in the test environment or something. Oh these are those workouts in the essentials, but not a workout as in the

training. Because as a didactic company, we naturally want you to do part online, that you then practice physically. Hey, so I'm going to practice the training itself once in practice and then do a part online again. And only then do you take your test. That's the best part, that it's blended. This is not possible, but it is allowed in DPG again.

L: yes, that's crazy.

R: So I asked [product owner Nerds & Company] once, got the answer 'oh yes, that template was never made for Vodafone'. I think, yes, but why not? Because you do have, you do give the option for training. It exists, training exists, learning paths exist, we just paid for that. DPG has paid exactly the same, because they have also bought training courses and learning paths and they are allowed to do that and we are not allowed to do that.

L: Yes

R: Don't know Vodafone, so works around it, but it's still, I think it's crazy yes.

L: Yes, indeed.

R: I run into so many things, dude.

L: No is good, then I have something to do. What was this point again. Oh yes, that if you go back to the learning path now. Here I also found a bit of the navigation. Yes, that it's all different pages instead of also, maybe tabs, that you just go from info to managing content more easily or something.

R: Yes, yes. It's not like an essential, no.

L: Yes, but I don't know if that bothers you.

R: Yes, it's

L: It might go a little faster.

R: Yes, as I say, it's that I'm used to it.

L: Yes. And what I also do, I don't think you're bothered by that easily, but what I found crazy that is also listed below, the content that is in it. Do you ever watch that here?

R: No, I've never looked here. I just happened to see it.

L: yes, because now if you're thinking oh this is here, I want to change this, then you click edit and then it's not there anymore.

R: Can't do anything, no, you have to go all the way back to the top first and then you can edit here.

L: You, so I would think again, oh I want to edit that, so I'll click edit and if you click on that

R: Yes, if you scroll all the way down again, you think it's there and then it's not.

L: And then it's not there

R: No, doesn't make sense no

L: Do you ever use the dynamic learning paths?

R: Have I, hey I didn't even know that was possible at Vodafone dude.

L: Yes, because at DPG it was interactive and here it's called dynamic, but I think it's also slightly different.

R: Dynamic, oh sorry that's new. At DPG, we've used that, sure, but that's something else. So what is it called at DPG?

L: Yes, I think it's interactive.

R: Oh yes. We have had interactive developed in-house. That's a card we made, fun to do once. Have you been through it before?

L: Yes

R: Cool, I like it.

L: But I also had a few things about that, that I thought okay you have in one page you have that map and if you want to change that then you have to change it at info and not at just

R: Yes, and I would also like to be able to show that map on fullscreen and stuff, and a lot of things ugly. When you come back from the map, when you've just completed something from the map, you return to the learning path and then you start at the top instead of just going back on the map and then moving on, then you go back to the top, you have to scroll down again and then, well that sort of thing. But dynamic learning paths are new, it's only a few weeks old.

L: Oh okay.

R: So that's that you, we're not using it yet, because Vodafone necessarily needed it, so they built it really quickly and now they're finding out that they're actually not ready for it. Fine, they paid for it. But the idea is really nice, so that you can show certain groups content and not show certain groups of content in the same learning path. So we're going to use it, so I don't dare to say yet whether that works well, because I don't have it yet.

L: No, I see. And suppose you were to create a standard learning path and you think, oh I actually want a dynamic one.

R: Yes, I'm a bit shocked by that, yes, that's not possible, is it? I can't suddenly make learning paths that already exist dynamic.

L: No, I don't think so

R: No, I think that's a shame.

L: Because that's again that you have that order of you have to choose first, make a learning path and then you first have to choose between standard and dynamic and only then, yes

R: Yes, I also saw it in the functions that way now, when I created it. That I thought, oh that's extra work for me. Because that means that in the end I will probably have to recreate all the learning paths that we already have as dynamic, because in the end Vodafone wants everything dynamic.

L: Everything, oh yes.

R: Probably, which means that I have to ctrl c, ctrl v, ctrl c, ctrl v

L: Seems more logical to me indeed to just do that one thing, just learning path, then you can just click yes or no dynamic or something.

R: You would say, because I don't think it matters very much, but okay. Speaking of which, on the subject of creating and deleting, please explain to me how to delete a learning path.

L: yes, I don't know

R: No, you can't delete it.

L: With essentials, it was possible, wasn't it?

R: Do you know what DPG does? If we're not writing down logical things. Ah, they don't have it anymore.

L: They just change the title to 'deleted'?

R: no, to 'delete', of that one has to be deleted at some point. What I do at Vodafone, if I have an essential that can no longer be used, etcetera, and I think that's ugly, then I'm going to rewrite it. So then I have a new essential that I'm going to make and then I'm just going to go with an old essential, which we don't use anymore, I'm going to remove all the text from there and then I'm going to make the new one out of it, to prevent all kinds of things that don't work anymore.

L: Yes, that's really bad actually.

R: The same applies, you are not allowed to copy, a lot of people like that too, oh those essentials are pretty good, just copy for example, and then rewrite and only then adjust things, that's not allowed either.

L: Yes, because I think that was possible somewhere during training

R: Yes, definitely, in sessions. You can copy them again. And also delete it in my opinion. You can cancel it and you can copy it. But that's not allowed with learning paths essentials and I'm not allowed to delete them. All I can do is unpublish them.

L: yes, oh I hadn't even noticed that yet. Yes, good ones. yes, I think that was kind of my point that I had.

R: Okay.

L: Did you have a list?

R: Definitely, 'what am I up against', made in 2022, I'm still running into it. Okay, do I have to go through them all?

L: Yes

R: Possibility to see participants as a trainer. yes, that's very funny. We have the role of 'trainer' within the platform. So, I can show this in the live environment. Anyway, I can also explain. You have the role of 'trainer', what do you think you should be able to see when you are a trainer?

L: I would say when the trainings are and who participates in them.

R: Yes, yes, right, whoever participates in it, nice answer. So I'm going to my training, you'll see scheduled sessions here, two, so I'm hoping people have signed up here, pending you can't click on it. Registrations, 6. Oh, now you can see it here. I swear this. Maybe this has changed then. Because you may, 'you can now see training, how long, how many registrations, but not who has registered'. Well, I can see now. Couldn't see you, I'm 100 percent sure. Well, works well.

L: Nice, but what I do see now for example is that you are on the left, you now only have two things in the menu.

R: Yes

L: Seems logical to me to see, for example, all menu items, but for example gray that you can't click on or something, that you see 'this is possible, but I can't do this'.

R: Yes, it could be. I don't know if that's pleasant. You can also say, otherwise they know that there is much more 'why am I not allowed to see that?', then you will get questions about that. And now you're thinking 'this is what it is'.

L: Oh yes, that's possible too.

R: Look, it looks clickable you see, how funny. Yes, this was a problem, but maybe it has been fixed, because they also ran into this at DPG. Okay, well, nevermind, you can forget about that one, I'll take it away. 'Run export to see which participant'. Yes, but they just have to buy this. Now, if you want to look. You're Jan and I want to know who's on team Jan. I kind of miss the overview of who's in what. Because you can go to that user. You don't see anything here yet, so I have to go to his profile, then I have to scroll down and then I can see here which team you are in. Lacks a bit of overalls, that you can see who is sitting in what. Do you know what I mean?

L: Yes, in which group?

R: Yes, because now I have to click everything separately again, look at everything separately again or look manually per user, oh which group are you actually in. And actually, you miss a button with 'who is in what', that you just have a very nice, well, just such a schedule and that you can then see, who is in what, with which manager, etcetera.

L: Actually, it's kind of the same thing that you miss with essentials and learning paths. Simply, this is a learning path, consists of these essentials, you also have with groups, consists of.

R: Yes exactly, I'll just say that list underneath. Yes, that would be nice. Although you can only see in which subgroup, but I've already shown that, right?

L: Oh yes, so groups and subgroups and then again users.

R: Yes, and you don't see any of that. I've already talked about those, currently you can create a group, that's that story, 'can you create a subgroup on your own, sometimes you want to create a higher group'. You just can't take a step up. You can create any subgroup, but sometimes you

want to. Sometimes I just create a group and it's called 'RMMBR 1' and then you say, well RMMBR we have team that, team that and team that, are the subgroups. Says [name], oh yes, I actually want to see that too, I do want insight into it. Then you think, well then you want to go again, RMMBR 1, that's the main group, but you want to make a group for that so that [name] is there. Because you also have RMMBR 2, so you want to create a group there. That is no longer allowed, you are no longer allowed to take a step back, you are only allowed to go a little deeper each time.

L: Yes, then you have to add [name] back in everything.

R: Or I have to delete everything. Delete everything I've created, then create [name], then recreate RMMBR 1, then recreate the subgroups. And if the boss of [name] says, for example Hans, not the boss of [name] but by way of. If Hans says, I want to understand what [name] sees, I have to delete everything again, I have to create Hans first, then I have to create [name], then I have to create RMMBR 1 and then I have to create the subgroups. Isn't it strange, why can you go down and then you can never go back up?

L: Yes

R: You can't build anything retroactively. Okay, 'not being able to search for groups in dynamic learning paths', would that be fixed, wouldn't that be fixed? We're going to take a look, we're going to look at learning paths. Type, type of learning path, I'm not allowed to select on this. Because I want a dynamic learning path, so I just want to look for a dynamic learning path. Here's one. Manage content. Add content. That's fine. But you have to 'add group'. Oh, yes this is so horrible, this doesn't make any sense at all, does it? Okay, do you know how those dynamic learning paths work?

L: Sort of

R: yes, so you have content, for example content A and that's 'all about the hawk' and 'anything for a smile'. Well, that's totally fun and you only want that your group, which group were you in again, you were in the group IP we thought we had, didn't we? You just want IP to see that.

L: Yes

R: Well, a lot of fun. Just search in 11 pages where it says IP. You just have to, that's how I have to go through everything.

L: So you really can't get anywhere.

R: You can't search for anything, you can't filter anything.

L: This is also sorting, by title? No.

R: I don't have anything.

L: Yes, that's very, very bad.

R: Yes, and if you have 5 groups, fine. But this is the test environment, isn't it? So in the live environment, I have a lot more groups. This was 45 and 145 in the live environment? Well, I don't like that.

L: Yes, actually, anywhere you need to search or select something, you can just put a search bar and a filter everywhere.

R: Yes, if you just have that everywhere, then I'm a very happy man. It is very important. Adapting the FAQ is still important. Doesn't make any sense at all.

L: Does it exist?

R: The FAQ, it's at the bottom here.

L: Oh yes

R: Well nice, and then here's information about the platform. I have to give this to [product owner Nerds & Company] and then he will upload it. What do you mean, why isn't there a block of FAQ? What kind of nonsense is this? Why does he have to do this? I can do it, if I'm here, I'd like to take away the word 'question'. Well, do I have to send all the text to him again, can you change the FAQ? He says 'yes, that will cost me an hour's work, 100 euros'. Yes, 125 these days, yes sorry, but

that's bullshit. Why can't I change it? I find it very strange. I think this is ugly too. This is the help texts, for example, we're going to go through an essential with a question in it. Okay. The question. I didn't click any questions, you see, I didn't select any answers, and I click. Then he says, oh he's already changed to Dutch. It was 'given answer must be one'.

L: Oh

R: But it can go. Beautiful. Well, the possibility of deleting content, I just talked about that too.

L: Yes

R: Uploading images, has anyone told you yet?

L: Yes, that you can only upload one at a time.

R: yes, do you know how long that takes? I've built all of Vodafone, do you know how long it took me to put all those images in one by one. That's terrible. You can just throw a folder in it, you can do that with anyone. Really weird.

L: Yes, that's right.

R: This one is also stupid, you can, no possibility to delete progress. Sometimes you want, just like this essential we just built. We just built this one, well I'm testing it and at some point I think, oh yes looks okay, but I actually want to change these questions, I just want to change the feedback. I've already filled in everything now, I'm not allowed to do it again. So I can't do it again, you just want to be here, I know a lot, or actually you want it here, with users. That you can click on a user. I don't know that you can go to his profile. Then you see here his things that he has achieved, if you have achieved something, it is here. That you can remove that. Because you just want some people to be able to do things again, and now you can't. And now if you have already answered, you are not allowed to go back. And maybe you have 4 open questions, that it says, I don't know, that you're working with yourself with a few open questions, and then after a month you think 'well I want to try again, see if I'm better now'.

L: Yes

R: But yes, you can't, because you've already filled it in once and you can't do it again. You just want to have the option that someone sends, gosh can you reset my progress, because I want to try again or I want to test it again. You can't. Filled in is filled in, you can never change it. This is now fixed forever, never allowed again. And maybe I've done well now, and I actually want to take a look, what does it look like if the feedback is wrong? Because I'm a tester, so I want to test what it will look like. Can't, shouldn't. Must not be revisited. Ugly.

L: Yes

R: That one. 'Possibility to move essentials, learning paths, toolkits, etcetera, drag up or down, as is also the case with teaching methods'. What do I mean by that? Oh yes, and I also think, by the way, if you're admin, why isn't that just here somewhere admin, that you can click on that? Why do I have to type slash admin behind this every time? That's weird, isn't it? I think it's weird. We work with a lot of different platforms, don't we? With other platforms this is just, if you are not an admin that button is not there and if you are an admin, or if you have certain rights you can click there.

L: Yes

R: Then you go here. I think what I mean is that you can put these in order. But yes, if you, as you say, you customize these functions and that you can select on them more than. Hey, here you are again.

L: Why would you want to sort by locked?

R: yes, I don't know.

L: But indeed

R: This is weird. But that you can change order here. And learning paths. Because I want to have some learning paths together if I know that they belong together and all that. That if this is a fixed order, because that's what it is now, it's a fixed order now, because every time you create something new it comes in last. Then I would also like to be able to move it from place to place.

L: Yes. Would you like to have the date of this as well?

R: When was it created? Yes, or last modified. Yes, because it does exist, that information, it's here. Oh, it's not here. It's written somewhere, isn't it? Here then, no. Somewhere it says that. The metadata, here.

L: Yes, because then you might also be able to sort by date and then

R: Yes, created on, what's old, et cetera. I still have those. Oh yes, this one too, but I think this is more, this is also ugly. If you're a trainer, you can, as I just showed, you can apparently see the participants, but you can't click on a participant. So you can't see, because what happens in training is that people have to do at least this and this and this before they get that training.

L: Yes

R: So, the trainer wants to see if they've done that. If this is not allowed, it does not have those rights. He can't click on a person, see what they've already achieved. He can only see that the person has signed up for the training. I think it's ugly.

L: Actually, you want to get to the overview or something, maybe you already have a check of who has made it.

R: Yes, exactly. Yes, so you just want to be able to see what who has done to see if they can participate in the training or not.

L: Yes

R: That one, yes and eventually there should be a Blocks light version and an XL version, but I don't think that's for you.

L: Yes, I've been talking a little bit with [founder & director RMMBR] and [CTO Nerds & Company] of what do they ultimately want to achieve with Blocks, we talked about that a little bit back then. But then I thought, yes, if that ever comes, then it has to be a lot clearer, because if everyone wants to use it, so to speak.

R: yes exactly, you just have to, you have to be able to sell it easily, you also have to have an easy entry-level model with just learning paths and essentials or something. That's enough for a lot of people.

L: But even then, more explanation and so on.

R: Yes, just a manual at all. Yes, I miss that too, the moment someone logs in for the first time. Actually, you just want to, with a lot of those things.

L: A kind of onboarding, yes.

R: yes, just some of those pop-ups, like click here if you want to see this, nice to have you here, click here if you want to see this. Look, some people, like myself, think that's terrible, they just click it all away. That's fine. And some people really like it.

L: Yes, or if you just haven't done it for a long time and you start again that you think, oh yes how do you do this again, you have to reinvent everything again.

R: Yes. And then, 'images are sometimes blurry'. You can see that, because I, believe me, I make sure the right formats are there, but you can upload a maximum of two MB. But with Vodafone, for example, you can make a hotspot that is very long and if you are only allowed to upload two MB, which I understand, because then you keep it nice and fast, but if you are only allowed to upload two MB, then your image cannot be very large, very sharp I will say, then it will be very blurry, because it's only two MB.

L: yes, it's more of a technical thing.

R: Yes. I think so and more explanation, because indeed, because I now have to explain to all those people, what are tags and how does it work.

L: Yes, I also thought somewhere either some kind of link to explanation or more just those i's or

R: Yes exactly, i'm fine. yes here, yes people have no idea. yes I really think this one is the best ever, this really, this doesn't make any sense at all.

L: Yes, there aren't a lot of i's, but some that are there, like this, are of no use to you.

R: No. That's kind of what I think, actually. Those are my biggest points of irritation. Yes, just being able to delete things, you are not allowed to delete anything at all. Toolkits. I'm not allowed to delete toolkits. Do you know what kind of mess it all ends up being.

L: Yes

R: yes, that's why I'm always busy when I think, okay we don't use this one anymore and I'm going to make a new one, okay then I'll just go with this one, then this will be another one from now on. I'll just change it like this to avoid having 600 of those toolkits in the future.

L: Yes, yes really most things you think, yes that's actually super logical, just say it's crazy that that's not the case now.

R: Yes. And if you're talking about user experiences, about the back end, if you're working in groups, for example, right? Because as you know, I work a lot in groups. I'm working in groups and I'm now selecting max 50, and I'm here on the second page, yes? I'm at VGN, I'm just adding someone there, apparently no one is allowed in there. Apparently there's an organization there, fine and I'm going to go to the previous one. So now you come, apparently, because this is the subgroup, so then suddenly you come back into the main group, I'm going to go to the previous one. I now have page 1 and max 10 again. Why doesn't it just stay, why don't I just come back where I was, here.

L: Yes

R: That's much nicer, when I'm here, I just want to go back to that exact page. Yes, then I have to return it here instead of, oh no then I'm back on page one of the two. I was just at page two, so it doesn't make sense to me. That's for sure. Yes, I think I have a lot more things. Yes, and erasing that progress is really important, I think it's really important.

L: Okay. yes, I think I'm just going to expand my list a lot with all the other points from other users as well.

R: Yes, and then on one thing in particular.

L: And then let's see which ones are the most important, or the fastest, or

R: I agree that the most important thing is learning paths, essentials, the toolkit items, the trainings. I'll just say, being able to make a whole learning path good.

L: Yes

R: The most important thing is that a learning path works. That's the head of Blocks, which can make you good learning paths.

L: Because toolkit items, that is at Vodafone, but not at others I believe. Because that's part of essentials, or is that

R: That's part of a learning path and what it actually means is that, if I fix it, you can link it to it. But they're here, if they're there, and those are just optional points. So, for example, that could be a PDF that people can download, or a video. At Vodafone you have a lot of that, those handouts that state what all the costs are and so on, they can download them extra. It's not something you have to go through, but it's something people like to have with them.

L: Oh yes, okay.

R: Yes, so that's why, the complete learning path and I think that includes training, because you also want to be able to do the training halfway through the learning path. I think that's the most important thing about Blocks, that's the unique selling point.

L: Yes, no, then I'm going to think about which ones, maybe I'll take a few points first and then come up with something for that and test it. And then, if I have time to spare, other points. Yes, and eventually I'll see how much I do, and then of course I'll also have a list of what to do after graduation, so to speak.

R: Yes, I would just put all the points that are there in one big list.

L: Yes, everything is almost impossible.

R: No, okay, but overarching just from most points and then just looking, you can always get to [product owner Nerds & Company] with, yes look these are all points that people run into, good luck with that. If you have time to spare, you can try to fix it yourself, but I think it's very useful to write down all those points. In the end, of course, it has to become the gem of the L&D world.

L: No, there's definitely still a lot of room for improvement.

R: Yes, definitely. Would you like to speak to [project manager], or [founder & director]? Or do you have any questions for me? Sorry, I'm too early.

L: I don't really think I have any questions. Yes, probably when I've come up with new things, ideas or interfaces, or I can do it again, or online of course, or you want to help out again?

R: Of course. Sure. Big proponent of improving it, so sure, you can ask anything, always email.

L: Great, well I don't really have any questions anymore I guess.

R: Okay, do you still want [project manager] or?

L: yes, you can ask if they have any more, yes actually the only thing I want is just the problems in the admin panel, I don't know if they have heard anything from other users.

R: I don't know, but we can ask her. I'm going to call Nicky.

L: Yes

Project manager: Hi, [name]

L: Laura

Project manager: I don't really know much, except that I had to sit there.

L: Oh yes, so I did a user test, you know what I do like?

Project manager: Not a big deal yet, tell me.

L: Okay, so I'm doing my graduation project at Nerds & Company, on the Blocks admin panel, so I'm just kind of doing interviews and user testing right now to find out what the pain points are, what users are up against, and then

Project manager: You give advice on that.

L: yes, and then I'm kind of, interface again, at least not a whole new interface of course, but just fixing the dots

Project manager: No, okay, the points for improvement, so to speak.

L: Yes, and now I already have a very long list and [R] also has a lot

Project manager: Yes, it will be.

L: Frustration points too. So yes I'm just going to make a comprehensive list of those and then just choose which ones are the most important or the most annoying.

Project manager: You hear that most often.

L: Yes, something like that. So yes, I thought maybe you also know about customers or people who run into certain things.

Project manager: I have to think for a moment. I don't really know, because often when people run into something, it's immediately something that doesn't work, so then it's just a bug.

R: But don't you ever run into anything? When you're building, because you're also building from time to time.

Project manager: Yes, I also build from time to time.

L: Or things that just don't go smoothly.

Project manager: But what do I have to think about? That might help to get a mindset.

L: Yes, I had now focused a bit on essentials and learning paths. Well, points that I saw myself

were, yes or things that are just not immediately clear like, what's the difference between a, well assignments you don't really use, but what is the difference between a self-study and an assignment, or a challenge and a teaching method, just some more explanation or something. And of course, users get that explanation from [R], but if you don't have that, or if you don't use it for a long time, then you have to figure it all out, I think.

R: You can't just start building blindly without explanation, so to speak.

L: No, then you really have to do a lot of trial and error I think.

Project manager: But what often goes wrong, for example, is the challenge questions, the knowledge questions that are then uploaded in the regular piece. So then it might be asking for an explanation of the challenge.

R: Yes, you wrote that down too, didn't you?

L: Yes.

Project manager: Ah okay, that's one I can think of.

L: Or maybe also just in terms of navigation or flow, so to speak, that you can only see some things when you click on them and not in the overview. yes, which I think is a big point, that you can't see which essentials are in which learning paths.

Project manager: Yes. I'll just open Blocks to get a little bit

L: Yes

Project manager: There are a few things that come up that I think, yes sometimes that I think, this is not so useful. But I have to think about what all that is. I especially notice that I sometimes miss some information in the overview. Not everything is always covered. I don't know, WBCSD may not be the best example, but I can at least remember this from DPG. When I, [R], do you remember that, when I was creating that content outline.

R: Oh yes

Project manager: Back then, I often had to click deep into something before I had information about something, where it was published, for example, or,

R: Yes, we were talking about that where we were just published. Because you can't see whether it's been published at all, yes or no, so then you have to click on everything separately and then you don't know what it falls under.

Project manager: Yes, that's it in particular. Indeed, sometimes you have to open things very often before you have the information you are looking for and you would actually like to have it at a higher level.

L: Yes, of course you have a list everywhere, but not really an overview, you don't see things that are in other things.

Project manager: Yes

R: Actually, you want, look for that this is useful I think now, but if you click on this, you can turn certain things on and off which you see in this list. You actually want to have 'published in' here, so that you can click on it. That you just have a lot more options here, and then you decide for yourself what you want to see and what you don't want to see.

Project manager: I didn't even know about this existence.

R: No, but they're all on anyway, so it doesn't matter now.

Project manager: Yes, that's why.

R: But then it suddenly has added value.

Project manager: Yes, then it has added value.

R: So if you have a lot more options.

L: Yes, because of course those four don't matter.

Project manager: No

R: Date created, date last edited, you know. If you can just determine all that kind of thing here whether you see it or not, then suddenly you have something to do with this thing.

Project manager: yes, so in the overview indeed give more options to, yes agree. Because for the rest. I can indeed still remember that from when I really had to look up everything. That's kind of a little hell.

L: Yes. And yes for beginners it is more, what do all work methods entail. Yes or indeed the sorting, that the newest one will be at the bottom.

Project manager: Oh yes, and I can't see which one it's linked to in tags. So you can see at an essential, these tags are attached, but at the tags level I would actually like to have an overview of which essentials there, where these tags are linked.

R: Yes, what does it fall under. Yes, because tagging is really underused in that respect, at Vodafone too, it's really just what we do.

Project manager: Yes, but I think you'd like to see that here as well.

L: Yes indeed

Project manager: So yes, of course that also matches with essentials where you don't always see which learning paths and so on, to which things are linked.

L: yes, and that's the same thing again when you said about groups, which your users are in, I am in which groups and subgroups and all that.

Project manager: Yes

L: yes, that sort of thing.

Project manager: yes, that's it actually, because for the rest.

R: Yes, I had almost no points either.

Project manager: No, you work with it so much that I expect you had a lot of points.

R: I did have a list, yes. I actually have more to complain about than I liked things.

Project manager: Well, I think it's a very intuitive system, so you get the hang of it pretty quickly. You do need to get an explanation, but once you do, it's not very illogical or anything.

R: No, it's not illogical, once you understand it makes sense, for sure. But of course, we're also coming from develop, so

Project manager: Yes, that might help too.

R: And another tool that's very illogical, so then

L: Yes, because at DPG, for example, it was like, yes it's really just not intuitive at all and you know, well you get it because you just do it a lot, but at the beginning.

Project manager: yes, okay.

R: Yes, but we also understand the learning paths, essentials and whatever, why it is, and that it is interconnected. That you create learning paths and that you can add things there. If you don't understand all that, if you're not from that world, then of course you don't understand.

Project manager: No, that's true.

L: I also sat down with [name] from DPG on Tuesday, but she mainly did training, so then I suddenly went over essentials, and she never works in that. Then she was like, what's an introductory title, these are two images, what does one image do, how is it different from that other image.

R: Yes, if you don't know.

Project manager: Yes, I think that's a fair point indeed. You don't know which image you're using for what. Sometimes I'm still struggling with that, that I think, yes which one has to go where.

R: Content is when you open and tiles when you

Project manager: Yes, you know that very well, but you would actually like to have that included.

L: Yes, those are indeed things that you need to know and things that you don't know.

Project manager: If it can be solved with one sentence, you just want to have that sentence.

R: Yes, then you want to see that sentence, yes.

L: But there was a sentence next to both images, but they were both the same sentence.

Project manager: Yes, then it doesn't make any progress.

L: yes indeed, so I think it's really for the beginners, you really just have two types of users, really beginners, who just want clarity on what everything is, what everything does. And the experienced users, they really have things that don't make sense.

Project manager: more in detail indeed, that you think, oh yes, if you do work with it a lot, then you want to have this information at that level of detail. For the rest, in terms of image bank, in terms of folders, I think that's fine, you can't have an infinite number of folders.

L: It's funny that at the top I think it says 'search video'.

R: Yes, isn't it beautiful

Project manager: Oh yes

R: Yes, if you want to search for an image you have to 'search video', yes is great.

Project manager: oh yes, that's

L: Yes, everyone understands that it shouldn't be video.

Project manager: yes, that's kind of crazy.

R: Bulk import, bulk import. Did I already say.

Project manager: Yes, you really want that. But that's just a new feature, it can't be solved with a text change.

R: no

L: New features are good too.

Project manager: Yes, it is. I never do anything with users actually, almost never.

L: What do you work with the most?

Project manager: Just create essentials.

L: yes okay, so if I had to make a choice, because I can't improve everything from every menu

Project manager: No, I get it

L: Then essential

Project manager: Yes, in this case learning blocks, of course called somewhere else every time, but yes.

L: Oh yes, learning blocks and modules, that would be nice too.

Project manager: yes

L: No, okay.




Project manager: Yes great.

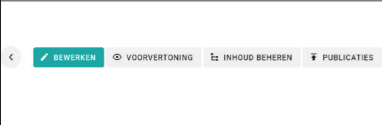

[conversation completion]

G. Results First Usability Tests

G.1 Evaluation Selected Pain Points

Tested problems	Description	Results DPG Media	Results WBCSD	Results RMMBR (on behalf of Vodafone)
Menu order	Does this order make sense for users and is clear what everything is?	Right assumptions can be made about what everything is. Menu order does not make much sense, but does not bother user. For this user, 'trainingen' could be on top, as she uses that the most.	With little explanation it is clear what every menu item is. The user does not see how a large part of the menu is structured or ordered in a logical way. He would put organizations at the top, and combine everything that has something to do with content under a submenu (tags, media, courses, modules, surveys, learning blocks, additional materials, trainings, assessments, resources). Does not make sense that 'tags' can be unfolded into a submenu with one item that is also called 'tags'. User does not really think it is a problem and he can find everything, but he does have to scroll to see everything.	User knows what every menu item is (he gives trainings to other users about the admin panel). It would be nice if the menu order would be the same for every client. The user is used to current menu order, but it would make sense to group everything that has to do with content together. Now organizations is also between 'trainingen' and 'toolkit items'. 'organizations' could then be grouped together with users and groups.
Sorting	By default, the list of essentials is sorted by the date when an essential was created. This is not clear because the creation or modification date is not displayed in the list. When this information is included, it is also easier to sort by creation or last modified date.	User does not know how to find the newest essential. She would assume that it would be at the top.	User knows that the newest learning block is at the end, but he thinks it's unlogical. He would put the newest on top. Either alphabetically by default, or new to old by default.	User knows that the newest essential is at the end. He understands that it would make more sense to put the newest on top, but it does not bother him now since he is used to it.
Sorting	It is logical how you sort by title in alphabetical order using the arrow next to 'Title', and if you click on it again, the order is reversed. However, if you click on it again after that, you would expect the order to return to alphabetical, but it actually switches back to sorting by date.	User could find out how to sort the list in alphabetical order.	User did not recognize this as a problem.	User did not know it was possible to sort on title and sort it on alphabetical order. He did not know how to stop sorting on title, he thought he could not go back.
Publish	There is no overview of which essentials are published and which ones are not. Only when you click on "Publish" at an essential can you see if and where it has been published.	User assumes that the name at 'organisation' in the list of essentials is where it is published. However, it does not necessarily mean that it is published and it can also be published in multiple organisations besides the one that is named in the list.	User did not recognize this as a problem.	"I would find that useful, if I would have the option 'published' yes or no [...] that would already make my work easier, because I don't know what is live and what is not." "I recently found out that some essential was just not live, while it should be [...] is already there for a year, but I just forgot to publish it". Project manager also mentions that she lacks overview of what is published where.
Language	In the list of Essentials, you cannot see what language it is in, only until you click on it.	This was not tested.	<i>Not relevant for WBCSD (everything is in English)</i>	<i>Not relevant for RMMBR (Vodafone) (everything is in Dutch)</i>
Assignment Challenge	When creating an 'Assignment', it states under 'Challenge': 'This category is not available here.' It is unclear that it means a challenge cannot be created under an assignment but can be created under, for example, a self-study. Maybe the entire 'Challenge' tab can be removed when creating an assignment?	This was not tested.	User did not know that this is not possible for assignments.	User did not know that this is not possible for assignments.

Werkvormen' (working methods / 'chapter items')	The 'werkvormen' (learning activities) are not intuitive/clear to enter. There are many rules that you need to know by heart, such as the number of answer options and that flipcards must have a correct answer included (so it must be a question).	User assumed that one of the flip card answers should be correct. But user did not know what all 'werkvormen' do and what it looks like.	User knows how to create a flip card. But some elements are not clear, for example why there should be a minimum number of items to select when 'informative only' is selected. It is not obvious for users what all chapter items do, so it lacks information about what you have to do, especially at sliders, hotspot and flip cards.	There is no information about how to fill in 'werkvormen' or challenges, but the feedback when input is wrong or missing is very clear.
Overview	There is no overview of which essentials fall under which learning paths	Was not identified as a problem.	Problem specifically mentioned by the user. He can see in modules which learning blocks are a part of that, but within essentials he cannot see in which modules they are.	Both product owner and project manager of RMMBR mention the lack of overview. "You often have to open a lot of things before you have the information that you are looking for, and that you actually want to have at a higher level."
Language	While creating an essential, it is unclear that you have to type new info for every language. The location of the buttons are unlogical.	Was difficult to find the button to change the language. More logical place would be at the top.	<i>Not relevant for WBCSD (everything is in English)</i>	<i>Not relevant for RMMBR (Vodafone) (everything is in Dutch)</i>
Essential types	Do users know the difference between self study, assignment, LTI, Scorm and training?	This user does not know the difference between these terms and only knows what a self study is. The word 'Opdracht' or 'assignment' leads to incorrect assumptions about what it is.	User knows the difference between the essential (learning block) types. Assignments are hardly used, so unclear for user whether it is still there or if they don't understand the application correctly.	User does not know what training is, since this is already made in a different menu item page. Assignments are never used, so only self studies are made.
Challenge	Unclear what a 'challenge' is and how it differs from a 'werkvorm'. Does a user understand this?	"I don't know what that is, is it that you give people a challenge?" Seems like it is used to test knowledge. Unclear how it differs from a 'werkvorm'. When you look at the different options to find out what the difference is, both contain multiple choice questions and 'vinkvragen'. User would only use 'werkvormen' and not challenges	For the user it does not make sense that challenge is about questions that will also be in a knowledge check and that it are separate questions outside of the learning block. The word 'challenge' does not mean much to the user. Also other users that he explains it to have to take some time to understand the difference.	User knows what the difference is and uses both challenges and 'werkvormen' regularly. However, other users often don't know what it means, so explanation is necessary.
Essential types	Is it logical to first choose which type of essential you create before moving to the next page, or is it better to first click on the general 'create essential' button, and then go to a page where you specify which type of essential you are creating? It requires fewer steps for the user, especially when they are still figuring out the difference.	The user did not recognize this as a problem.	The user did not recognize this as a problem.	The user did not recognize this as a problem.
Editing	You can only modify a challenge and learning activities when not in 'editing' mode.	This was not a problem before mentioning it. But did not make sense to user after finding out.	This was not a problem before mentioning it. But it does confuse people whom he tries to explain it to.	Apparently this was not always the case, but was recently updated. User did not mention that it bothered him.
Werkvormen' (working methods / 'chapter items')	Is it clear what each 'werkvorm' (working method) entails? Maybe an additional page after 'werkvorm aanmaken' (create learning activity) with images/examples of each learning activity? Or an initial general 'create learning activity' page where you can choose the type of learning activity you are creating.	"What are flip cards?" After seeing the page in which flip cards can be made, it was still not clear for the user what it is, only after explanation.	User knows the difference between the various challenges and working methods, but he has heard from other people that this is not always clear (for example difference between multiple choice and multiple select).	User knows the difference between all challenges and working methods
	Does this navigation makes sense? Why are 'publicaties' and 'beoordelingen' separate pages and are they, for example, not next to 'werkvormen'?	User mentions that the top buttons are white and do not attract attention, she did not see 'publicaties' before it was explained to her. The buttons look similar to 'vergrendeling', 'challenge' and 'werkvormen'. She only sees 'bewerken' and then immediately goes to 'info', etc. It would be logical to put the buttons next to 'werkvormen'.	User does think it's important that publication is a separate section. User surveys is also something that is not about the learning blocks itself, but is added to it. So does make sense that it's a separate page.	Not a problem for the user, but he understands that it would make sense to put 'publicaties' next to 'werkvormen'
	'Markeer als geüpdate' (mark as update) appears as if it leads to another page, similar to the other buttons (only for Vodafone).			This is indeed unclear. There is no feedback or option to confirm after clicking on it.
	Why first choose between standard or interactive and not make this choice when making a learning path, on the next page? Then you could still change a standard learning path into an interactive one, or the other way around.	In this case, this was not a problem. Although the user did have to go back to the list of learning paths to create an interactive learning path instead of a standard one. This could be more efficient.	<i>not relevant for WBCSD (only standard modules possible)</i>	Vodafone does not have interactive learning paths, but the same problem holds for dynamic learning paths. This is a new feature, so if the user wants to implement this to existing learning paths, he has to create them all again, since it is not possible to change an existing learning path into a dynamic one.

Standard / Interactive Learning Path	After creating a standard or interactive learning path, you cannot see whether you are making a standard or interactive one.	In this case, this was not a problem.	<i>not relevant for WBCSD (only standard modules possible)</i>	<i>not relevant for Vodafone (only standard learning paths possible)</i>
	'Inhoud beheren' (managing content) could also be on a separate tab, just like 'werkvormen' in essentials.	Was not recognized as a problem.	Was not a problem. User thought that a separate page works nice. He also often clicks on the 'manage content' button within the list, going immediately to that page.	Is not a problem for RMMBR, since he is used to how it is now.
Manage content	When you are not in editing mode, the info about managing content is below the rest of the info, while this info cannot be changed when clicking on editing. For this, you need to go to 'inhoud beheren' (managing content).	This was not tested.	This info is not often used. It was not recognized as a problem.	The user never looks at that information there. He would also assume that other users may assume that you can edit it by clicking on the edit button.
Leerpad weergeven / Inhoud beheren / Inhoud plaatsen 	In creating an interactive learning path, the navigation for placing and managing content is unclear. Why isn't 'content plaatsen' (place content) part of 'content beheren' (manage content)?	These buttons do not stand out, because 'bewerken' (edit) is much more eye-catching. The navigation itself was not a big problem now. However, the difference between the buttons is not clear to the user. "Either give these buttons also a color or give them the same color, because then you know that it are four important things"	<i>not relevant for WBCSD (only standard modules possible)</i>	<i>not relevant for Vodafone (only standard modules possible)</i>
Interactive learning path	The image displayed in 'content plaatsen' (place content) cannot be changed there; it must be done under 'info'	User had no idea how to change the image. Only after multiple instructions she managed to figure out how to do it.	<i>not relevant for WBCSD (only standard modules possible)</i>	<i>not relevant for Vodafone (only standard modules possible)</i>

G.2 All Identified Usability Problems




Other identified problems	Problem description	Mentioned possible solution	Mentioned by
General			
Menu order	The menu order does not make much sense. Does also not make sense that 'tags' can be unfolded into a submenu with one item that is also called 'tags'.	Combine everything that has something to do with content under a submenu (tags, media, courses, modules, surveys, learning blocks, additional materials, trainings, assessments, resources). And combine organizations with groups and users.	DPG Media, WBCSD, RMMBR
Text editing subtitles	When entering body text there are often text editing options such as making it bold, italic or adding blank lines. However, this is not possible for subtitles, which would be desirable for highlighting certain information (e.g. distinguishing intro from the question)	"You just want to play with it a little." "This is the question, that is not the same as the previous sentence, so between there you would want an enter [...] or make it bold."	RMMBR
Consistency among clients	New features are usually only implemented for clients that requested it. However, sometimes this includes general features that would be desirable or useful for all clients. (e.g. text with landscape images as a 'werkvorm' or adding an image next to audio).		RMMBR
Sorting	At many pages (e.g. essentials, learning paths), you can sort on title but not on other properties. It is also not consistent per page what property you can sort on.		RMMBR
Changing list order	It is not possible to change the order of essentials, learning paths, toolkit items, users, groups, etc.	"That you can change the order here. [...] Because I want some learning paths to be next to each other if I know that they belong to each other. [...] now it's a fixed order, because every time I make something new it is added at the end. Then I would want to move it to another place."	RMMBR
FAQ	There is a FAQ for end-users on the front-end, but this cannot be adjusted on the admin panel. This can only be done by Nerds & Company.		RMMBR
Deleting progress	It is not possible to delete a users' progress of an essential or learning path. So when you are testing what an essential or learning path looks like and you for example want to change the feedback of a question, you cannot see what it looks like, because you cannot answer the question again. Or if a user wants to do an essential again, this is not possible.	"Actually you would want to have it here, at users. That you can click on a user, go to their profile, I don't know. Then you'll see his achievements here [...] then you can delete that." "You just want the possibility that someone sends if you can reset their progress, because I want to try it again or I want to test it again."	RMMBR

Admin	There is no button in the front-end of the LXP that leads an admin to the admin panel. You have to type "/admin" in the address bar to go there.	"We work with many different platforms. At other platforms that button is not there if you are not admin, and if you are admin or you have certain rights, then you can click on that."	RMMBR
Lack of explanation	Overall, a manual or onboarding is missing when someone is new to the admin panel.	"Just some pop-ups, like 'click here if you want to see this'."	RMMBR
Low quality images	Images are sometimes blurry, since you can only upload maximum two MB.		RMMBR
Navigation	When you go, for example, to the third page of essentials, learning paths, groups, etc. and set the maximum number of items on 50, then click on an item and then return to the list again, you are back at the first page with a maximum of 10 items.		RMMBR
Search bar	Search bar is missing at 'first run', 'enquêtes', 'artikelen', 'trainingen', 'groepen', 'toolkit items', 'imports', 'exports', 'events', 'assessments', 'organisaties', 'leerpadgroepen', 'prestaties', 'homepage sections', 'feedback rules'		RMMBR (about groups)
Filters	Filters are missing at 'first run', 'toolkit items', 'enquêtes', 'tags', 'imports', 'exports', 'groepen', 'events', 'trainingen' (VodafoneZiggo), 'assessments', 'organisaties', 'leerpadgroepen', 'prestaties', 'homepage sections', 'feedback rules'		RMMBR (about groups)
Accessibility check	A wish would be to perform an accessibility check on the content/design according to standards/guidelines.		RMMBR
uploading templates	Copying content from templates to Blocks is time-consuming and costly. It is also prone to errors to copy everything. It would be a great addition to somehow import the templates or find a way to make the process easier and less time-consuming.		DPG Media
Basic version	A basic version of Blocks with less support and by working with a monthly fee. For example, registering on the website, entering a domain name, leaving credit card details, etc. Where items in the front-end have fixed positions, and only colors, logo, and fonts are customizable.		RMMBR, Nerds & Company

Front-end navigation	The front-end navigation is unclear for end users/employees, making it difficult for them to find everything. "And we have the experience that it's too much, which causes the user to do nothing because they simply can't see the forest for the trees. Because the navigation, well, there is no navigation. [...] If you search on 'data', you get 123 search results. [...] So the user doesn't know at all what to click on, where to start. And then, well, they just leave and do nothing."		DPG Media
Dashboard			
Data	Data doesn't say much. There is a "total number of users" mentioned, but for example, there is no graph showing how many people have logged in per day/week/month. Total XP points also don't say much. It indicates how much content is present in total, but it doesn't show which content is being read well, how the platform is being used, etc.		Loyens & Loeff + DPG Media
Essentials			
Unclear text when creating essential	Unclear difference between title and introduction title, and what 'conclusietitel' and 'conclusietekst' is.	"Is it a subtitle that comes below that?"	DPG Media
Unclear where image will end up	Unclear difference between 'afbeelding' (image) and 'afbeelding bij inhoud' (image at content)		DPG Media, RMMBR (project manager)
Wrong text at image explanation	Both at 'afbeelding' and 'afbeelding bij inhoud' the explanation says the same: 'deze afbeelding wordt op de essential tegel weergegeven' ('this image is displayed at the essential tile')		DPG Media
navigation 'enquêtes'	When looking at the 'beoordelingen' from an essential and then going back to the essential info via the arrow, the user ends up at the 'enquêtes' page and can hardly find back the essential where they were working in .		DPG Media, WBCSD
navigation creating essential (learning block)	After creating a challenge question or chapter item and go back to create a new question, you end up at the 'info' tab of the learning block instead of the list of questions.		WBCSD, RMMBR
navigation creating essential (learning block)	If you edit the info of a learning block, but you don't want to save it, you have to click on the arrow to go back, but then you go back to the list of learning blocks instead of the one you were working in. It would be better to add a cancel button that causes you to stay in the learning block.		WBCSD
Flip cards	You can only have four flip cards, not more or less.		WBCSD, RMMBR

informative Flip cards	It is good that there is an option to make flip cards 'only informative', making it not required that one of the flip cards should be correct. However, in the preview, so for the end-users they still see the text 'correct' or 'incorrect' when flipping a card of informative flip cards.		RMMBR
Locking and publication	More information / explanation is needed regarding locking and publication, since it is unclear for many users what the settings should be and how to publish learning blocks to make sure that the content is or is not shown in the right way to the right people. Has taken a lot of time to understand that.		WBCSD
Date	Users think the newest essential / learning block should be on top, and that preferably a date should be added in the overview, for example when it's created or last modified.	"Not sure what date, could be last opened, last modified, last published, last done by user etc." (WBCSD)	WBCSD, RMMBR, DPG Media
Training essentials (Vodafone)	One of the essential types within Vodafone is 'training' (besides assignment and self study). However, no one uses it or knows what it does, since 'Trainingen' is also a different menu item, so these are already created in a different page.		RMMBR
Challenge information	At Vodafone there is a minimum of three challenge questions at an essential. However, this information is not mentioned anywhere. There is also no information about what a challenge is.		RMMBR
Delete challenge questions	At Vodafone you can delete challenge questions, but once you have created three questions, you cannot delete them anymore. When having four questions, you can delete one again.		RMMBR
Maximum items	The maximum amount of items in the list of essentials is 50, but due to a large number of essentials, adding the option for a maximum of 100 would be preferable.		RMMBR
markeer als geüpdate'	The button 'markeer als geüpdate' (mark as updated) at Vodafone is supposed to indicate that an essential is updated, so the progress of end-users disappears and they know they have to do it again to know all new information again. However, it does not work, nothing happens when you click on it.		RMMBR
markeer als geüpdate'	It is not clear what the 'markeer als geüpdate' button is used for, and there is no feedback or confirmation option provided after clicking on it.		RMMBR

Deleting essentials	It is not possible to delete essentials.		RMMBR
Copying essentials	It is not possible to copy an essential.		RMMBR
Sorting	By default, the list of essentials is sorted by the date when an essential was created. This is not clear because the creation or modification date is not displayed in the list. When this information is included, it is also easier to sort by creation or last modified date.		DPG Media, WBCSD, RMMBR
Sorting	It is logical how you sort by title in alphabetical order using the arrow next to 'Title', and if you click on it again, the order is reversed. However, if you click on it again after that, you would expect the order to return to alphabetical, but it actually switches back to sorting by date.		RMMBR
Publish	There is no overview of which essentials are published and which ones are not. Only when you click on "Publish" at an essential you can see if and where it has been published.		DPG Media, RMMBR
Assignment Challenge	When creating an 'Assignment,' it states under 'Challenge': 'This category is not available here.' It is unclear that it means a challenge cannot be created under an assignment but can be created under, for example, a self-study. Maybe the entire 'Challenge' tab can be removed when creating an assignment?		WBCSD, RMMBR
Werkvormen' (working methods / 'chapter items')	The 'werkvormen' (learning activities) are not intuitive/clear to enter. There are many rules that you need to know by heart, such as the number of answer options. Also unclear why there should be a minimum number of items to select when 'informative only' is selected at flip cards. Especially flip cards, sliders and hotspots need more explanation.		DPG Media, WBCSD, RMMBR
Werkvormen' (working methods / 'chapter items')	It is unclear for novice users what every 'werkvorm' (working method) is and how it works.		DPG Media, WBCSD
Overview	There is no overview of which essentials fall under which learning paths		DPG Media, WBCSD, RMMBR
Language	While creating an essential, it is unclear that you have to type new info for every language. The location of the buttons are unlogical.		DPG Media

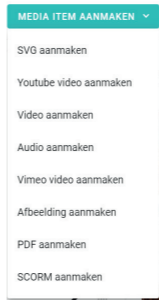

Essential types	Beginner users don't know the difference between self study, assignment, LTI, Scorm and training. Assignments are barely used. Unclear why training is at essentials (for Vodafone), since this is already made in a different menu item page.		DPG Media, WBCSD, RMMBR
Challenge	For many users it is unclear what a 'challenge' is and how it differs from a 'werkvorm'.		DPG Media, WBCSD, RMMBR
Editing	You can only modify a challenge and learning activities when not in 'editing' mode.		DPG Media, WBCSD
Buttons essentials	Top buttons are white and do not attract attention. 'publicaties' could be next to 'werkvormen'		DPG Media, RMMBR
 	A cross at 'standaard vergrendeld' (standard locked) is not intuitive --> a cross has negative associations and, therefore, seems to mean that it is locked. An open / closed lock item is maybe a more logical icon.		
Length	At info of an essential it does not say that 'duur' (length) is in minutes.		
Beoordelingsformulier' (DPG Media)	At DPG Media it says 'beoordelingsformulier' while creating an essential, while in the menu this is called 'enquête'.		
Leerpaden (learning paths)			
Interactive learning path: 'Kaart afbeelding' (map image)	Unclear what this is. User does not know the word 'svg' and does not clearly understand what is meant by being 'interactive' . "That is that you work with different media?"		DPG Media
Interactive learning path fullscreen	It would be desirable to be able to show the interactive map on fullscreen.		RMMBR
Navigation interactive map	If you finish an essential from the map, you return to the learning path and start at the top. So then you have to scroll down again instead of returning to the map so you can immediately continue.		RMMBR
	Why first choose between standard or interactive and not make this choice when making a learning path, on the next page? Then you could still change a standard learning path into an interactive one, or the other way around. Same holds for dynamic learning paths. This is a new feature, so if the user wants to implement this to existing learning paths, he has to create them all again, since it is not possible to change an existing learning path into a dynamic one.		RMMBR



	In creating an interactive learning path, the navigation for placing and managing content is unclear. Why isn't 'content plaatsen' (place content) part of 'content beheren' (manage content)? These buttons do not stand out, because 'bewerken' (edit) is much more eye-catching.	"Either give these buttons also a color or give them the same color, because then you know that it are four important things"	DPG Media
Interactive learning path	The image displayed in 'content plaatsen' (place content) cannot be changed there; it must be done under 'info'		DPG Media
Manage content	When you are not in editing mode, the info about managing content is below the rest of the info, while this info cannot be changed when clicking on editing. For this, you need to go to 'inhoud beheren' (managing content).		RMMBR
Locking	" 'standaard op slot', 'verplichte opdracht', I don't understand that." "Is that whether you can show it or not, but if you create it, you would want to show it right?"		DPG Media
Knowledge check	User assumes that 'knowledge check' means that there will be a test afterwards.		DPG Media
Nawerk essentials (post-work essentials)	User assumes that 'nawerk essentials' (post-work essentials) is where they can select essentials that are part of the learning path, while it is meant to select essentials that should be done after completing the learning path.		DPG Media
Contentgroep	"add content group, I don't understand that at all" "What is a content group?" The word 'groep' is very confusing, since 'groepen' (groups) is also a menu item. Therefore, the user associates the word group in 'content groups' with people (users).	"What would be more logical for me is 'content', that it is about content."	DPG Media
Voeg content toe (add content)	It is not immediately clear that the word 'content' in this case means 'essentials'.	"Here it should say 'essential'" (instead of 'content')	DPG Media
Inhoud plaatsen (placing content)	Unclear what 'inhoud plaatsen' (placing content) within an interactive learning path is and what needs to be done here. User does not know the difference between, 'inhoud plaatsen', 'inhoud beheren' and 'publiceren'. User assumes that 'inhoud plaatsen' means that it will be placed onto the Academy or to add content.	"Maybe name it 'interactie plaatsen' instead of 'inhoud plaatsen', or 'interactief maken'"	DPG Media
Navigation 'publiceren'	When clicking the arrow in 'publiceren' to go back, you end up in the list of learning paths, instead of the info of the learning path you were working in. So now you have to find that specific learning path again.		DPG Media


Surveys	In a learning block you can see what survey is coupled to it, and in a survey you can see to which learning block it is coupled, but in a module you can only see which learning blocks are in it, but not which surveys are coupled to those learning blocks.		WBCSD
Modules 'allow foreign content'	In managing content for modules there is a toggle switch about 'allow foreign content' with information next to it that says 'Allow regions to add their own content within this segment.'. However, the word 'regions' is not used anywhere else.		WBCSD
Finding essentials	When adding content to a learning path, there are no filters and you cannot see the whole list. The only way to find an essential is by using the search bar, if you remember its name.		RMMBR
Adding groups to dynamic learning path	When selecting groups for a dynamic learning path, there are no search options (search bar, filter, sorting etc.). The only way to find it, is by going through all pages of groups to find the right one.		RMMBR
Add trainings to learning path	Only for DPG Media it is possible to add trainings to learning paths. Also for other clients it would be desirable to have this option (at least for Vodafone)		RMMBR
Filtering learning path type	It is not possible to filter or sort on learning path type (standard or dynamic)		RMMBR
Deleting learning paths	It is not possible to delete a learning path.		RMMBR
Copying learning paths	It is not possible to copy a learning path.		RMMBR
Locking	In the list of learning paths 'standaard vergrendeld' (locked by default) is not present, while it is in the list of essentials.		
Consistency	At 'nawerk essentials' (post-work essentials) the word 'unlocked' is stated, instead of 'ontgrendeld'		
E-learning vs lti/scorm	When adding content to learning paths, there is an essential type called 'e-learning,' while in essentials, it is referred to as 'LTI' or 'Scorm.'		

Consistency	When creating an essential, 'Vergrendeling' (locking) is at a separate tab, while in a learning path these tabs are not present. Additionally, in a learning path, it is referred to as 'Standaard op slot' instead of 'Standaard vergrendeld'. And 'Verplichte opdracht' (Mandatory assignment) instead of 'Verplicht toegewezen' (mandatory assigned) (are these the same?)		
Trainingen (trainings)			
Images	It is not always clear where the images will end up on the platform. Therefore, the user always chooses the same image for 'afbeelding voor tegel' and 'afbeelding bij content'. User does not know what a 'tegel' (tile) is.		DPG Media
New trainings not visible in overview	When creating a new training, it cannot be found in the list of trainings until you filter on 'nieuw' (new), since by default it is filtered on planned trainings. You can either get a list of new, planned or expired trainings, but not all of those trainings in one list.		DPG Media
Status <input type="radio"/> Nieuw <input checked="" type="radio"/> Gepland <input type="radio"/> Verlopen			
Session title	Unlogical that you have to fill in the title of a training session only halfway down the page.	"I would start with that. What is the title, what is the trainer, and then the date"	DPG Media
Sign up date	Initially it seems like the date is the date of the session instead of the sign up date.		DPG Media
Title offline/online contact moment	Was very confusing for the user to fill in the title again, because they just filled in the title of the training. Apparently here the title should be something like 'trainings day'. This is not clear.	"It would maybe be easier if you had a drop-down tool, and that you choose between workshop, trainings day, webinar"	DPG Media
toevoeging' (addition)	Currently they use 'toevoeging' to fill in the room.	"Maybe it would be better if here it would say 'room'" (instead of 'toevoeging')	DPG Media
aanwijzingen' (instructions)	In the beginning it was unclear to the user what 'aanwijzingen' was meant to do, whether this are instructions for them or for the end-user.	"Usually it is title, body, body text and at 'aanwijzingen' I thought 'what do they mean by that?'" "I would say, offline contact moment, okay, when would that take place? Where would that take place? And then instead of 'aanwijzingen' I would just say 'body' or 'text' of something, I don't know"	DPG Media
Link online contact moment	Usually the link is not yet available, since the trainer often sends it only a few days in advance. Without a link it cannot be saved.	Now they fill in "https://zoomlinkvolgt"	DPG Media

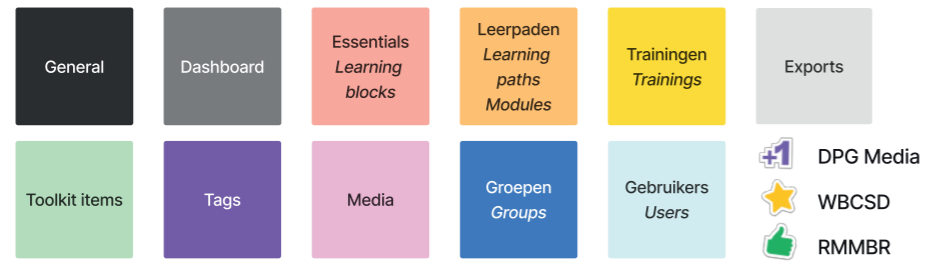
toevoegen offline contactmoment' / 'toevoegen online contact moment' (add offline/online contact moment)	It looks like you have to click the button 'toevoegen offline/online contact moment' (add offline/online contact moment) to save the information that you just filled in for the contact moments, but this is meant to add an extra contact moment.	"I would actually maybe put a plus-sign before this, so you know that you can add an extra one"	DPG Media
in afwachting' (pending) and 'wachtljst' (waiting list)	In the beginning the difference between 'in afwachting' and 'wachtljst' was not clear. Also 'in afwachting' is only necessary if approval is mandatory.		DPG Media
geïnteresseerden'	If someone already signed up, so is in the list of 'inschrijvingen' (sign ups), 'wachtljst' (waiting list) or 'in afwachting' (pending), they are also at the list of interested people, because they first indicated that they were interested.		DPG Media
Navigation	When going to 'voorvertoning' (preview) of a training, and then click on the arrow to go back, you end up in the list of essentials in the admin panel.		DPG Media
Session buttons	Within sessions you can click on a button at 'inschrijvingen' to see who has subscribed. This button looks the same as the components at 'in afwachting' and 'wachtljst', so it seems like that are buttons as well, but you cannot click on that.		RMMBR
insight participants	As a trainer you can see participants, but you cannot click on them. So a trainer cannot see whether a participant has done the essentials that are required to participate in a training.	"You just want to see what someone has done to check if they can participate in the training."	RMMBR
Media			
Media items in use	Media page is used to remove media items that are not used. Unused media items can be recognized by a red trash can (compared to a grey, unactive trash can if it is used), so you have to browse through all media items to find unused media items, instead of just filtering on that.		WBCSD
Uploading	You can only upload one image / video / media item at a time.	"And that is something that would be nice if it can be done in bulk, that you can put all the images for a course in a folder at once."	RMMBR, WBCSD
Navigation	'Map aanmaken' (create folder) is not at a logical place, why not inside the 'mappen' (folders) compartment.		
Page lay-out	Is the whole lay-out of the page logical? 'Mappen'(folders) en 'soorten' (types) have the same lay-out, maybe the folders could actually have folder icons?		

	Is it a logical order to first choose what media item you are creating instead of first going to the next page after clicking 'media item aanmaken' (create media item) and choose there what you are creating.		
	Not logical to go to a new page when clicking the pencil icon of a folder		
Groepen (groups)			
Managers in groups	For Vodafone Business partners (also relevant for other clients), there is a group for every partner. People from Vodafone who are responsible for a particular group and their managers also want to have insight into that group, so they are added to it. This looks odd to the business partners, as they have people from Vodafone in their groups whom they don't know. It is possible to create groups and subgroups, and within these subgroups more subgroups, etc. Every time a subgroup is created, the user can indicate who are managers. However, now these managers have to be added to all subgroups individually, leading to more people from Vodafone in partner groups.	Managers of groups should be able to access all subgroups below that. "Every time you make a subgroup, you decide who is the manager [...] so who can see the next subgroups"	RMMBR
Subgroups	It is only possible to create new subgroups to a certain (sub)group, but after that you can't go back and assign a series of subgroups to a larger main group above that. You can't make a main group and assign an existing subgroup to it. So you can only go deeper, not higher.	"In the ideal scenario, you would make a new main group, and there are many existing groups, because every time anyone logs in a group is automatically created, and you take that group and drag it to the right main group. In other words, the people from Vodafone are only in the main group, [...] they can see all those people, so then this subgroup is added, that subgroup is added."	RMMBR
Overview main groups subgroups	It is possible to see which subgroups are part of a group, but when clicking on a subgroup it is not possible to see to which main group it belongs. In the list you also can't see which ones are main groups and which ones are subgroups.		RMMBR
Overview users in groups	There is no overall overview of the users of each group. You can only see it if you go to a group or to the profile of a user.		RMMBR
Toolkit items			
Deleting toolkit items	It is not possible to delete a toolkit item.		RMMBR
Copying toolkit items	It is not possible to copy a toolkit item.		RMMBR
Tags			
Lack of overview	At an essential you can see which tags are connected to it, but when looking at a tag, you cannot see to which essentials it is connected.		RMMBR

Preview is missing	What are the images for? If tags would also have the preview option, similar to essentials and learning paths, this would be clear.		
	A cross has the association that it is hidden, it would be better if it said 'Zichtbaar' (visible) with a check icon, instead of 'Verborgen' (hidden) with a cross.		
Gebruikers / users			
Filters	There are no options to filter on organization or role		
Assigning content	When assigning content to a user, it would also be useful to be able to filter on content type.		
Sorting	You can only sort by email and 'is leidinggevend' (is manager), not by name, etc.		
	When filtering on 'is leidinggevend' it are radio buttons with 'both', 'yes' and 'no'. Why not just checkboxes of 'yes' and 'not', just like other filters (in essentials, etc.)		
Editing	After creating a user, you no longer see 'weergavennaam' (display name). Additionally, you can't change the name, email address, or organization afterwards.		
More self-reliant	Nerds & Company: "There's something to be said for them being able to create their own roles at some point and check off things like 'okay, this one can only access that content' or 'that one can only access published content,' something like that. And that's something they can't do themselves right now, something they always need us for, and in the end, there are a number of features we could create that would make them more self-reliant, so they wouldn't have to submit a support request every time they need us to do something."		Nerds & Company
Remove users	Users always remain in the system. "We have over 10,000 users, but not even that many people work here. And that's a real disadvantage because it clutters the data."		DPG Media
Profile	When you go to someone's profile, you go to the front end. There you can also assign content. What is the difference with 'toewijzingen beheren' (manage assignments) in the admin panel?		
Assigning content	There is no clear overview of which content is assigned to users. It's only when you click on a user and go to 'toewijzingen beheren' (manage assignments) that you can see that.		

	It is not a logical way to assign content by using the tabs 'niet toegewezen' (not assigned) and 'toegewezen' (assigned). Why create this division between 'unassigned' and 'assigned'? It could all be in one list or overview.		
Exports			
Selecting data	Clients cannot currently make a large selection of the specific data they want and export it themselves. It's not super useful, because you just get a spreadsheet with 19.000 rows. [...] I'm not a data wizard		Nerds & Company, DPG Media
Published content	There is no option to export the content that is published on the LXP. "We need that because sometimes we can't even advise people internally on what they should learn or what they can do on the Academy."		DPG Media

G.3 Categorisation Usability Problems



General New Features

1 visibility of system status

- New features are usually only implemented for clients that requested it. However, sometimes this includes general features that would be desirable or useful for all clients. (e.g. text with landscape images as a 'werkvorm' or adding an image next to audio).
- A basic version of Blocks with less support and by working with a monthly fee. For example, registering on the website, entering a domain name, leaving credit card details, etc. Where items in the front-end have fixed positions, and only colors, logo, and fonts are customizable.
- A wish would be to perform an accessibility check on the content/design according to standards/guidelines.

Structure

Skeleton

Surface

- It is good that there is an option to make flip cards 'only informative', making it not required that one of the flip cards should be correct. However, in the preview, so for the end-users they still see the text 'correct' or 'incorrect' when flipping a card of informative flip cards.
- The button 'marker als geüpdate' (mark as updated) at Vodafone is supposed to indicate that an essential is updated, so the progress of end-users disappears and they know they have to do it again to know all new information again. However, it does not work, nothing happens when you click on it.
- By default, the list of essentials is sorted by the date when an essential was created. This is not clear because the creation or modification date is not displayed in the list. When this information is included, it is also easier to sort by creation or last modified date.
- You can only modify a challenge and learning activities when not in 'editing' mode.
- When creating a new training, it cannot be found in the list of trainings until you filter on 'nieuw' (new), since by default it is filtered on planned trainings. You can either get a list of new, planned or expired trainings, but not all of those trainings in one list.

2 match between system and the real world


Structure


- The menu order does not make much sense. Does also not make sense that 'tags' can be unfolded into a submenu with one item that is also called 'tags'.
- Data doesn't say much. There is a "total number of users" mentioned, but for example, there is no graph showing how many people have logged in per day/week/month. Total XP points also don't say much. It indicates how much content is present in total, but it doesn't show which content is being read well, how the platform is being used, etc.
- When looking at the 'beoordelingen' from an essential and then going back to the essential info via the arrow, the user ends up at the 'enquêtes' page and can hardly find back the essential where they were working in.
- After creating a challenge question or chapter item and go back to create a new question, you end up at the 'info' tab of the learning block instead of the list of questions.
- When you are not in editing mode, the info about managing content is below the rest of the info, while this info cannot be changed when clicking on editing. For this, you need to go to 'inhoud beheren' (managing content).
- In creating an interactive learning path, the navigation for placing and managing content is unclear. Why isn't 'content plaatsen' (place content) part of 'content beheren' (manage content)? These buttons do not stand out, because 'bewerken' (edit) is much more eye-catching.
- User assumes that 'nawerk essentials' (post-work essentials) is where they can select essentials that are part of the learning path, while it is meant to select essentials that should be done after completing the learning path.
- The image displayed in 'content plaatsen' (place content) at an interactive learning path cannot be changed there; it must be done under 'info'.
- When you go to someone's profile, you go to the front end. There you can also assign content. What is the difference with 'toewijzingen beheren' (manage assignments) in the admin panel?


Skeleton


- Both at 'afbeelding' and 'afbeelding bij inhoud' the explanation says the same: 'deze afbeelding wordt op de essential tegel weergegeven' ('this image is displayed at the essential tile')
- More information / explanation is needed regarding locking and publication, since it is unclear for many users what the settings should be and how to publish learning blocks to make sure that the content is or is not shown in the right way to the right people. Has taken a lot of time to understand that.
- When creating an 'Assignment', it states under 'Challenge': 'This category is not available here.' It is unclear that it means a challenge cannot be created under an assignment but can be created under, for example, a self-study. Maybe the entire 'Challenge' tab can be removed when creating an assignment?


Skeleton


 It is unclear for novice users what every 'werkvorm' (working method) is and how it works.


 Beginner users don't know the difference between self study, assignment, LTI, Scorm and training. Assignments are barely used. Unclear why training is at essentials (for Vodafone), since this is already made in a different menu item page.


 For many users it is unclear what a 'challenge' is and how it differs from a 'werkvorm'.


 Unclear difference between 'afbeelding' (image) and 'afbeelding bij inhoud' (image at content)


 Unclear difference between title and introduction title, and what 'conclusietitel' and 'conclusietekst' is.


 User assumes that 'knowledge check' means that there will be a test afterwards.


 add content group, I don't understand that at all "What is a content group?" The word 'groep' is very confusing, since 'groepen' (groups) is also a menu item. Therefore, the user associates the word group in 'content groups' with people (users).


 Unclear what 'inhoud plaatsen' (placing content) within an interactive learning path is and what needs to be done here. User does not know the difference between, 'inhoud plaatsen', 'inhoud beheren' and 'publiceren'. User assumes that 'inhoud plaatsen' means that it will be placed onto the Academy or to add content.


 Unclear what 'kaart afeelding' (map image) at interactive learning path is. User does not know the word 'svg' and does not clearly understand what is meant by being 'interactive'. "That is that you work with different media?"


 "standaard op slot', 'verplichte opdracht', I don't understand that." "Is that whether you can show it or not, but if you create it, you would want to show it right?"

 Currently they use 'toevoeging' to fill in the room.


 In the beginning it was unclear to the user what 'aanwijzingen' was meant to do, whether these are instructions for them or for the end-user.

 In the beginning the difference between 'in afwachting' and 'wachtlijst' was not clear. Also 'in afwachting' is only necessary if approval is mandatory.

 Initially it seems like the date is the date of the session instead of the sign up date.

 It is not always clear where the images will end up on the platform. Therefore, the user always chooses the same image for 'afbeelding voor tegel' and 'afbeelding bij content'. User does not know what a 'tegel' (tile) is.

Skeleton

 Was very confusing for the user to fill in the title again at offline/online contact moment, because they just filled in the title of the training. Apparently here the title should be something like 'trainings day'. This is not clear.

What are the images for? If tags would also have the preview option, similar to essentials and learning paths, this would be clear.

Is the whole lay-out of the page logical? 'Mappen'(folders) en 'soorten' (types) have the same lay-out, maybe the folders could actually have folder icons?

It is not a logical way to assign content by using the tabs 'niet toegewezen' (not assigned) and 'toegewezen' (assigned). Why create this division between 'unassigned' and 'assigned'? It could all be in one list or overview.

Surface


A cross at 'standaard vergrendeld' (standard locked) is not intuitive → a cross has negative associations and, therefore, seems to mean that it is locked. An open / closed lock item is maybe a more logical icon.

A cross has the association that it is hidden, it would be better if it said 'Zichtbaar' (visible) with a check icon, instead of 'Verborgen' (hidden) with a cross.


3


user control and freedom


Structure

 If you edit the info of a learning block, but you don't want to save it, you have to click on the arrow to go back, but then you go back to the list of learning blocks instead of the one you were working in. It would be better to add a cancel button that causes you to stay in the learning block.

Skeleton

 it is not possible to delete a users' progress of an essential or learning path. So when you are testing what an essential or learning path looks like and you for example want to change the feedback of a question, you cannot see what it looks like, because you cannot answer the question again. Or if a user wants to do an essential again, this is n...

 It is not possible to delete essentials.

 At Vodafone you can delete challenge questions, but once you have created three questions, you cannot delete them anymore. When having four questions, you can delete one again.

Skeleton

It is not possible to delete learning paths.

It is not possible to delete toolkit items.

After creating a user, you no longer see 'weergavenaam' (display name). Additionally, you can't change the name, email address, or organization after...

4

consistency and standards

Structure

Only for DPG Media it is possible to add trainings to learning paths. Also for other clients it would be desirable to have this option (at least for Vodafone)

Skeleton

At many pages (e.g. essentials, learning paths), you can sort on title but not on other properties. It is also not consistent per page what property you can sort on.

Search bar is missing at 'first run', 'enquêtes', 'artikelen', 'trainingen', 'groepen', 'toolkit items', 'imports', 'exports', 'events', 'assessments', 'organisaties', 'leerpadgroepen', 'prestaties', 'homepage sections', 'feedback rules'

Filters are missing at 'first run', 'toolkit items', 'enquêtes', 'tags', 'imports', 'exports', 'groepen', 'events', 'trainingen' (VodafoneZiggo), 'assessments', 'organisaties', 'leerpadgroepen', 'prestaties', 'homepage sections', 'feedback rules'

It is logical how you sort by title in alphabetical order using the arrow next to 'Title', and if you click on it again, the order is reversed. However, if you click on it again after that, you would expect the order to return to alphabetical, but it actually switches back to sorting by date.

While creating an essential, it is unclear that you have to type new info for every language. The location of the buttons are unlogical.

At DPG Media it says 'beoordelingsformulier' while creating an essential, while in the menu this is called 'enquête'.

Skeleton

One of the essential types within Vodafone is 'training' (besides assignment and self study). However, no one uses it or knows what it does, since 'Trainingen' is also a different menu item, so these are already created in a different page.

In managing content for modules there is a toggle switch about 'allow foreign content' with information next to it that says 'Allow regions to add their own content within this segment.'. However, the word 'regions' is not used anywhere...

In the list of learning paths 'standaard vergrendeld' (locked by default) is not present, while it is in the list of essentials.

At 'nawerk essentials' (post-work essentials) the word 'unlocked' is stated, instead of 'ontgrendeld'

When adding content to learning paths, there is an essential type called 'e-learning,' while in essentials, it is referred to as 'LT' or 'Scorm.'

When creating an essential, 'Vergrendeling' (locking) is at a separate tab, while in a learning path these tabs are not present. Additionally, in a learning path, it is referred to as 'Standaard op slot' instead of 'Standaard vergrendeld'. And 'Verplichte opdracht' (Mandatory assignment) instead of 'Verplicht toegewezen' (mandatory assigned) (are these the same?)

It is not immediately clear that the word 'content' at 'voeg content toe' (add content) in this case means 'essentials'.

It looks like you have to click the button 'toevoegen offline/online contact moment' (add offline/online contact moment) to save the information that you just filled in for the contact moments, but this is meant to add an extra contact moment.

Within sessions you can click on a button at 'inschrijvingen' to see who has subscribed. This button looks the same as the components at 'in afwachting' and 'wachlijst', so it seems like that are buttons as well, but you cannot click on these.

Unlogical that you have to fill in the title of a training session only halfway down the page.

Not logical to go to a new page when clicking the pencil icon of a folder

'Map aanmaken' (create folder) is not at a logical place, why not inside the 'mappen' (folders) compartment.


There are no options to filter on organization or role.

When filtering on 'is leidinggevend' it are radio buttons with 'both', 'yes' and 'no'. Why not just checkboxes of 'yes' and 'not', just like other filters (in essentials, etc.)


You can only sort by email and 'is leidinggevend' (is manager), not by name, etc.

5 error prevention


Skeleton




It is not clear what the 'markeer als geüpdate' button is used for, and there is no feedback or confirmation option provided after clicking on it.



If someone already signed up, so is in the list of 'inschrijvingen' (sign ups), 'wachlijst' (waiting list) or 'in afwachting' (pending), they are also at the list of interested people, because they first indicated that they were interested.




Usually the link is not yet available, since the trainer often sends it only a few days in advance. Without a link it can...




As a trainer you can see participants, but you cannot click on them. So a trainer cannot see whether a participant has done the essentials that are required to participate in a training.

6 recognition rather than recall


Skeleton




There is no button in the front-end of the LXP that leads an admin to the admin panel. You have to type "/admin" in the address bar to go there.



At Vodafone there is a minimum of three challenge questions at an essential. However, this information is not mentioned anywhere. There is also no information about what a challenge is.




Top buttons are white and do not attract attention. 'publicaties' could be next to 'werkvormen'



The 'werkvormen' (learning activities) are not intuitive/clear to enter. There are many rules that you need to know by heart, such as the number of answer options. Also unclear why there should be a minimum number of items to select when 'informative only' is selected at flip cards. Especially flip cards, sliders and hotspots need more explanation.

At info of an essential it does not say that 'duur' (length) is in minutes.



When adding content to a learning path, there are no filters and you cannot see the whole list. The only way to find an essential is by using the search bar, if you remember its name.

7 flexibility and efficiency of use

Skeleton



Copying content from templates to Blocks is time-consuming and costly. It is also prone to errors to copy everything. It would be a great addition to somehow import the templates or find a way to make the process easier and less time-consuming.



There is a FAQ for end-users on the front-end, but this cannot be adjusted on the admin panel. This can only be done by Nerds & Company.



There is no overview of which essentials are published and which ones are not. Only when you click on "Publish" at an essential you can see if and where it has been published.



There is no overview of which essentials fall under which learning paths



If you finish an essential from the map of an interactive learning path in the front-end, you return to the learning path and start at the top. So then you have to scroll down again instead of returning to the map so you can immediately continue.



When clicking the arrow in 'publiceren' to go back, you end up in the list of learning paths, instead of the info of the learning path you were working in. So now you have to find that specific learning path again.



Why first choose between standard or interactive and not make this choice when making a learning path, on the next page? Then you could still change a standard learning path into an interactive one, or the other way around. Same holds for dynamic learning paths. This is a new feature, so if the user wants to implement this to existing learning paths, they have to create them all again, since it is not possible to change an existing learning path into a dynamic one.



In an essential / learning block you can see what survey is coupled to it, and in a survey you can see to which learning block it is coupled, but in a learning path / module you can only see which learning blocks are in it, but not which surveys are coupled to those learning blocks.



When going to 'voorvertoning' (preview) of a training, and then click on the arrow to go back, you end up in the list of essentials in the admin panel.




At an essential you can see which tags are connected to it, but when looking at a tag, you cannot see to which essentials it is connected.


Is it a logical order to first choose what media item you are creating instead of first going to the next page after clicking 'media item aanmaken' (create media item) and choose there what you are creating?




It is possible to see which subgroups are part of a group, but when clicking on a subgroup it is not possible to see to which main group it belongs. In the list you also can't see which ones are main groups and which ones are subgroups.

Skeleton


 There is no overall overview of the users of each group. You can only see it if you go to a group or to the profile of a user.


 It is only possible to create new subgroups to a certain (sub)group, but after that you can't go back and assign a series of subgroups to a larger main group above that. You can't make a main group and assign an existing subgroup to it. So you can only go deeper, not higher.


 N&C
 "There's something to be said for them being able to create their own roles at some point and check off things like 'okay, this one can only access that content' or 'that one can only access published content,' something like that. And that's something they can't do themselves right now, something they always need us for, and in the end, there are a number of features we could create that would make them more self-reliant, so they wouldn't have to submit a support request every time they need us to do something."


There is no clear overview of which content is assigned to users. It's only when you click on a user and go to 'toewijzingen beheren' (manage assignments) that you can see that.



Skeleton


 It is not possible to change the order of essentials, learning paths, toolkit items, users, groups, etc.


 When you go, for example, to the third page of essentials, learning paths, groups, etc. and set the maximum number of items on 50, then click on an item and then return to the list again, you are back at the first page with a maximum of 10 items.


 The maximum amount of items in the list of essentials is 50, but due to a large number of essentials, adding the option for a maximum of 100 would be preferable.


 It is not possible to copy an essential.

  You can only have four flip cards, not more or less.


 Users think the newest essential / learning block should be on top, and that preferably a date should be added in the overview, for example when it's created or I...


 When selecting groups for a dynamic learning path, there are no search options (search bar, filter, sorting etc.). The only way to find it, is by going through all pages of groups to find the right one.


 It is not possible to filter or sort on learning path type (standard or dynamic)



 It is not possible to copy a learning path.


Skeleton

 It would be desirable to be able to show the interactive map on fullscreen.


 It is not possible to copy toolkit items.


 Media page is used to remove media items that are not used. Unused media items can be recognized by a red trash can (compared to a grey, unactive trash can if it is used), so you have to browse through all media items to find unused media items, instead of just filtering on that.


  You can only upload one image / video / media item at a time.

 For Vodafone Business partners (also relevant for other clients), there is a group for every partner. People from Vodafone who are responsible for a particular group and their managers also want to have insight into that group, so they are added to it. This looks odd to the business partners, as they have people from Vodafone in their groups whom they don't know. It is possible to create groups and subgroups, and within these subgroups more subgroups, etc. Every time a subgroup is created, the user can indicate who are managers. However, now these managers have to be added to all subgroups individually, leading to more people from Vodafone in partner groups.

When assigning content to a user, it would also be useful to be able to filter on content ty...

 Users always remain in the system. "We have over 10,000 users, but not even that many people work here. And that's a real disadvantage because it clutters the data."


 There is no option to export the content that is published on the LXP. "We need that because sometimes we can't even advise people internally on what they should learn or what they can do on the Academy."

 N&C
 Clients cannot currently make a large selection of the specific data they want and export it themselves. It's not super useful, because you just get a spreadsheet with 19.000 rows. [...] I'm not a data wizard


8


aesthetic and minimalist design

Skeleton

 The front-end navigation is unclear for end users/employees, making it difficult for them to find everything. "And we have the experience that it's too much, which causes the user to do nothing because they simply can't see the forest for the trees. Because the navigation, well, there is no navigation. [...] If you search on 'data', you get 123 search results. [...] So the user doesn't know at all what to click on, where to start. And then, well, they just leave and do nothing."

Surface

 Images are sometimes blurry, since you can only upload maximum two MB.

 When entering body text there are often text editing options such as making it bold, italic or adding blank lines. However, this is not possible for subtitles, which would be desirable for highlighting certain information (e.g. distinguishing intro from the question)

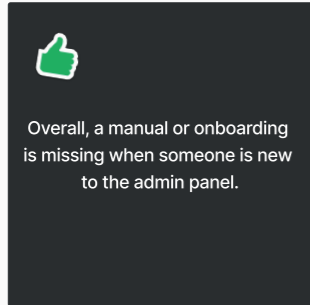
9

help users recognize, diagnose, and recover from errors

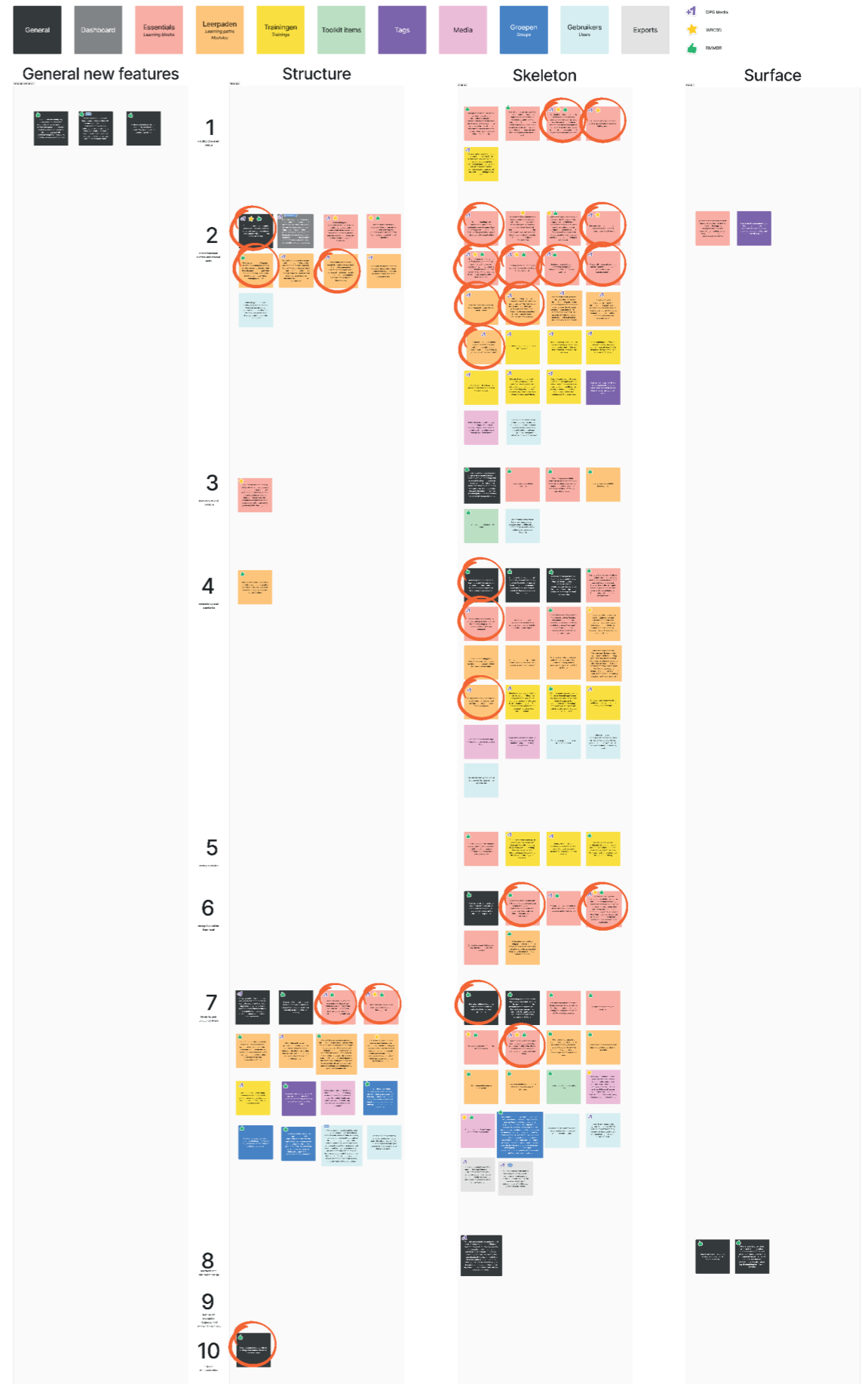
10

help and documentation

Structure



G.4 Selected Usability Problems in Categorization



G.5 Additional Addressed Problems

Additional addressed problems - minor related changes

Essentials Learning Paths General

+1 DPG Media
★ WBCSD
👍 RMMBR

<p>At DPG Media it says 'beoordelingsformulier' while creating an essential, while in the menu this is called 'enquête'.</p>	<p>A cross at 'standaard vergrendeld' (standard locked) is not intuitive → a cross has negative associations and, therefore, seems to mean that it is locked. An open / closed lock item is maybe a more logical icon.</p>	<p>👍 It is not possible to delete essentials.</p>	<p>👍 It is not possible to copy an essential.</p>
<p>At info of an essential it does not say that 'duur' (length) is in minutes.</p>	<p>★ 👍 You can only have four flip cards, not more or less.</p>	<p>👍 When adding content to a learning path, there are no filters and you cannot see the whole list. The only way to find an essential is by using the search bar, if you remember its name.</p>	<p>👍 It is not possible to copy a learning path.</p>
<p>At 'nawerk essentials' (post-work essentials) the word 'unlocked' is stated, instead of 'ontgrendeld'</p>	<p>👍 It is not possible to delete learning paths.</p>	<p>When adding content to learning paths, there is an essential type called 'e-learning,' while in essentials, it is referred to as 'LTI' or 'Scorm.'</p>	<p>👍 Only for DPG Media it is possible to add trainings to learning paths. Also for other clients it would be desirable to have this option (at least for Vodafone)</p>
<p>👍 It is not possible to filter or sort on learning path type (standard or dynamic)</p>	<p>★ In managing content for modules there is a toggle switch about 'allow foreign content' with information next to it that says 'Allow regions to add their own content within this segment.'. However, the word 'regions' is not used anywhere else.</p>	<p>👍 When entering body text there are often text editing options such as making it bold, italic or adding blank lines. However, this is not possible for subtitles, which would be desirable for highlighting certain information (e.g. distinguishing intro from the question)</p>	

Additional addressed problems - automatically solved by solving selected problems

Essentials Learning Paths General

+1 DPG Media
★ WBCSD
👍 RMMBR

<p>👍 It is logical how you sort by title in alphabetical order using the arrow next to 'Title', and if you click on it again, the order is reversed. However, if you click on it again after that, you would expect the order to return to alphabetical, but it actually switches back to sorting by date.</p>	<p>★ If you edit the info of a learning block, but you don't want to save it, you have to click on the arrow to go back, but then you go back to the list of learning blocks instead of the one you were working in. It would be better to add a cancel button that causes you to stay in the learning block.</p>	<p>★ 👍 When creating an 'Assignment', it states under 'Challenge': 'This category is not available here.' It is unclear that it means a challenge cannot be created under an assignment but can be created under, for example, a self-study. Maybe the entire 'Challenge' tab can be removed when creating an assignment?</p>	<p>+1 👍 Top buttons are white and do not attract attention. 'publicaties' could be next to 'werkvormen'</p>
<p>When creating an essential, 'Vergrendeling' (locking) is at a separate tab, while in a learning path these tabs are not present. Additionally, in a learning path, it is referred to as 'Standaard op slot' instead of 'Standaard vergrendeld'. And 'Verplichte opdracht' (Mandatory assignment) instead of 'Verplicht toegewezen' (mandatory assigned) (are these the same?)</p>	<p>In the list of learning paths 'standaard vergrendeld' (locked by default) is not present, while it is in the list of essentials.</p>	<p>+1 When clicking the arrow in 'publiceren' to go back, you end up in the list of learning paths, instead of the info of the learning path you were working in. So now you have to find that specific learning path again.</p>	

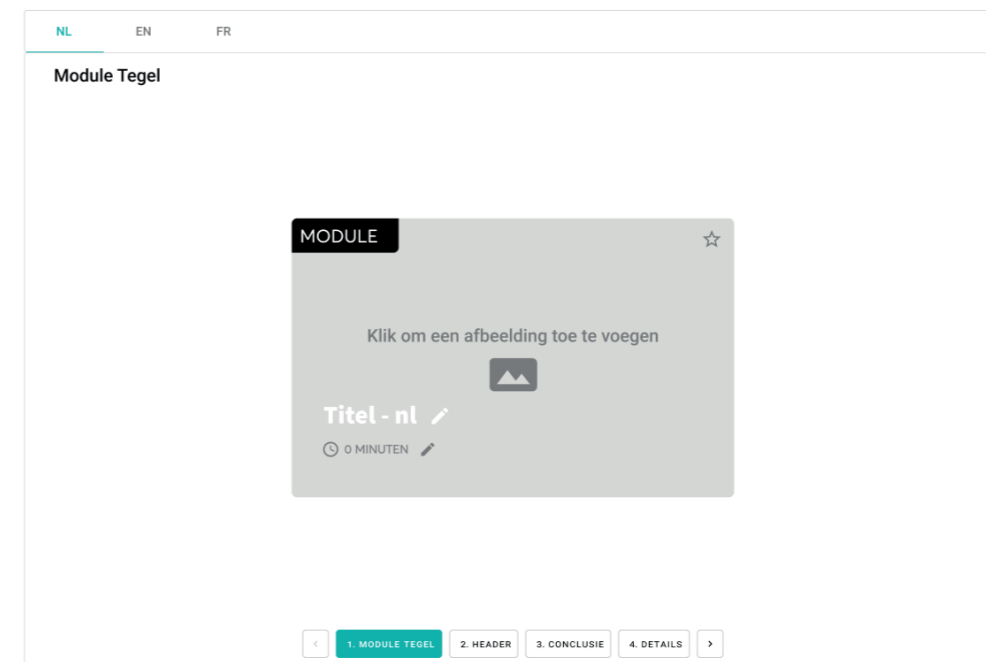
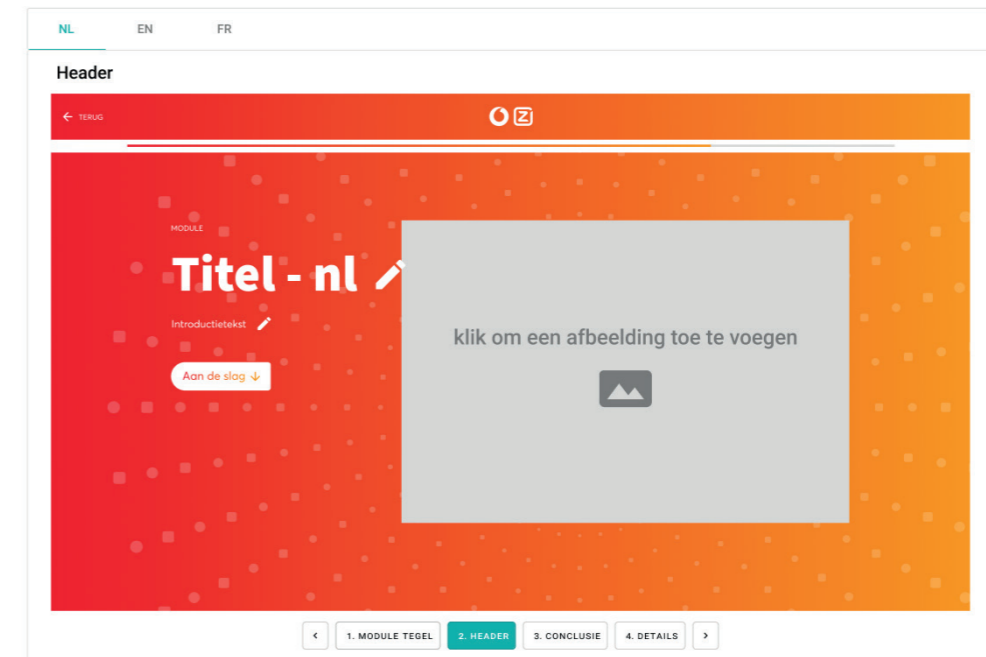
H. Competitor Analysis

H.1 Content Related Terms Used by Competitors

Competitor name	Description	Used terms related to content
oZone	Other LXP made by Nerds & Company, specifically for technical companies (oZone, n.d.).	Opleiding, leerpaden, onderwerpen (e-learning, informatie, praktijkopdracht, training, LTI-koppeling), mediabibliotheek, toets, les, contentblok
Moodle	Highly customizable LMS globally used by organisations of all sizes, such as schools, companies and government departments (Moodle, n.d.).	No fixed terms due to customizable menu Courses / cursussen
Studytube	Studytube offers an LXP and an LMS for companies, as well as an online training library and an authors tool to create own trainings (Studytube, n.d.).	Trainings / trainingen, micro learnings, online learnings, classroom trainings, internal events
360Learning	Collaborative learning platform in which anyone can elevate and respond to requests for knowledge (360Learning, n.d.).	Courses, paths, program sessions, program templates, classrooms, projects, learning needs, skills, validations, certificates, collaborative activities
Rakoo	Combination of LMS, LXP and authors tool to create learning activities for companies (Rakoo, n.d.).	Leeractiviteiten, microlearnings, e-learnings, examens, learning playlist, leervormen, trainingen
TalentLMS	LMS for organisations, with read-made courses and option to create own courses, live sessions and tests and quizzes (TalentLMS, n.d.).	Courses, learning paths, training sessions, quizzes, tests, assignments, surveys, instructor-led trainings (ILT), certificates
MyCademy	LXP with pre-made courses and a community with other organisations or fellow students of other organisations (MyCademy, n.d.).	Leerpaden, (online /klassikale) trainingen, cursussen, lessen, leermiddelen, virtuele labs, proefexamens, micro learnings, bootcamps
GuruCan	LMS that is focussed on creating courses, also for mobile (Gurucan, n.d.).	Courses, challenges, articles, trainings, quizzes, tests, homework, video lectures, webinars, modules.

I. Preview Mode Design Solutions

I.1 Preview Mode – Earlier Iterations



Discarded due to inefficiency for experienced users

I.2 Preview Mode Learning Paths

Modules > Zelfstudie aanmaken

INFO VERGRENDING WERKVORMEN

NL EN FR

Module Tegel

Titel - nl

Tegelafbeelding
Deze afbeelding wordt op de module tegel in de bibliotheek weergegeven

+ SELECTEER AFBEELDING

Duur
0 minuten

Voorvertoning

UITZOOMEN INZOOMEN

MODULE

Tegelafbeelding

Titel

0 MINUTEN

Introductie

Header afbeelding
Deze afbeelding wordt als header/introductie afbeelding weergegeven

+ SELECTEER AFBEELDING

Introductietekst - nl

UITZOOMEN INZOOMEN

Voorvertoning

UITZOOMEN INZOOMEN

Titel

Header afbeelding

Conclusie

Conclusietitel - nl

Conclusietekst - nl

UITZOOMEN INZOOMEN

Voorvertoning

UITZOOMEN INZOOMEN

Conclusietitel

Vodafone Flex

Zoektermen

Tags

Enquête
Geen

VOLGENDE > CREËER MODULE

Discarded due to information overload

Academy

Leerpad aanmaken

Titel - nl

Introductie - nl

UITZOOMEN INZOOMEN

Zoektermen - nl

Zoektermen zorgen ervoor dat deze content opzoekbaar is door middel van deze termen. (Optioneel)

Afbeelding
Deze afbeelding wordt op de leepad tegel weergegeven

+ SELECTEER AFBEELDING

Afbeelding bij inhoud
Deze afbeelding wordt als header/introductie afbeelding weergegeven

CREËER LEERPAD

NL EN FR

Interesses

Zoek interesses

Standaard op slot

Verplichte opdracht

Ontgrendel groep
Contentgroepen zijn ontgrendeld

Alle contentgroepen zijn ontgrendeld, de essentials binnen de groep kunnen individueel vergrendeld zijn.

Knowledge check ingeschakeld

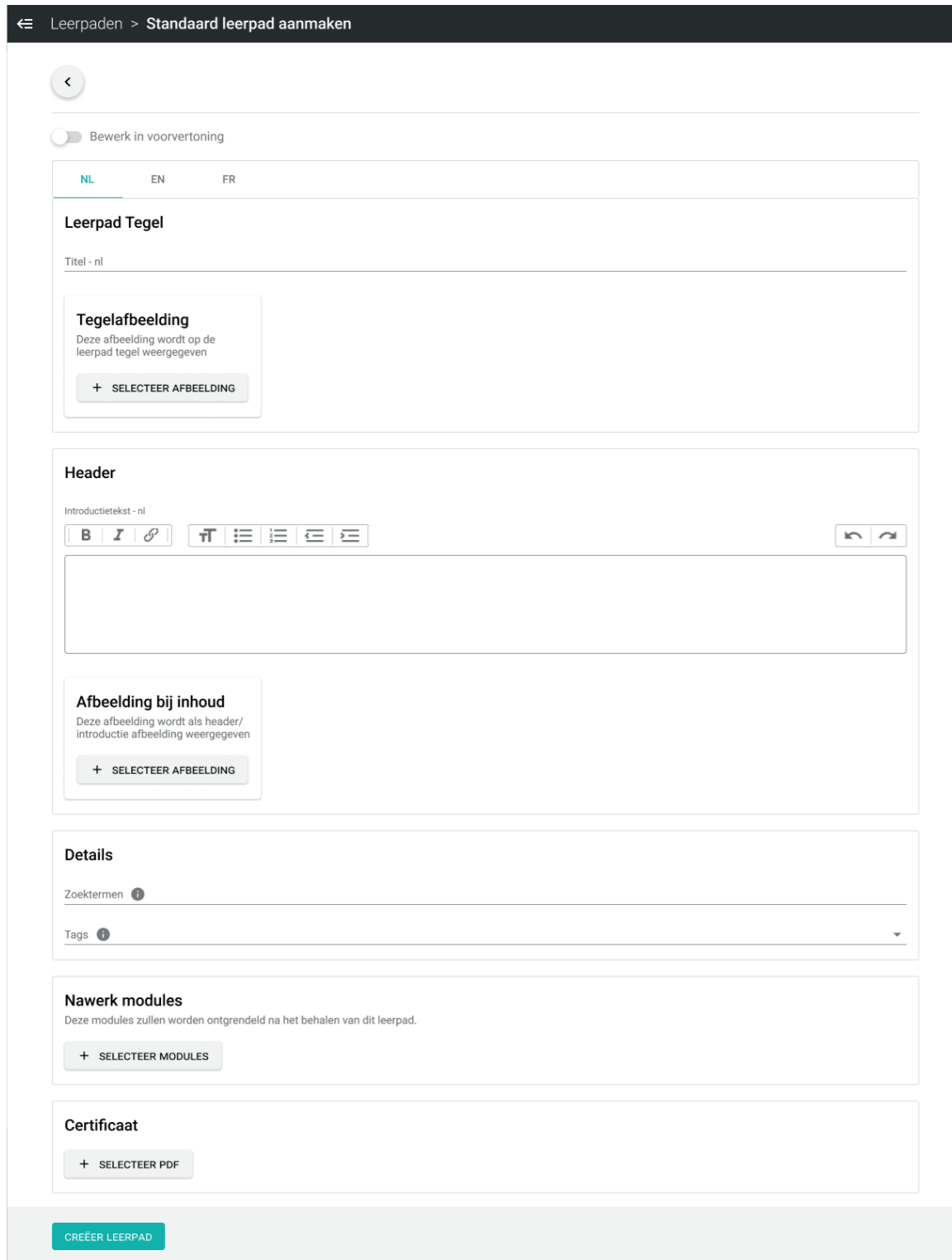
Nawerk essentials
Deze essentials zullen unlocked worden na het behalen van dit leepad

SELECTEER ESSENTIALS

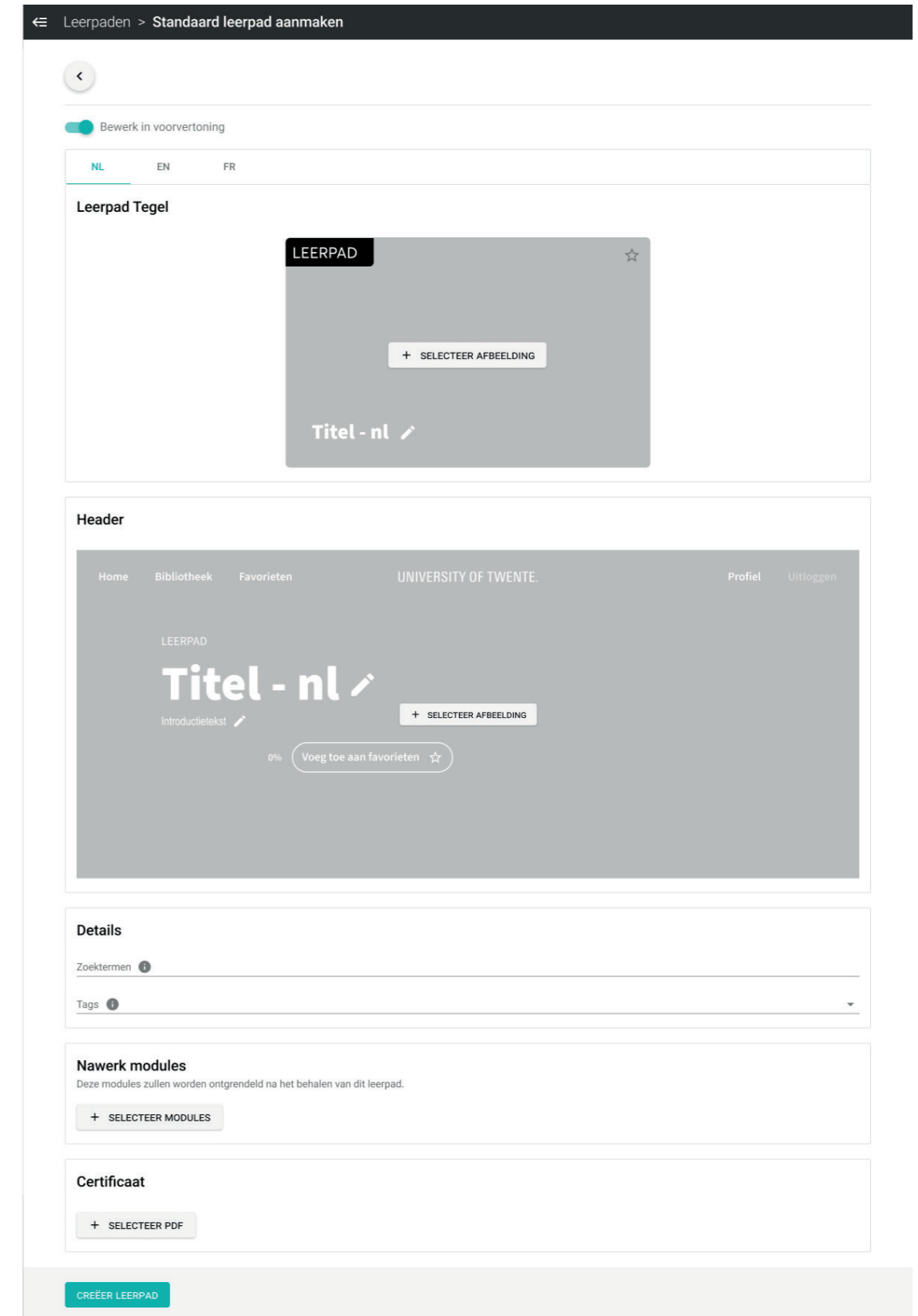
Certificaat

+ SELECTEER PDF

Current learning path creation page



Redesign learning path creation page - normal mode



Redesign learning path creation page - preview mode

J. Preperation & Results

Second Usability Tests

J.1 Testing Goals and Corresponding Tasks and Questions

Goals	Tasks and questions
General	
	<ul style="list-style-type: none"> Multiple choice question: How much experience do you have in making and managing essentials and learning paths in the current LXP admin panel? (options: 'Never to a few times created an essential or learning path', 'up to 3 months consistently working with essentials and learning paths', 'more than 3 months consistently working with essentials and learning paths'.)
Menu structure / terminology	
<ul style="list-style-type: none"> Can menu items easily be found? Are titles clear ('content collecties', 'type content', 'content tools', 'gebruikersbeheer')? Any other suggestions? Is the term 'Modules' preferred over 'Essentials'? and 'aanvullend materiaal' ('additional materials') instead of 'toolkit items'? 	<ul style="list-style-type: none"> Task: Select 'Mediabibliotheek' in the menu Scale 1-5: the menu structure titles ('content collecties', 'type content', 'content tools', 'gebruikersbeheer') clearly describe the corresponding menu items. (1 = completely disagree, 5 = completely agree) Open question: Do you have any suggestions / remarks regarding these menu structure? Open question: What do you think of the term 'module' instead of 'essential' (WBCSD: instead of 'learning block')? Do you have any other suggestions? Open question: What do you think of the term 'aanvullend materiaal' ('additional materials') instead of 'toolkit items'? Do you have any other suggestions?

Modules / learning paths overview	
<ul style="list-style-type: none"> Is it easy and clear to see where a module/ learning path is published? What information should be presented in the overviews? <ul style="list-style-type: none"> Should the learning paths overview show what modules there are within a learning path, or is it sufficient to show this when clicking on individual learning paths / modules? Do users prefer to add and delete columns? Is this clear how? What columns should be visible by default and what columns should be possible to add? Should scrolling horizontally through the overview be avoided? Is it clear that the lists are automatically sorted on newest creation date? <ul style="list-style-type: none"> Is it clear that / how the lists can be sorted on other criteria? Is it clear how filtering works? <ul style="list-style-type: none"> Are there any filter options missing? 	<ul style="list-style-type: none"> Task: Go to the 'modules' page and check at which organisation and language the module 'Duurzaamheid op de UT' is published. Task: Remove the column 'Type' in the module overview. Multiple choice: what columns would you like to see in the module overview? (answer options: 'Titel', 'Type', 'Gepubliceerd', 'Organisatie', 'Talen', 'In Leerpaden', 'Aantal keer voltooid', 'Laatst voltooid', 'Aangemaakt op', 'Bijgewerkt op', 'Vergrendeling', 'Andere' (custom answer)) Task: Sort the list of modules on last edited. Task: Filter the list of modules on published in organisation 'global'. Open question: are there any other filter options that you miss? Task: Look up which learning paths the module 'Onderzoeksmethoden' is part of.
Modules	
<ul style="list-style-type: none"> Is it more clear what a self study is and how it differs from LTI's and Scorms? <ul style="list-style-type: none"> Do users miss assignments? Do users prefer the current way of creating or editing modules / werkvormen / learning paths or do they prefer the new preview mode? To what extend are the tooltips useful? Are the language buttons more clear in the new way of presenting them? Is the navigation clear / improved? 	<ul style="list-style-type: none"> Task: Create a new self study. Fill in the information at 'Module tegel' without clicking on 'bewerk in voorvertoning' Then click on 'bewerk in voorvertoning' and fill in the rest of the information of the module on this page. Create the module. Scale 1-5: What mode do you prefer? (1 = not preview mode, 3 = no preference, 5 = preview mode) Open question: explain your previous answer. Context screen: 'In the remaining questions, you may choose whether to use the preview mode or not'. Task: Indicate how you would also create an English version of this module (not necessary to fill it out).

Werkvormen	
<ul style="list-style-type: none"> Is it more clear what every werkvorm is and how it works? Is it easier and more intuitive how to create flip cards (desirable and clear how to create more or less than four flip cards?), hotspots (desirable to have correct answers?) and sliders? 	<ul style="list-style-type: none"> Task: add a 'werkvorm' to the module. Multiple choice question: Of which 'werkvormen' do you understand the function when looking at the icons and information? (<i>right image of figure 7.11 is provided</i>) (answer options: 'Tekst met staande afbeelding', 'Tekst met liggende afbeelding', 'Tekst met video', 'Tekst met audio', 'Quote', 'Meerkeuzevraag', 'Vinkvraag', 'Open vraag', 'Flipkaarten', 'Slider', 'Hotspot', 'Hidden Hotspot', 'PDF Download', 'Deep dive', 'Suggestie'.) Open question: Explain your previous answer. Task: Create flip cards as a 'werkvorm' in the module. Make sure that there is no correct answer and that there are three flip cards. Open Question: Do you have any remarks (tips / tops) regarding the redesign of the flip cards? Task: Create a hotspot 'werkvorm' in the module. Make sure that this 'werkvorm' contains two hotspots of which the second one is correct. Open Question: Do you have any remarks (tips / tops) regarding the redesign of the hotspot? Task: Create a slider 'werkvorm' in the module. Open Question: Do you have any remarks (tips / tops) regarding the redesign of the slider?
Publications	
<ul style="list-style-type: none"> Is it more clear to publish modules / learning paths and see where they are already published? 	<ul style="list-style-type: none"> Publish the module in Dutch and English, in the organisation 'Studenten' and visible for everyone.

Learning paths / challenges and knowledge checks	
<ul style="list-style-type: none"> Does it make more sense to create challenges / knowledge checks within learning paths instead of modules? <ul style="list-style-type: none"> Do users understand what challenges / knowledge checks are? Do users understand how to add a challenge to a learning path? Is the new navigation / information architecture of learning paths more clear? <ul style="list-style-type: none"> Is it okay if 'Nawerk modules' is within 'info' or should this be added after managing which modules are present within the learning path? Does it make more sense to add toolkit items within the content management page instead of the info page? 	<ul style="list-style-type: none"> Task: Go to learning paths Multiple choice: What columns do you want to see in the learning path overview? (<i>Answer options: 'Titel', 'Modules (essentials / learning blocks)', 'Trainingen', 'Aanvullend material (toolkit items)', 'Type', 'Gepubliceerd', 'Organisatie', 'Talen', 'Aantal keer voltooid', 'Laatst voltooid', 'Aangemaakt op', 'Bijgewerkt op', 'Vergrening', 'Andere' (custom answer)</i>). Task: Create a standard learning path and add the newest module ('Hoe schrijf je een scriptie?') to a content section called 'Schrijven'. Also add the additional material 'Academisch schrijven'. After completing the learning path, the module 'Cursusregistraties' should be unlocked. This learning path has no search terms and no certificate. Task: Add a challenge with a multiple choice question to the learning path. Also add a knowledge check which contains the same question. The multiple choice question has three answer options and no image or video. Multiple choice question: In what context do you prefer to make challenges and knowledge checks: within a module (essential / learning block) or within a learning path?. (<i>notes: In the current admin panel challenge and knowledge check items are made within a module (essentials / learning block)</i>). These items come back in the learning paths where these modules are in) (options: 'Module', 'Leerpad') Open question: Explain your previous answer.
Conclusion	
	<ul style="list-style-type: none"> Scale 1-10: How would you rate the total redesign compared to the current admin panel? (<i>1 = worse than current admin panel, 5-6 = as good as current admin panel, 10 = cannot be further improved</i>) Open question: Do you have any remarks or suggestions regarding the total redesign?

J.2 Results Second Usability Tests

Hoeveel ervaring heb je in het maken en beheren van essentials en leerpaden in het huidige LXP admin panel?

Multiple Choice

(look wel learning blocks en modules genoemd)

5 Responses

Meer dan 3 maanden regelmatig werkzaam met essentials en leerpaden.	60%	RMMBR, WBCSD, Loyens & Loeff	3
Nooit tot enkele keren een essential of leerpad aangemaakt.	40%	DPG 1 & 2	2
T/m 3 maanden regelmatig werkzaam met essentials en leerpaden.	0%		0

Selecteer 'mediabibliotheek' in het menu.

Prototype Test

37

0.0%	0.0%	5	45.6%	59.6s
Direct success	Mission unfinished	Total testers	Misclick rate	Avg duration

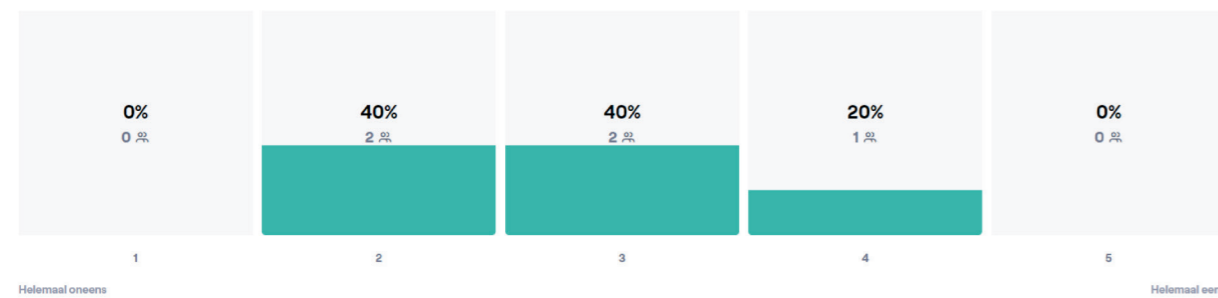


- RMMBR: content collecties → type content → gebruikersbeheer → content collecties → type content → content tools → mediabibliotheek
- WBCSD: type content → gebruikersbeheer → content tools → mediabibliotheek
- DPG 1: Content collecties → content tools → mediabibliotheek
- Loyens & Loeff: type content → content tools → mediabibliotheek
- DPG 2: content collecties → type content → content tools → mediabibliotheek

De tussenkopjes in het menu (content collecties, type content, content tools en gebruikersbeheer) beschrijven duidelijk de bijbehorende menu items.

Opinion Scale

5 Responses
2.8 Average



Heb je nog suggesties / opmerkingen over deze menu structuur?

Open Question

5 Responses

Maze answers:

RMMBR: "Homepage toevoegen, ik vind content slider en lerpap groepen onder homepage vallen. Verder misschien iets van live content: trainingen & events Content tools aanpassen naar content beheer? omdat gebruikers ook beheer is."

WBCSD: "Om verwarring te voorkomen, lijkt het me verstandig om het woord 'content' niet te vaak terug te laten komen."

DPG 1: "Ik zou kiezen voor andere titels: - content groepen - content vorm - content tools Het woord collectie doet me denken aan een bibliotheek, museum, verzameling en is daardoor verwarrend. Ik begrijp de lading van content groepen nog altijd niet zo goed. Content tools kan mss ook content hulpmiddel worden."

Loyens & Loeff: "Benaming veranderen zodat niet ze allemaal content in de naam hebben. Mogelijk maken dat je alles fold/unfold."

DPG 2: "Neen"

Extra feedback / explanation from transcripts:

RMMBR: If you call it 'content collections', then a learning path is actually also a content collection.

WBCSD:

- Content is an English word; English and Dutch both used.
- a lot of references to content
- come up with a different word for 'content tools'.

DPG 1:

- Not clear what 'content sliders' and 'leerpadgroepen' are in 'content collections'
- Content reminds of an image, text or video. Does make sense after unfolding. 'Type training' not possible, because training is already a type, so it is a 'vorm'.
- Confusing because it is three times about 'inhoud' / content.
- Learning path is a type, not a content group / collection.
- 'content tools' can become 'content hulpmiddel', it does not sound that good, but it are good suggestions.

Loyens & Loeff

- Unclear difference between 'type content', 'content tools' and 'content collecties'.
- It is all called 'content', so you have content on your platform, and in the backend to create that learning path ,etc.
- Used to Wordpress, there they also use 'tools', 'media', 'pages'.
- Maybe 'structuur', 'content', and 'media' or 'media en bronnen'.

DPG 2:

- No problems with how the LXP currently looks.

Wat vind je van de term 'module' in plaats van 'essential'? Heb je eventueel andere suggesties?

Open Question

5 Responses

(WBCSD: in plaats van learning block)

Maze answers:

RMMBR: "Modules vind ik logischer. Het zijn of: SCORM Modules, microlearning oftewel modules en LTI Modules..."

WBCSD: "Ben ik zelf geen voorstander van, omdat wij al een andere term hebben voor een Essential (learning block). Op zich misstaat Module niet in een leerpad, hoewel ik hierbij ook moet aangeven dat een Essential maar uit een klein aantal schermen kan bestaan waardoor de ervaring van deze essential heel erg van korte duur is - wat weer niet past bij een Module."

DPG 1: "Ja, ik vind module beter. Ik zou kiezen voor 'leermodule'. Een leerpad bestaat dan uit verschillende leermodules."

Loyens & Loeff: "Eenvoudiger gezien dit dichter tegen hetgeen je gewend bent aanzit (vanuit bijvoorbeeld studie)."

DPG 2: "Zeker ok"

Extra feedback / explanation from transcripts:

RMMBR:

- Modules for new clients, should not retroactively change 'essentials' to 'modules' in existing platforms, as both admins and end-users now know what essentials are.

WBCSD:

- associaties 'module' with a chapter within a course, or standing on its own. You can also do a module that exists of multiple pages, and an essential can be very short.
- Within a learning path you have multiple segments, so then you would have a lot of smaller modules that fit within a segment, which forms a learning path. It is possible, but not their preference.
- For them, a module exists of more content than just a few screens, which is why they call learning paths modules, with smaller learning blocks (essentials), and a course as learning path group.
- Essential is part of LMS jargon, not very accessible to clients.

DPG 1:

- Already used to the word 'essential'. But when first starting with Blocks, they did think 'essential' was a weird name.
- Maybe 'leermodule' is even beter, then you know it is something to learn.

Loyens & Loeff

- "I did find it a bit challenging to think, 'a toolkit item, an essential, what are we talking about again.' I think it's easier with a module."

DPG 2:

- Does not really matter, as long as you know what it means. If module means the same as an essential, then it is okay.

Wat vind je van de term 'aanvullend materiaal' in plaats van 'toolkit item'? Heb je eventueel andere suggesties?

Open Question

5 Responses

Maze answers:

RMMBR: "Toolkit items is wel Engels en Nederlands in één. Snap wel dat voor gebruikers aanvullend materiaal logischer is. Denk dat dat ook de perfecte naam is."

WBCSD: "Ik vind toolkit item niet sterk, want deze is erg technisch. Zelf zou ik aan een leeritem (essential of leerpad) het woord 'resources' willen toevoegen. (een korter, duidelijker woord)"

DPG 1: "Toolkit item vind ik een onduidelijke term en niet goed. Aanvullend materiaal of Extra materiaal dekt wel meer de lading."

Loyens & Loeff: "Spreek meer voor zich. de toevoeging van 'aanvullend' maakt het onderscheid eenvoudiger tussen de module en de voormalige toolkit items. Materiaal zou eventueel nog een iets modernere naam kunnen krijgen of gelijk worden getrokken met 'module'"

DPG 2: "OK"

Extra feedback / explanation from transcripts:

RMMBR:

- Often has to explain to people what it is, then he also usually says that it is extra material, and that it is optional.
- In the frontend there are information tooltips at essentials and toolkits, because otherwise it is not clear what it is.

WBCSD:

- They call it 'additional materials'.
- 'Toolkit items' is very technical.
- Resources would clash with articles (also called resources), and hard to express in Dutch. 'Hulpmiddel' maybe.

DPG 1:

- Unclear what toolkit item is, but also not immediately clear what is meant with 'aanvullend materiaal'. After explanation 'aanvullend materiaal' makes more sense.

Loyens & Loeff

- Maybe 'aanvullende modules'.

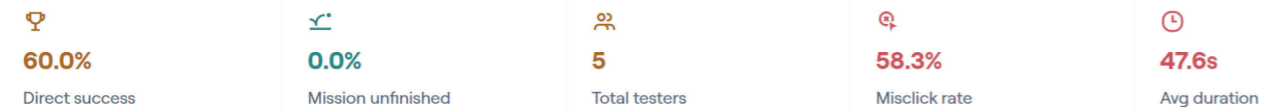
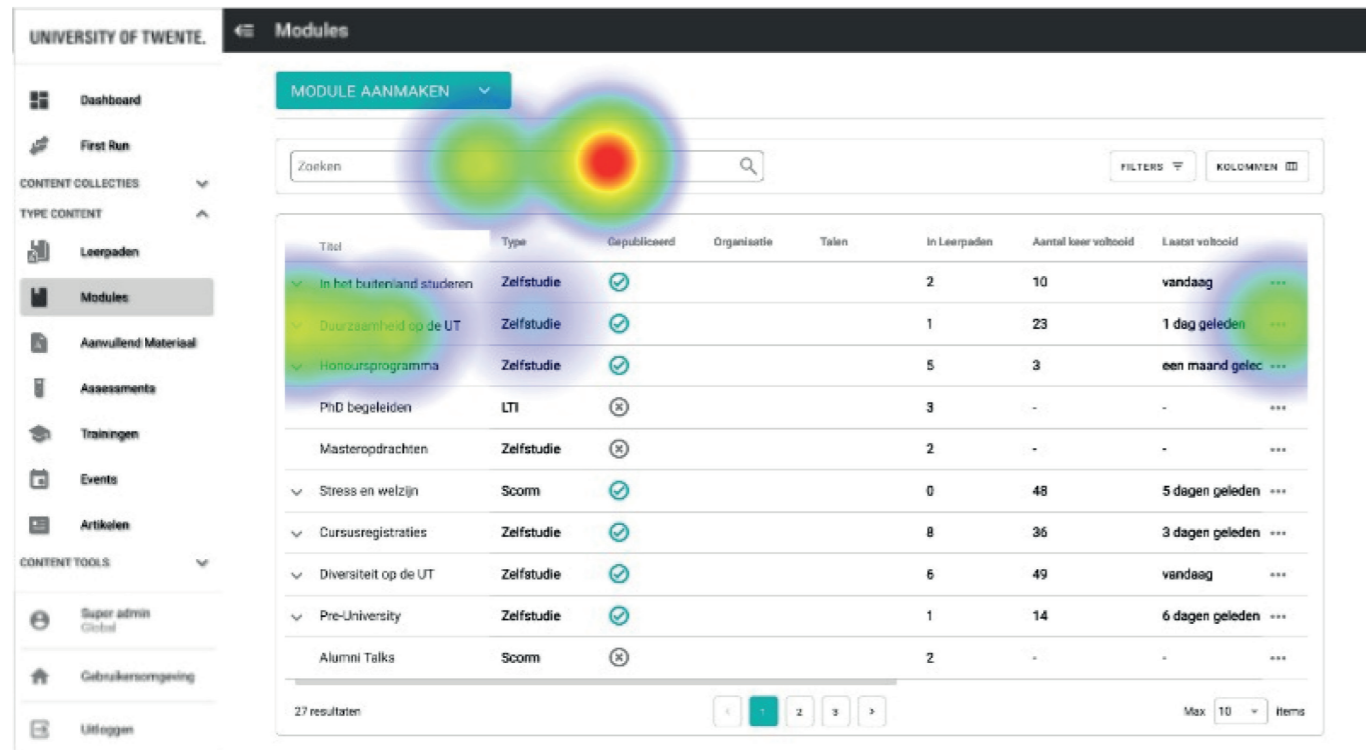
DPG 2:

- For me it does not really matter.

Ga naar de 'modules' pagina en check bij welke organisatie en in welke taal de module 'Duurzaamheid op de UT' is gepubliceerd.

Prototype Test

70

UNIVERSITY OF TWENTE. Modules

MODULE AANMAKEN

Zoeken

Titel	Type	Gepubliceerd	Organisatie	Talen	In Leerpaden	Aantal keer voltooid	Laatst voltooid
In het buitenland studeren	Zelfstudie	✓			2	10	vandaag
Duurzaamheid op de UT	Zelfstudie	✓			1	23	1 dag geleden
Honoursprogramma	Zelfstudie	✓			5	3	een maand geleec
PhD begeleiden	LTI	✗			3	-	-
Masteropdrachten	Zelfstudie	✗			2	-	-
Stress en welzijn	Scoom	✓			0	48	5 dagen geleden
Cursusregistraties	Zelfstudie	✓			8	36	3 dagen geleden
Diversiteit op de UT	Zelfstudie	✓			6	49	vandaag
Pre-University	Zelfstudie	✓			1	14	6 dagen geleden
Alumni Talks	Scoom	✗			2	-	-

27 resultaten

Clicks on module overview page:

RMMBR: Search bar → title 'Duurzaamheid op de UT' → gepubliceerd 'Duurzaamheid op de UT' → arrow 'Duurzaamheid op de UT'.

WBCSD: options 'Duurzaamheid op de UT' (...) → publiceren → title 'Duurzaamheid op de UT' → arrow 'Duurzaamheid op de UT'.

DPG 1: title 'Duurzaamheid op de UT' → options 'Duurzaamheid op de UT' (...) → title 'Duurzaamheid op de UT' → search bar → options 'Duurzaamheid op de UT' (...) → edit → search bar → kolommen → organisatie icon → talen icon → arrow 'Duurzaamheid op de UT'.

Loyens & Loeff: arrow 'Duurzaamheid op de UT'.

DPG 2: Search bar → options 'Duurzaamheid op de UT' (...) → title 'Duurzaamheid op de UT' → arrow 'Duurzaamheid op de UT'.

Feedback / comments from transcripts:

RMMBR:

- Personally don't look at what language it is published, but very interesting to know in what organization it is published. Otherwise you have to open it.
- Especially for future clients, for example WBCSD will maybe have 30 organisations, so this could be a way to clearly know where it is published.

WBCSD:

- Really convenient, would normally go to publications page, so this is pleasant.

DPG 1:

- Did not recognize it as an arrow, but thought it was a checkmark. Seemed like some things were checked and others not, did not look like a drop-down menu.
- Maybe if they were all checked, it would look like a drop-down menu.
- Good that you can see the organisation and languages in this overview.
- Would expect that English would be left out if it's not published in English, instead of it having a black color.

Loyens & Loeff

- You can see that you selected Dutch and not English, but it is both possible.

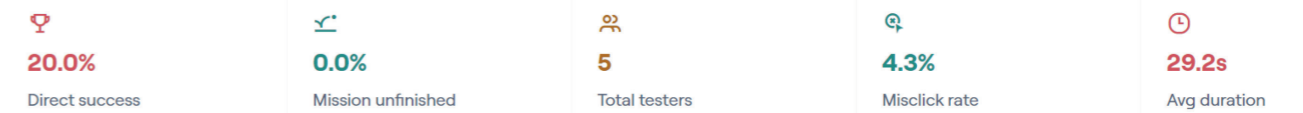
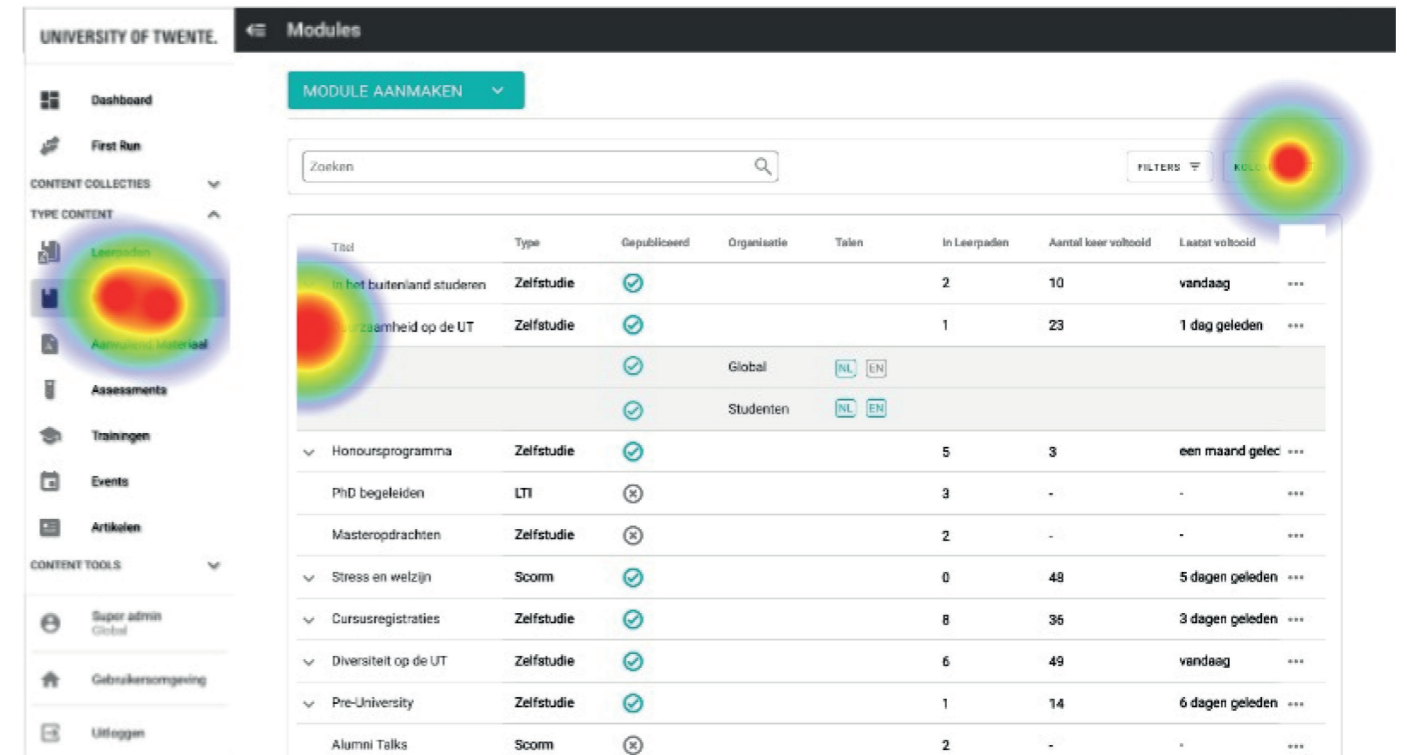
DPG 2:

- Not very useful, because it is not like that in the current LXP. Not clear that you could click on that.
- More useful if there was a column with the language for example, instead of having to unfold it.
- It can be like that, you just have to know how to use it. It does not really matter.

Verberg de kolom 'Type' in het module overzicht.

Prototype Test

60

UNIVERSITY OF TWENTE. Modules

MODULE AANMAKEN

Zoeken

Titel	Type	Gepubliceerd	Organisatie	Talen	In Leerpaden	Aantal keer voltooid	Laatst voltooid
In het buitenland studeren	Zelfstudie	✓			2	10	vandaag
Duurzaamheid op de UT	Zelfstudie	✓			1	23	1 dag geleden
Honoursprogramma	Zelfstudie	✓	Global	NL EN	5	3	een maand geleec
PhD begeleiden	LTI	✗	Studenten	NL EN	3	-	-
Masteropdrachten	Zelfstudie	✗			2	-	-
Stress en welzijn	Scoom	✓			0	48	5 dagen geleden
Cursusregistraties	Zelfstudie	✓			8	36	3 dagen geleden
Diversiteit op de UT	Zelfstudie	✓			6	49	vandaag
Pre-University	Zelfstudie	✓			1	14	6 dagen geleden
Alumni Talks	Scoom	✗			2	-	-

- Titel
- Type
- Gepubliceerd
- Organisatie
- Talen
- In Leerpaden
- Aantal keer voltooid
- Laatst voltooid
- Aangemaakt op
- Bijgewerkt op
- Vergrendeling

Clicks:

RMMBR: Type → arrow 'Duurzaamheid op de UT' → filters → type → kolommen → type icon.

WBCSD: Kolommen → Type icon

DPG 1: Modules → Type → kolommen → type icon

Loyens & Loeff: arrow 'Duurzaamheid op de UT' → options 'Duurzaamheid op de UT' → kolommen → type icon

DPG 2: Modules → Type → kolommen → type icon

Feedback / comments from transcripts:

RMMBR:

- No further comments.

WBCSD:

- Very pleasant that you can turn the columns on and off. Especially when you have a lot of essentials.

DPG 1:

- First I thought there might be a button 'edit module' next to 'create module', and then edit the module at organisation and languages, but then it would be edit the module and not the overview. Because I saw the columns button, I assumed I could edit it there.

Loyens & Loeff:

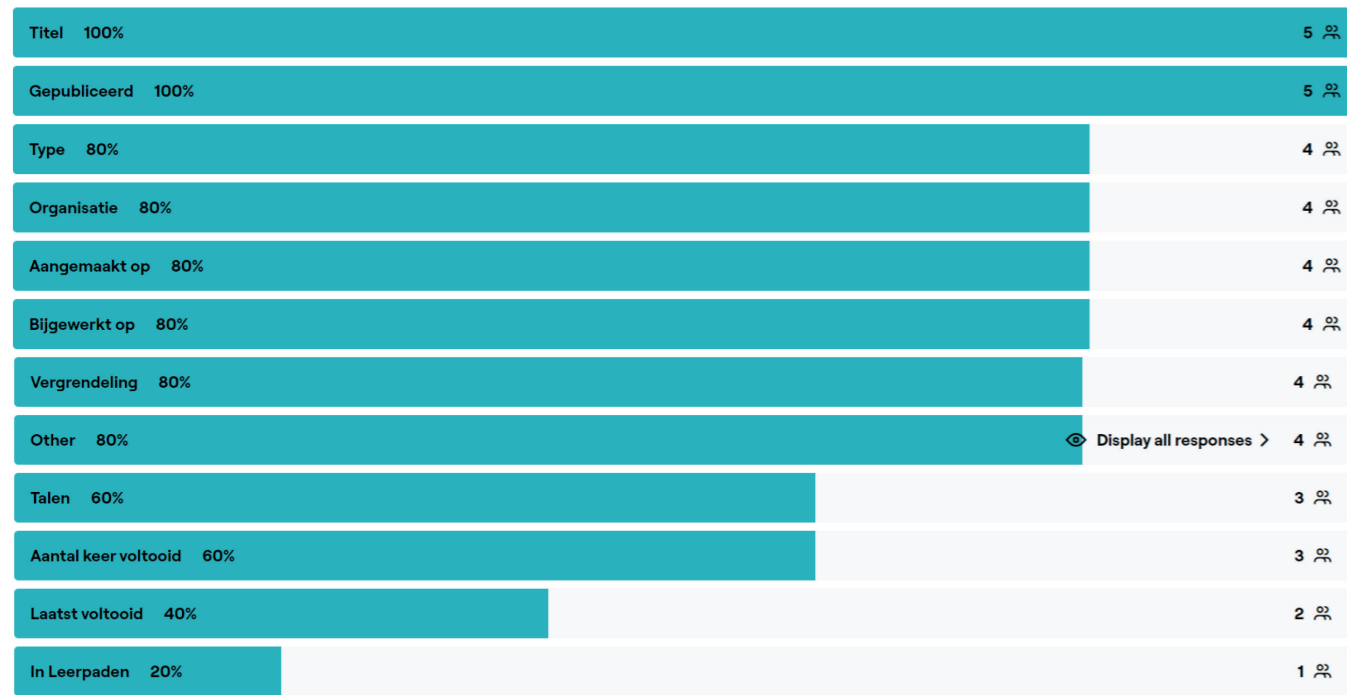
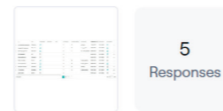
- After understanding the question (that is was not related to 'Duurzaamheid op de UT' anymore) it was immediately clear, works good.

DPG 2:

- Very clear.

Welke kolommen zou je graag willen zien in het module-overzicht?

Multiple Choice



Other:

- RMMBR: Gebruikt in... voorwerk van trainingen bijvoorbeeld
- WBCSD: Tags
- DPG 1: Duurtijd
- Loyens & Loeff: Door wie het laatst bijgewerkt

Feedback / comments from transcripts:

RMMBR:

- 'Bijgewerkt op' is nice to have.
- All columns can be useful so that you can choose which ones to enable or disable. Your preferences should be saved so that you don't have to toggle columns on and off every time. It's not a problem that you have to scroll now, as you can choose how much information you want in the overview.
- Another column that could be included is 'used in', so you can see not only in which learning paths an essential is included but also, for example, whether it is used as pre-work for a training.
- In case of locking, it should indicate the method of locking and when it will be unlocked.

WBCSD:

- 'In leerpad' is not relevant for them, 'aantal keer voltooid' also less relevant.
- Want to add 'tags', so you can filter on that.

DPG 1:

- would assume that every essential is just in one learning path.
- 'Talen' less important, because at this moment most of it is in Dutch.
- Also show how it is locked / unlocked, at what condition.
- The open lock icon also seems like it is locked. The difference between the open and closed lock are not clear, besides the color. Maybe a bird when it's unlocked or no icon at all.
- The length of a module is maybe also nice to know.

Loyens & Loeff:

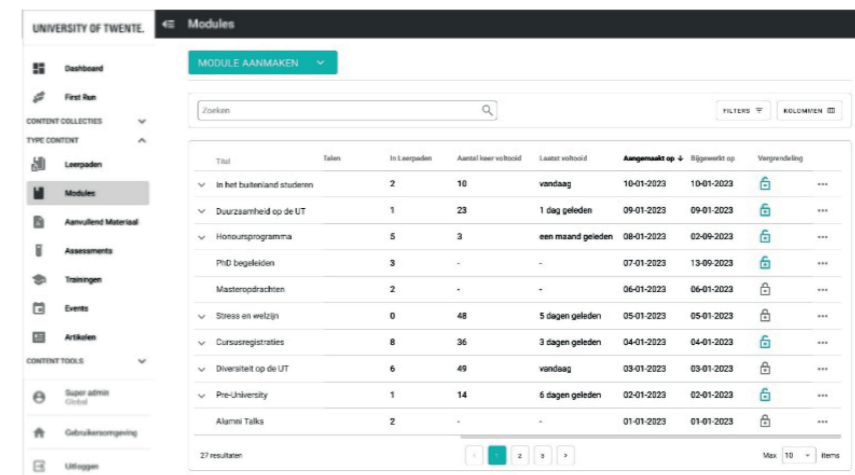
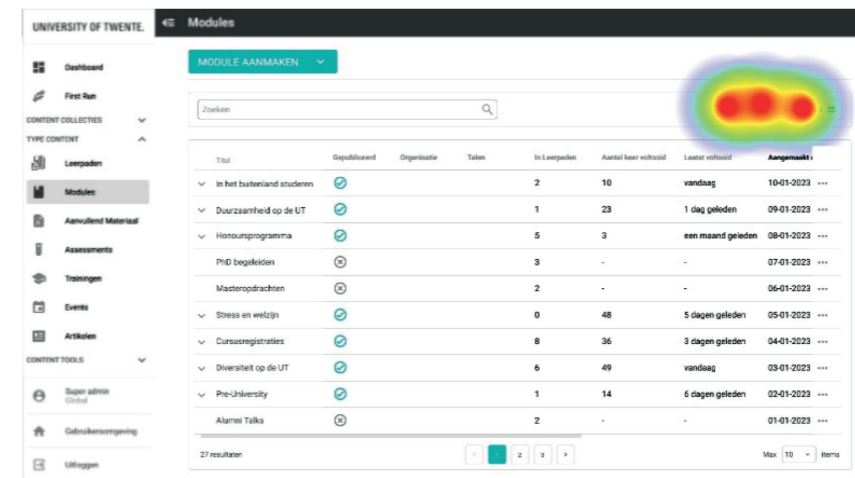
- There are no other type of modules at Loyens & Loeff, only self studies.
- There is also only one organisation.
- Can imagine that languages are useful to see, but they only have English versions.
- For them, essentials are only in one learning path.
- Data like number of completion times is very interesting.
- Edit date may be more useful than creation date, to know when it's last updated.
- Also interesting to know who has edited it.

DPG 2:

- No further comments.

Sorteer de lijst met modules op laatst bijgewerkt.

Prototype Test



According to screen recordings, heatmaps for this question are not accurate (due to prototype settings that are not captured by Maze → scrolling / dragging the scroll bar)

Clicks:

RMMBR: Kolommen → dragging 'bijgewerkt op' up (not possible in prototype) → kolommen → options (...) → dragging scroll bar → bijgewerkt op → bijgewerkt op

WBCSD: (mouse scroll) → bijgewerkt op → bijgewerkt op

DPG 1: dragging scroll bar → bijgewerkt op → bijgewerkt op

Loyens & Loeff: Filters → gepubliceerd → (mouse scroll) → bijgewerkt op → bijgewerkt op

DPG 2: Filters → gepubliceerd → filters → type → gepubliceerd → organisatie → taal → vergrendeling → filters → kolommen → laatst voltooid → dragging scroll bar → bijgewerkt op → bijgewerkt op

Feedback / comments from transcripts:

RMMBR: "If I knew I could scroll, it is fine. And I would personally enable less columns, that would be my menu."

WBCSD: "Yes, nice, such a sorting list is perfect, it's quite intuitive. Easy to sort."

DPG 1: That was clear with that arrow. Yes, it was also because I saw an arrow next to 'aangemaakt op', and then I knew, 'ah yes, it's probably the same for 'bijgewerkt op'.

Loyens & Loeff: "Yes, no, clear. I was just in those filters, but I do understand that you can also filter on this. It's quite convenient, by the way, that you can do it in that way."

DPG 2: "Yes. What I don't find very clear here is that you have to hover over the word to see the arrow. You don't see, just looking at the overview, that you can do something with those titles."

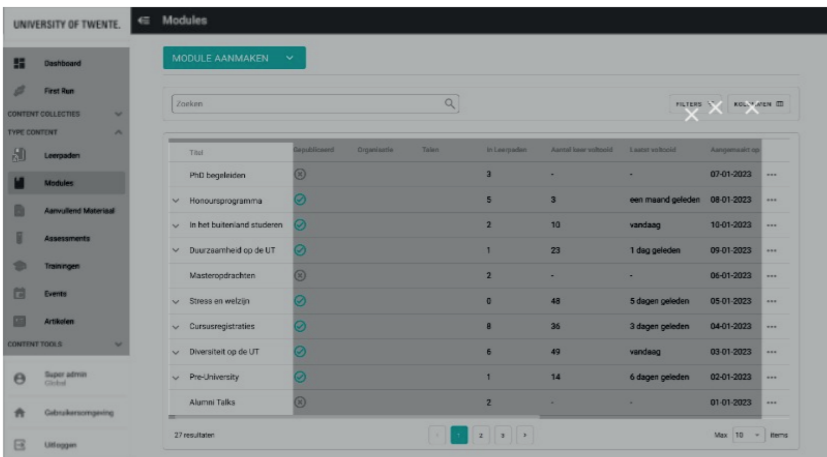
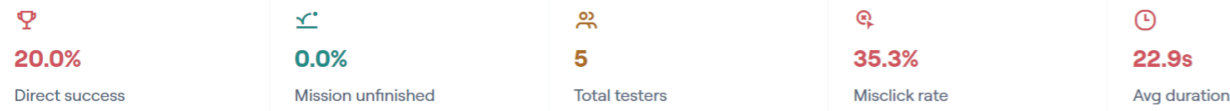
L: "Yes. There is, of course, one already, so there was an arrow next to 'created on' because if there's an arrow everywhere, you won't know which one it's sorted by."

D: "Yes, that's true."

Filter de lijst met modules op gepubliceerd in organisatie 'Global'.

Prototype Test

60



Clicks:

RMMBR: Filters → gepubliceerd → gepubliceerd → organisatie → global

WBCSD: organisatie (kolom) → filters → organisatie → global

DPG 1: kolommen → organisatie → arrow 'Duurzaamheid op de UT' → organisatie (kolom) → filters → organisatie → global

Loyens & Loeff: Filters → gepubliceerd → gepubliceerd → organisatie → global

DPG 2: filters → organisatie → global

Feedback / comments from transcripts:

RMMBR: "Yes, this is sexy when everything works like this."

WBCSD: "Yes, once again, easy. Perfect if you can filter by organization like this. I would also click on organization and then want to see that list alphabetically. So, when you click on the column, you immediately see the modules per organization filtered alphabetically."

- A-Z and when clicking again Z-A, that's why he first went to the column.
- In the 'organization' column should be the organization that created it. That's different than the organizations it is published in.

DPG 1: "Yes, I wasn't immediately following, but actually, I find it logical."

- "I don't find that difference between filter and columns clear. Then it should be 'column visibility' or 'column removal'"

Loyens & Loeff: "Yes, well, that's self-explanatory."

DPG 2: "Yes, that's easy. But, well, it's just because of working with it now"

Mis je nog bepaalde filteropties?

Open Question



5 Responses

Maze answers:

RMMBR: "Opdracht bij type. Als een bedrijf straks 50 organisaties heeft, is deze lijst niet te doen. Zoek optie?"

WBCSD: "Ja, tags."

DPG 1: "Oké!"

Loyens & Loeff: "nee"

DPG 2: "Neen"

Additional feedback / comments from transcripts:

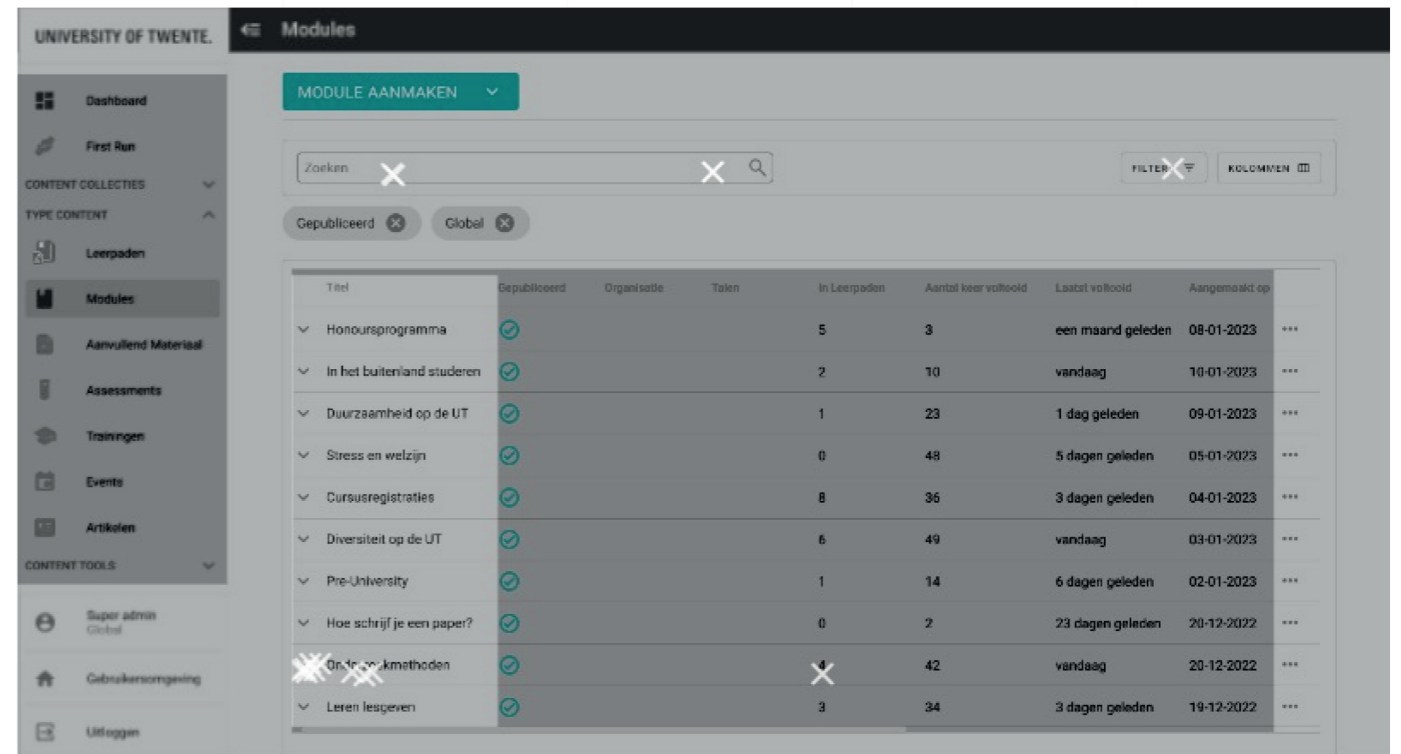
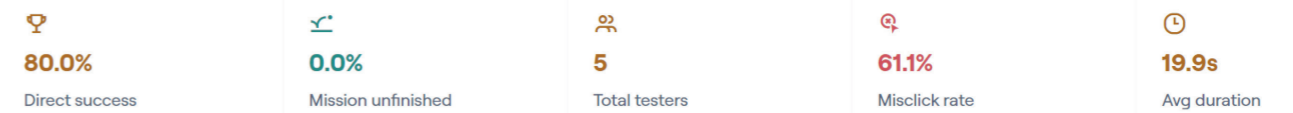
RMMBR:
• Assignments are barely used, but can also not completely be left out.

No further comments.

Zoek op in welke leerpaden de module 'Onderzoeksmethoden' zit.

Prototype Test

74



Clicks:

RMMBR: 'Onderzoeksmethoden' (on '4' in column 'in leerpaden')

WBCSD: search bar → arrow 'onderzoeksmethoden' → 'onderzoeksmethoden' (title)

DPG 1: filters → kolommen → in leerpaden → arrow 'onderzoeksmethoden' → 'onderzoeksmethoden' (on '4' in column 'in leerpaden')

Loyens & Loeff: arrow 'onderzoeksmethoden' → 'onderzoeksmethoden' (title)

DPG 2: search bar → arrow 'onderzoeksmethoden' → 'onderzoeksmethoden' (title)

Feedback / comments from transcripts:

RMMBR: Works exactly as expected.

WBCSD:

- first wanted to use search bar, because they have 32 pages of essentials.
- Very useful to have this reference.

DPG 1: Did not make sense to click on the numbers, but when finding out you can also click on the title, it made sense.

Loyens & Loeff: Intuitively you would go to that arrow.

DPG 2: No further comments.

Creëer een nieuwe zelfstudie

Prototype Test

- Maak een zelfstudie aan.
- Vul de informatie bij 'Module Tegel' in zonder op 'bewerk in voorvertoning' te klikken.
- Klik vervolgens op 'bewerk in voorvertoning' en vul de rest van de info op deze pagina in.
- Creëer de zelfstudie.

(Het prototype ondersteunt typen niet; invoervelden worden automatisch ingevuld door erop te klikken.)

53

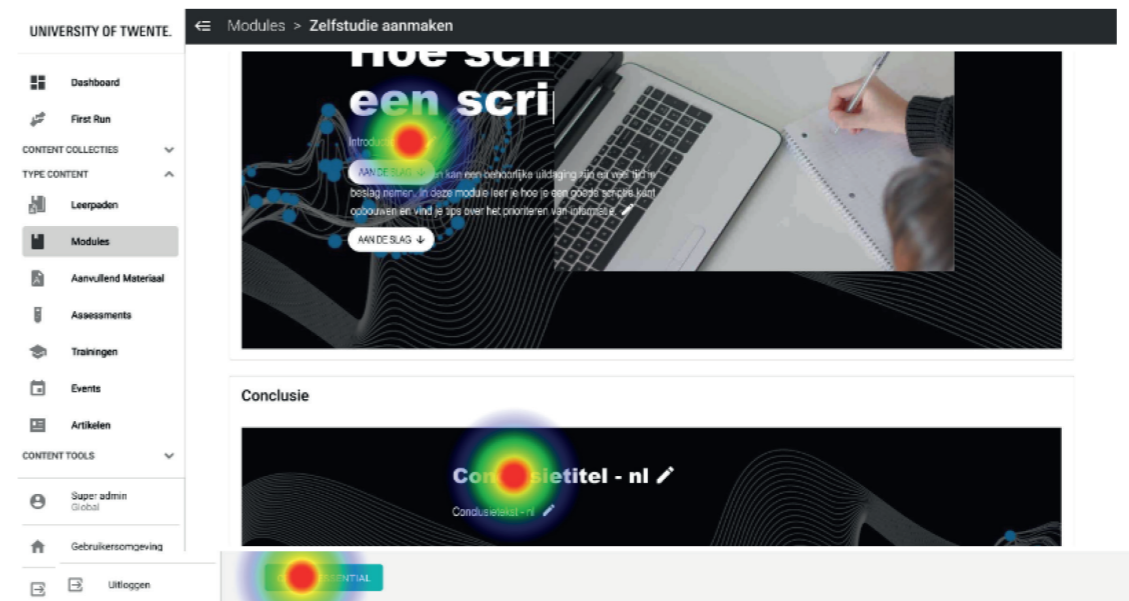
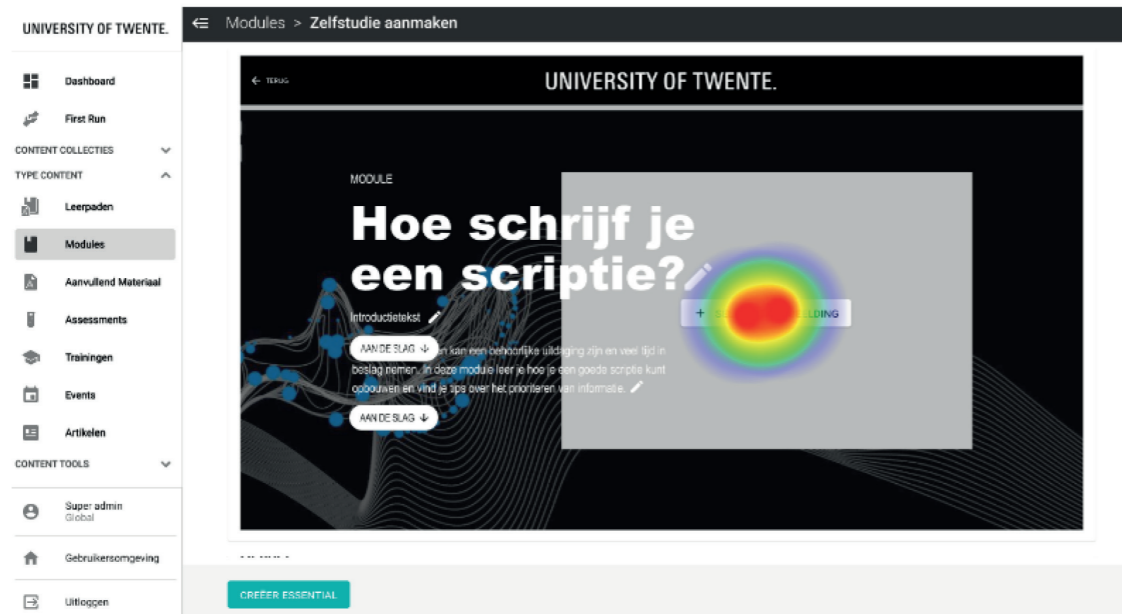
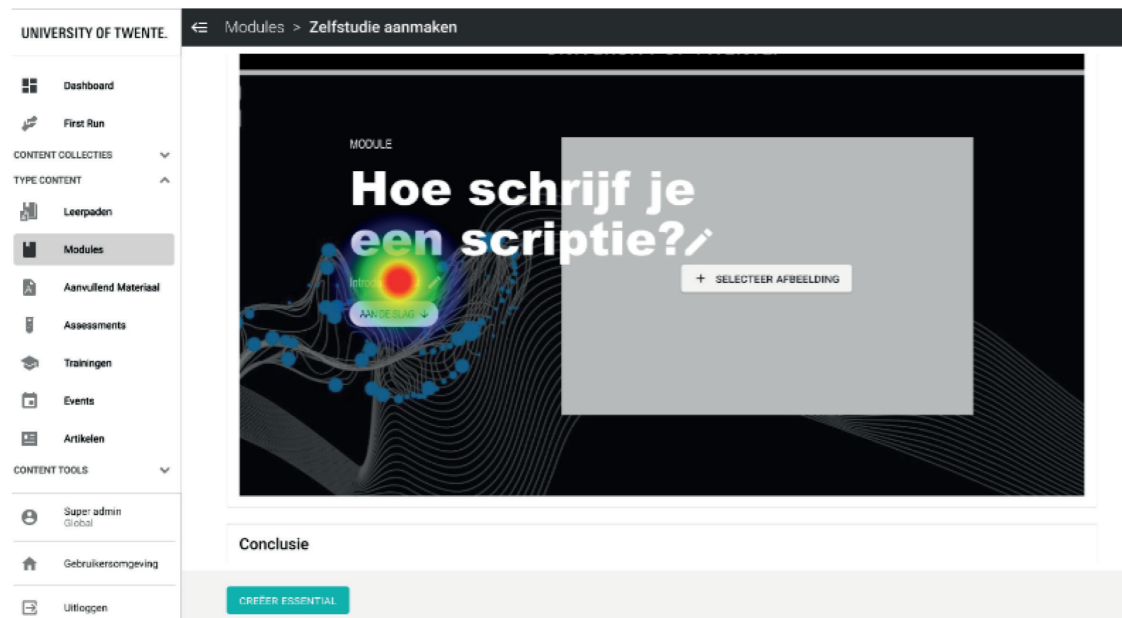
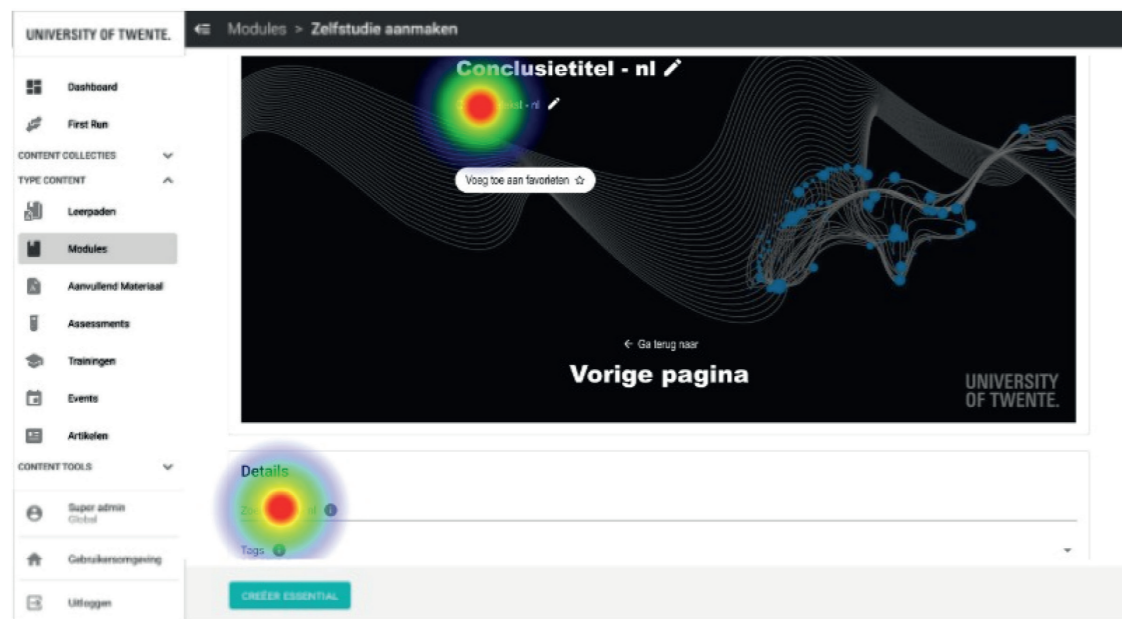


Titel	Gepubliceerd	Originator	Titel	In Leerpaden	Aantal leer voltooit	Laatste voltooid	Aangemaakt op
Honoursprogramma	✓			5	3	een maand geleden	08-01-2023
In het buitenland studeren	✓			2	10	vandaag	10-01-2023
Duurzaamheid op de UT	✓			1	23	1 dag geleden	09-01-2023
Stress en welzijn	✓			0	48	5 dagen geleden	05-01-2023
Cursusregistraties	✓			8	36	3 dagen geleden	04-01-2023
Diversiteit op de UT	✓			6	49	vandaag	03-01-2023
Pre-University	✓			1	14	6 dagen geleden	02-01-2023
Hoe schrijf je een paper?	✓			0	2	23 dagen geleden	20-12-2022
Onderzoeksmethoden	✓			4	42	vandaag	20-12-2022
Leren lesgeven	✓			3	34	3 dagen geleden	19-12-2022

Zelfstudie
Module tegels uit verschillende vormen.

LTI
Link naar een externe module.

Scorm
Import van een externe module.



Clicks:

RMMBR: Module aanmaken → zelfstudie → Titel → Bewerk in voorvertoning (back and forth) → selecteer afbeelding → introductietekst → conclusietekst → conclusietitel → zoektermen → tags → enquête → creëer essential (*flaw in prototype; after this test 'essential' was changed to 'module'*)

WBCSD: Module aanmaken → zelfstudie → Titel → Duur → selecteer afbeelding → Introductietekst → bewerk in voorvertoning → 'hoe schrijf je een scriptie?' (tile title, edit icon) → bewerk afbeelding (tile) → zoektermen → tags → 'hoe schrijf je een scriptie?' (header title) → 'aan de slag' → selecteer afbeelding → conclusietekst → conclusietitel → creëer module

DPG 1: Module aanmaken → zelfstudie → Titel → Duur → selecteer afbeelding → bewerk in voorvertoning → zoektermen → tags → enquête → introductietekst → selecteer afbeelding → conclusietitel → conclusietekst → creëer module

Loyens & Loeff: Module aanmaken → zelfstudie → titel → duur → selecteer afbeelding → bewerk in voorvertoning → conclusietekst → conclusietitel → selecteer afbeelding → introductietekst → bewerk afbeelding → zoektermen → tags → creëer module

DPG 2: Assessments → leerpaden → module aanmaken → zelfstudie → titel → duur → tegel afbeelding → introductietekst → bewerk in voorvertoning → zoektermen → tags → enquête → conclusie (*title above preview screen*) → header (*title above preview screen*) → EN → Title → introductietekst → NL → bewerk in voorvertoning → selecteer afbeelding → introductietekst → conclusietitel → conclusietekst → 'voeg toe aan favorieten' → creëer module

Feedback / comments from transcripts:

RMMBR:

- "I can imagine that if you have no idea what an LTI or a Scorm is, and you just start working on the backend, that [text and icons for module types] adds value, for sure. We got that feedback anyway. It was from the previous demo we did, two weeks ago or so. They were missing supporting texts on the backend. So indeed, not just "self-study", but it also states what it is"
- Preview only shows desktop size, not mobile size. It works good this way, but can imagine that you maybe want a mobile version as well.

WBCSD: "Yeah, that's nice. Then you're really working on it live."

- Should use the right fonts for different organizations.

DPG 1:

- Seemed like the preview version was already filled in, while it was only placeholder text (e.g. 'introduction text').

Loyens & Loeff: "Yeah, well, that actually looked very clear. I think it's nice when you can make it visual. Especially if you're not very good at imagining how it will look, it definitely helps to make it visual. Because then you don't have to constantly switch from one tab to another to see how it will actually look in the end. Seems like a nice addition."

DPG 2:

- Task was unclear, so not clear what could be clicked in the preview mode.

Welke optie gebruik je liever?

Opinion Scale



Licht je antwoord op de vorige vraag toe.

Open Question

5 Responses

Maze answers:

RMMBR: ""

WBCSD: "de voorvertoning voorkomt dat je een tegel afbeelding kiest die ervoor zorgt dat de tekst (titel) onleesbaar is."

DPG 1: "Dan merk je vaak nog fouten op of kan je iets duidelijker/mooier maken."

Loyens & Loeff: "Geen voorkeur dekt niet geheel de lading. Ik zou een eerste module inrichten in de voorvertoning. Latere modules kan je sneller creëren in de normale vertoning en dan een check doen hoe het eruit ziet in de voorvertoning voordat je publiceert."

DPG 2: "Beide wel ok om in te werken"

Additional feedback / comments from transcripts:

RMMBR:

- For many clients, a preview will be useful. But they use Word files in which the content is written, so the normal mode without preview is much faster to paste text from a Word file. Participant already knows how everything will look, so he wouldn't need the preview himself.

WBCSD:

- "I'm quite used to dealing with this, but I think the preview gives a much better indication of where you have text over the tile, for example, and that comes out much better. Then you can also immediately see if the background is not too light for the color of the text. So that's why I think the second option, the preview option, is much better."
- Switching between the options would also be a good option.

DPG 1: "Yes, I really want the preview." "Yeah, I find that really useful, being able to see how it looks. Yeah, then you still notice errors, right?"

Loyens & Loeff:

- "I've worked a lot with WordPress, so I can easily translate for myself, 'the title is here,' and then it comes out like this over there. So I think for speed, I would go for this regular, normal way. I think especially if you're creating such a module for the first time and you don't quite know how it will look, you would go more for this version."
- "And maybe you even switch for a moment, that you just start filling in and that you click once like 'hey, preview, show me how it will look' and then publish. So I think it's not a black-and-white answer. I think both. Yeah, it's not that it stands alone, these are two functions that together allow you to create a module quickly."

DPG 2:

- Not really a preference

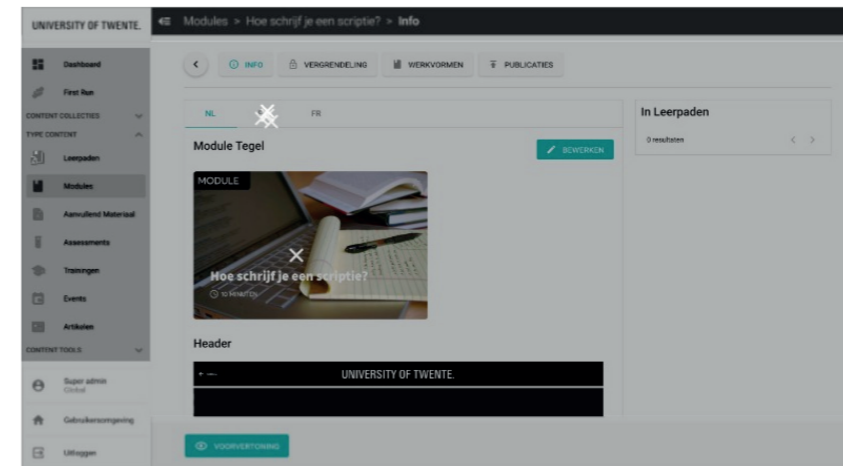
Bij de rest van de vragen mag je kiezen of je de voorvertoning optie gebruikt of niet.

Context Screen

5 Testers

79

80.0%	0.0%	5	40.0%	20.1s
Direct success	Mission unfinished	Total testers	Misclick rate	Avg duration



Clicks:

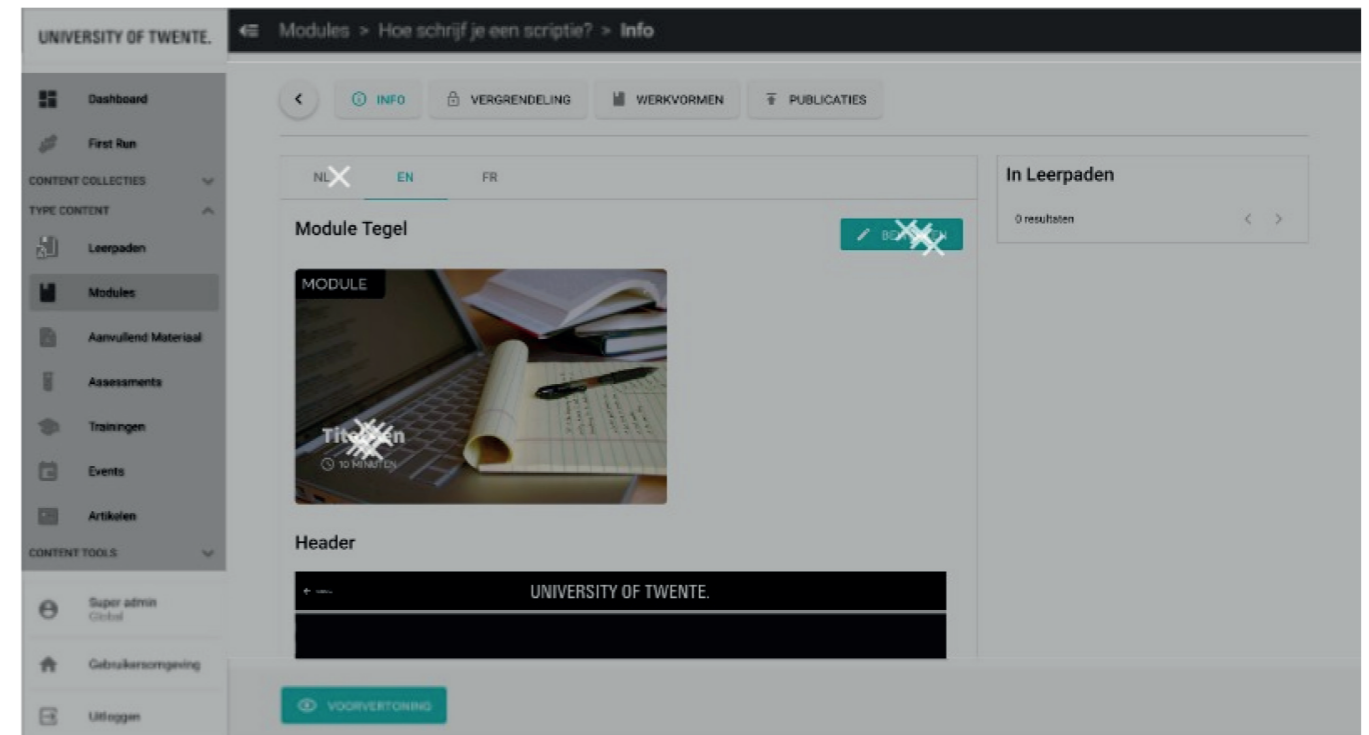
RMMBR: EN → Conclusietitel → conclusietekst → zoektermen → NL → EN → Titel → Bewerken

WBCSD: EN → Titel → bewerken

DPG 1: EN → Titel → bewerken

Loyens & Loeff: EN → Titel → Bewerken

DPG 2: EN → Titel → Bewerken



Additional feedback / comments from transcripts:

RMMBR: No further comments.

WBCSD: "Much nicer like this, much clearer."

DPG 1: "Yeah better, that is better, yes so preferably at the top rather than at the bottom." (about language buttons)

Loyens & Loeff: "Oh, well, top, yeah, clear. You can clearly see which language you're using. I think that's very nice. Self-explanatory."

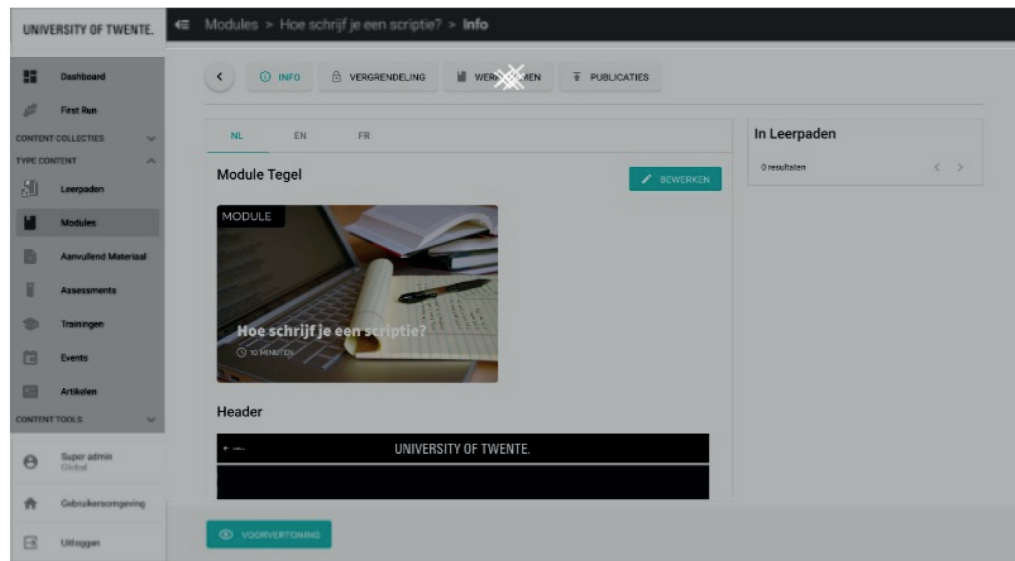
DPG 2: No further comments

Voeg een werkvorm toe aan de module.

Prototype Test

100

100.0%	0.0%	5	0.0%	6.8s
Direct success	Mission unfinished	Total testers	Misclick rate	Avg duration



Clicks:

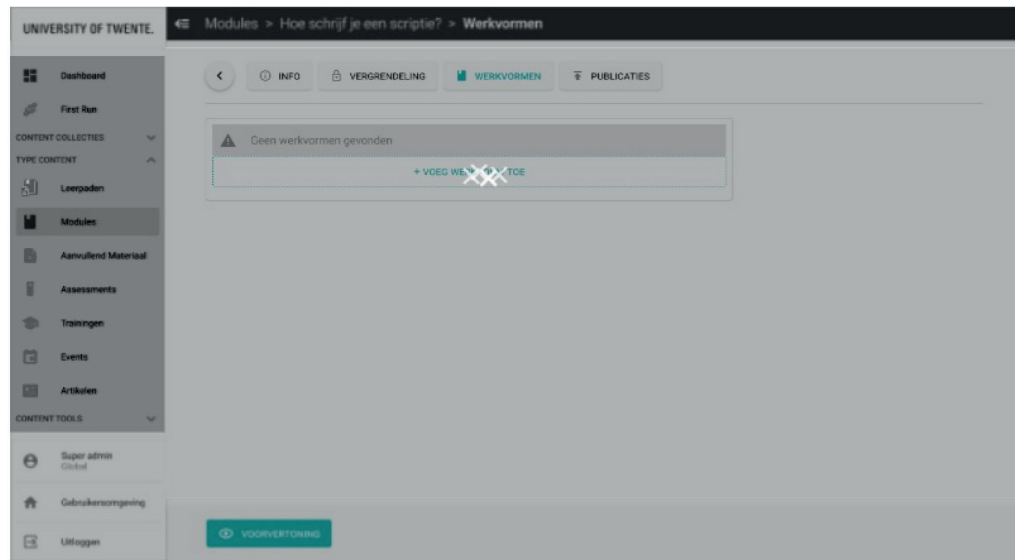
RMMBR: Werkvormen → voeg werkvorm toe

WBCSD: Werkvormen → voeg werkvorm toe

DPG 1: Werkvormen → voeg werkvorm toe

Loyens & Loeff: Werkvormen → voeg werkvorm toe

DPG 2: Werkvormen → voeg werkvorm toe



Additional feedback / comments from transcripts:

RMMBR: "That's nice"

WBCSD:

- In English it's called 'chapter items', which is not a very good term. An option for 'werkvorm' would be an 'interaction type', because you choose how the learner interacts with the knowledge.

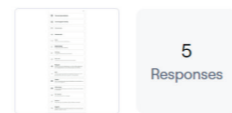
DPG 1: "Yeah, so that is also very clear"

Loyens & Loeff: "Yeah, very clear, it's right at the top immediately. So you can access it easily, yeah, clear."

DPG 2: No further comments

Van welke werkvormen begrijp je wat het inhoudt wanneer je kijkt naar de iconen en informatie?

Multiple Choice

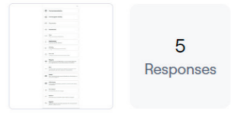


Tekst met staande afbeelding	100%	5
Tekst met liggende afbeelding	100%	5
Tekst met video	100%	5
Tekst met audio	100%	5
Quote	100%	5
Meerkeuzevraag	100%	5

Deep dive	100%	5
Flipkaarten	80%	4
Hotspot	80%	4
Suggestie	80%	4
Hidden hotspot	60%	3

Licht je antwoord op de vorige vraag toe.

Open Question



Maze answers:

RMMBR: "Wellicht tekst met audio uitbreiden. Openvraag is altijd anoniem."

WBCSD: "Allemaal helder."

DPG 1: "Ik begrijp het verschil niet goed tussen hotspot en hidden hotspot. De uitleg bij hotspot was oké, maar dan begreep ik het verschil met hidden niet goed. Bij Flipkaarten heb ik een vermoeden, maar ik zou het eerst willen zien om zeker te zijn."

Loyens & Loeff: "Hidden hotspot ken ik niet. Suggesties zou ik "open suggesties" maken gezien de omschrijving onder de titel en een "suggesties" die niet voor iedereen zichtbaar is apart. Ik moest even nadenken wat het verschil was tussen de meerkeuzevraag en vinkvraag gezien de benaming."

DPG 2: "Duidelijk"

Feedback / comments from transcripts:

RMMBR:

- Text at 'text with audio' can also include that it are mp3's, or that it is, for example, a podcast.
- Often gets the questions what happens with the answers from open questions; nothing, you can review it yourself, but nobody else can see it.
- Text at flip cards can be rephrased; if it is also possible without a correct answer, it's not logical to call it a multiple choice question.
- At PDF download the word 'download' could be added to the description.

WBCSD: no further comments

DPG 1: no further comments

Loyens & Loeff:

- "Because a suggestion, then I would think, someone can make a suggestion for us, so we receive that, as a kind of feedback on the tool [...]. While now I understand indeed that it's also, yes, more public suggestions. Maybe you'd want to call it 'open suggestions' then."
- The icons at 'meerkeuzevraag' and 'vinkvraag' make clear what the difference is.

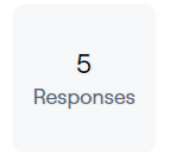
DPG 2:

- "I also make websites, so I know them."
- L: "So basically, I've added the text and icons now, but for you, if there were only titles, you would also understand it?"
- D: Yes, I would, but probably not everyone."

Creëer flipkaarten als werkvorm in de module. Zorg ervoor dat er geen correct antwoord is en dat er drie flipkaarten zijn.

Prototype Test results aggregated by [Tester paths](#)

De achtergrondkleur mag licht blijven.



0%

Direct success



0%

Mission unfinished



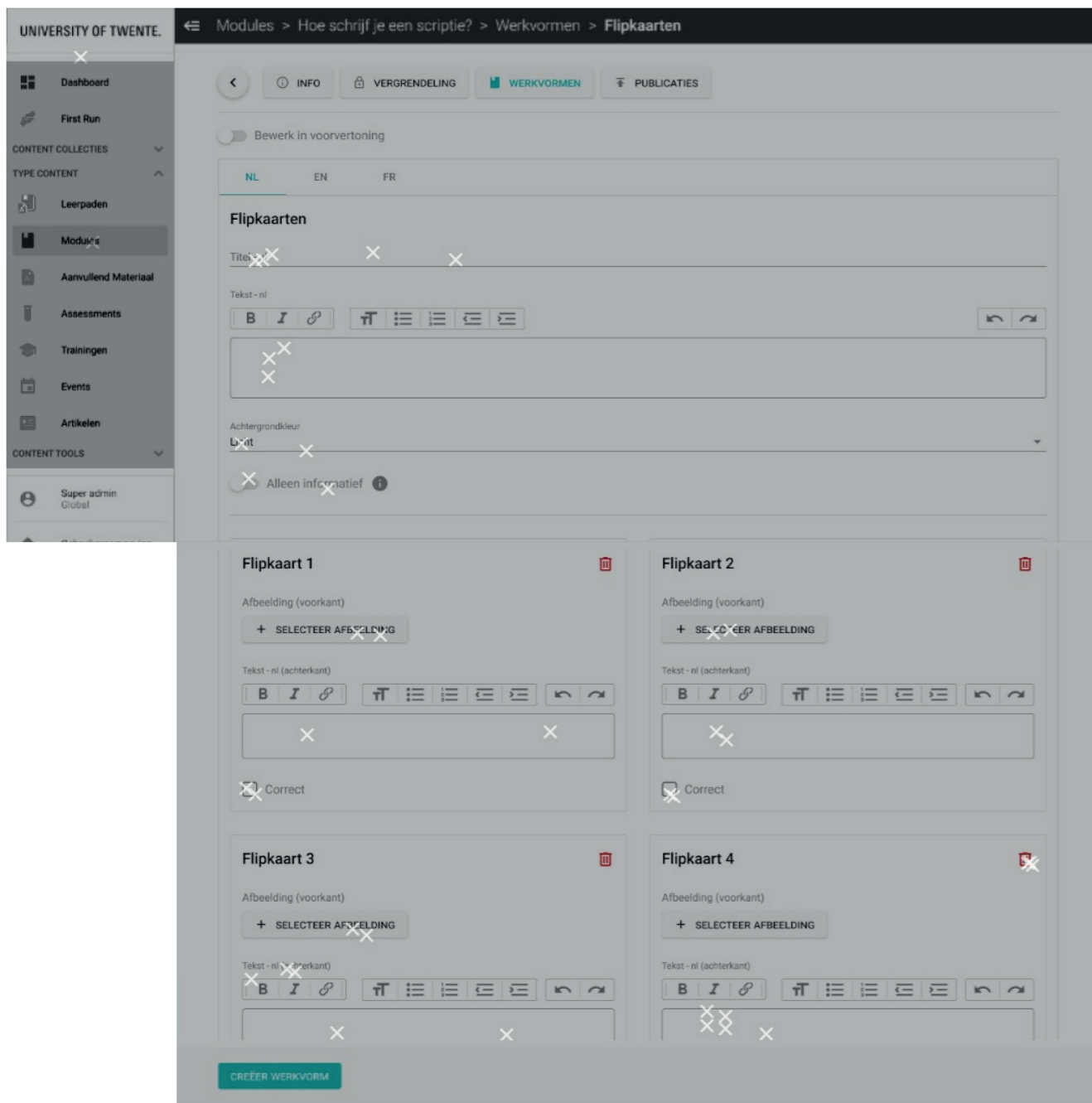
32.2%

Misclick rate



102.5s

Avg duration



Clicks:

RMMBR: Voeg werkvorm toe → Flipkaarten → Tekst → alleen informatief → Flipkaart 1 tekst → flipkaart 2 tekst → Flipkaart 3 selecteer afbeelding → Flipkaart 1 selecteer afbeelding → Flipkaart 2 selecteer afbeelding → Flipkaart 3 tekst → creëer werkvorm → Titel → creëer werkvorm → bewerk in voorvertoning → selecteer afbeelding 1 → selecteer afbeelding 2 → selecteer afbeelding 3 → tekst 1 → tekst 2 → incorrect → correct → bewerk in voorvertoning → correct (flipkaart 2) → correct (flipkaart 1) → correct (flipkaart 3) → flipkaart 4 verwijderen → creëer werkvorm → alleen informatief → flipkaart 4 verwijderen → creëer werkvorm

WBCSD: Voeg werkvorm toe → flipkaart 4 verwijderen → titel → tekst → flipkaart 1 tekst → flipkaart 2 tekst → flipkaart 3 tekst → flipkaart 3 selecteer afbeelding → flipkaart 1 selecteer afbeelding → flipkaart 2 selecteer afbeelding → creëer werkvorm → alleen informatief → flipkaart 4 verwijderen → creëer werkvorm

DPG 1: Voeg werkvorm toe → flipkaarten → flipkaart 4 verwijderen → titel → tekst → flipkaart 1 selecteer afbeelding → flipkaart 1 tekst → flipkaart 2 selecteer afbeelding → flipkaart 2 tekst → flipkaart 3 selecteer afbeelding → flipkaart 3 tekst → achtergrondkleur pijltje → creëer werkvorm → alleen informatief → flipkaart 4 verwijderen → creëer werkvorm

Loyens & Loeff: Voeg werkvorm toe → flipkaarten → Titel → Tekst → Achtergrondkleur → flipkaart 1 tekst → flipkaart 2 tekst → flipkaart 3 tekst → flipkaart 4 tekst → flipkaart 3 selecteer afbeelding → flipkaart 2 selecteer afbeelding → flipkaart 1 selecteer afbeelding → alleen informatief → creëer werkvorm → flipkaart 4 tekst → flipkaart 4 verwijderen → creëer werkvorm

DPG 2: Werkvormen → Voeg werkvorm toe → slider → arrow back → werkvormen → info → arrow back → werkvormen → voeg werkvorm toe → flipkaarten → titel → tekst → flipkaart 1 selecteer afbeelding → flipkaart 2 selecteer afbeelding → flipkaart 2 tekst → flipkaart 1 tekst → flipkaart 1 correct → flipkaart 2 correct → flipkaart 1 correct (undo checkbox) → flipkaart 2 correct (undo checkbox) → flipkaart 3 selecteer afbeelding → flipkaart 3 tekst → flipkaart 4 verwijderen → creëer werkvorm → alleen informatief → alleen informatief (uncheck) → alleen informatief tooltip → alleen informatief → flipkaart 4 verwijderen → creëer werkvorm

Comments:

Flaw in prototype: only supports the order of first clicking 'only informative' and then deleting the fourth flip card. When first deleting the fourth flip card and then clicking 'only informative', the flip card reappears.

RMMBR: Prototype did not allow to complete it, because the fourth flip card was not deleted yet.

WBCSD: Prototype did not allow to complete it, because the 'informative only' toggle was not on yet.

DPG 1: Prototype did not allow to complete it, because the 'informative only' toggle was not on yet.

Loyens & Loeff: Prototype did not allow to complete it, because the fourth flip card was not deleted yet.

DPG 2: Accidentally clicked 'slider' instead of 'flipkaarten'. Prototype did not allow to complete it, because the 'informative only' toggle was not on yet.

Heb je nog opmerkingen (tips/tops) over het herontwerp van de flipkaarten?

Open Question



5 Responses

Maze answers:

RMMBR: "Nee lijk me prima. Fijn dat er meer of minder dan 4 flipcards kunnen."

WBCSD: "Het zou zeker een meerwaarde hebben als een gebruiker ook minder flipkaarten of meer flipkaarten zou kunnen toevoegen."

DPG 1: "Ik twijfelde even aan 'correct', maar had het intuïtief juist!"

Loyens & Loeff: "Enkel het duidelijk maken dat je lege flipkaarten dient te verwijderen of op een andere manier de hoeveelheid flipkaarten selecteren vooraf"

DPG 2: "Keuze informatief niet duidelijk. Kan ook via open gelaten vinkjes."

Feedback / comments from transcripts:

RMMBR:

- Did not immediately understand that the fourth card needed to be deleted. Instead, he just left it empty.

WBCSD:

- Implement a warning if there is no flip card indicated as correct.
- Preview mode is nice for flip cards, to see how the size of the images will appear on the cards.

DPG 1:

- "And I think that if I don't indicate "correct", that it is okay."
- She thought that she did it right by not indicating any flip card as 'correct', but did not understand that the 'only informative' toggle made sure that no answer was correct.

Loyens & Loeff:

- Instead of having four flip cards a default, have no flip cards as default so you always have to consciously decide how many flip cards you want, and you don't have an empty flip card by accident.
- Or implement an 'are you sure' question / warning.

DPG 2: No further comments.

Creëer een hotspot werkvorm in de module. Zorg dat er in deze werkvorm twee hotspots zijn waarvan de tweede correct is.

Prototype Test results aggregated by [Tester paths](#)

5 Responses

De achtergrondkleur mag licht blijven.



0%

Direct success



0%

Mission unfinished



18.1%

Misclick rate



70.2s

Avg duration

4 participants in 'normal' mode, 1 participant (RMMBR) in preview mode.

Clicks:

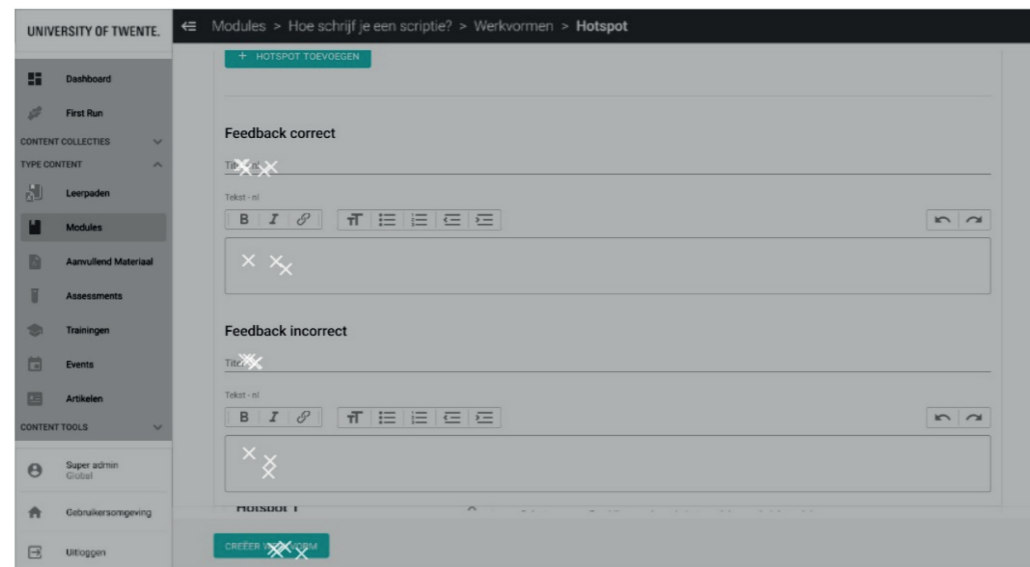
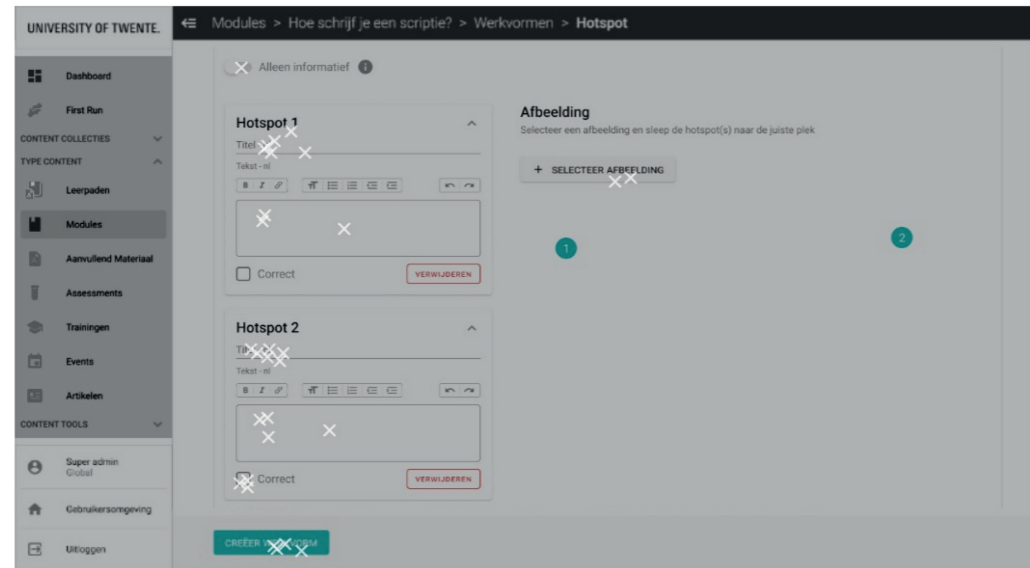
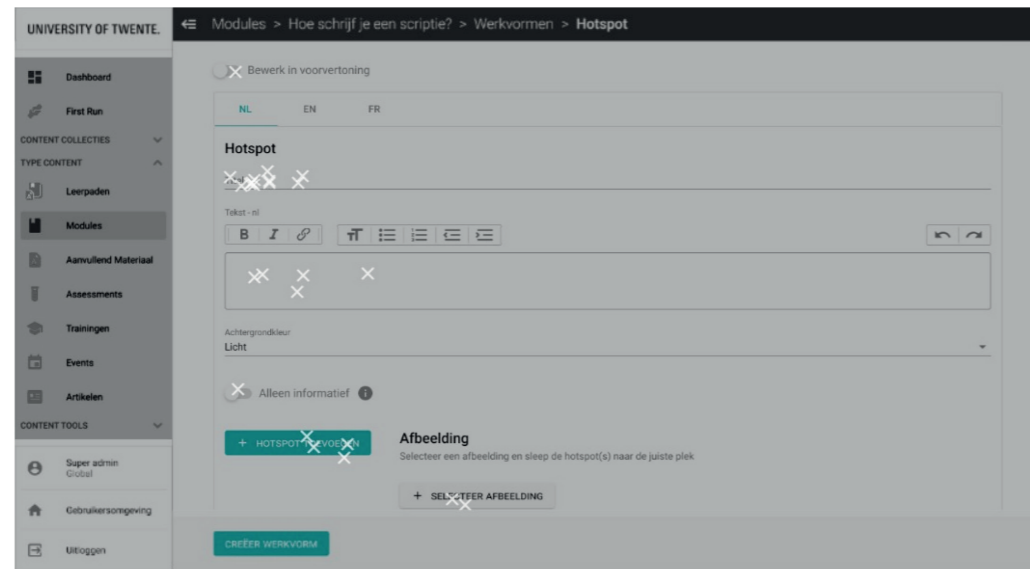
RMMBR: Voeg werkvorm toe → hotspot → tekst → titel → bewerk in voorvertoning → titel → tekst → hotspot toevoegen → selecteer afbeelding → tekst hotspot 1 → titel hotspot 1 → hotspot toevoegen → tekst hotspot 2 → correct (hotspot 2) → feedback correct titel → feedback incorrect tekst → feedback correct tekst → creëer werkvorm

WBCSD: Voeg werkvorm toe → hotspot → titel → tekst → selecteer afbeelding → hotspot toevoegen → titel hotspot 1 → tekst hotspot 1 → correct (hotspot 1) → hotspot toevoegen → titel hotspot 2 → tekst hotspot 2 → feedback correct titel → feedback correct tekst → feedback incorrect titel → feedback incorrect tekst → creëer werkvorm

DPG 1: Voeg werkvorm toe → hotspot → titel → tekst → alleen informatief → selecteer afbeelding → hotspot toevoegen → titel hotspot 1 → tekst hotspot 1 → titel hotspot 2 → tekst hotspot 2 → correct (hotspot 2) → feedback correct titel → feedback correct tekst → feedback incorrect titel → feedback incorrect tekst → alleen informatief → creëer werkvorm

Loyens & Loeff: Voeg werkvorm toe → hotspot → titel → tekst → hotspot toevoegen → hotspot toevoegen → tekst hotspot 1 → titel hotspot 1 → tekst hotspot 2 → titel hotspot 2 → selecteer afbeelding → correct (hotspot 2) → creëer werkvorm

DPG 2: Werkvormen → Voeg werkvorm toe → hotspot → titel → tekst → hotspot toevoegen → hotspot toevoegen → titel hotspot 1 → tekst hotspot 1 → correct (hotspot 2) → tekst hotspot 2 → titel hotspot 2 → selecteer afbeelding → feedback incorrect titel → feedback correct tekst → feedback correct titel → feedback incorrect tekst → creëer werkvorm



Heb je nog opmerkingen (tips/tops) over het herontwerp van de hotspot?

Open Question



5 Responses

Maze answers:

RMMBR: "Vind het vrij druk in de voorkant werkomgeving. Maar las je antwoorden blijven opgeslagen als je heen en weer klikt is het prima. Wanneer is iets fout of goed in een hotspot die je aan kan klikken?"

WBCSD: "- Preciezer selecteren van de plek van de hotspot - Hotspot vorm en grootte kunnen aanpassen - Achtergrond kleur van de hotspot kunnen kiezen (bv Licht of donker) - mbt de afbeelding."

DPG 1: "De eerste titel 'hotspot' is onduidelijk. Ik zou ervan maken: introductie hotspot of intro hotspot, of hotspot algemeen."

Loyens & Loeff: "afbeelding in de volle breedte laten zien en daaronder de hotspots"

DPG 2: "Duidelijk"

Feedback / comments from transcripts:

RMMBR: About the function to indicate whether a hotspot is (in)correct: "Well, it can't hurt as an additional feature, don't get me wrong. But I'm still wondering how you're going to use it."

- WBCSD:**
- Currently the hotspot shifts a little, so it should be placed more precisely.
 - Did understand the value of making hotspots (in)correct instead of only using it informatively.
 - Different color could also be light or dark.

- DPG 1:**
- Only clicked 'informative only' because that was also required in the previous task, so did not understand what it did.
 - Good that information tooltip is added at 'informative only'.

Loyens & Loeff: "Yes, when I see it now, left hotspot, image on the right, it does get a bit crowded. I would just give this one plenty of space because if it's very small and you want something in exactly the right spot, well, then the image is a bit larger, and you can place the hotspot underneath it."

DPG 2: No further comments



Creëer een slider werkvorm in de module.

Prototype Test results aggregated by [Tester paths](#)

De achtergrondkleur mag licht blijven.

5 Responses

40%

Direct success

0%

Mission unfinished

18.5%

Misclick rate

42s

Avg duration

4 participants in 'normal' mode, 1 participant (RMMBR) in preview mode.

Clicks:

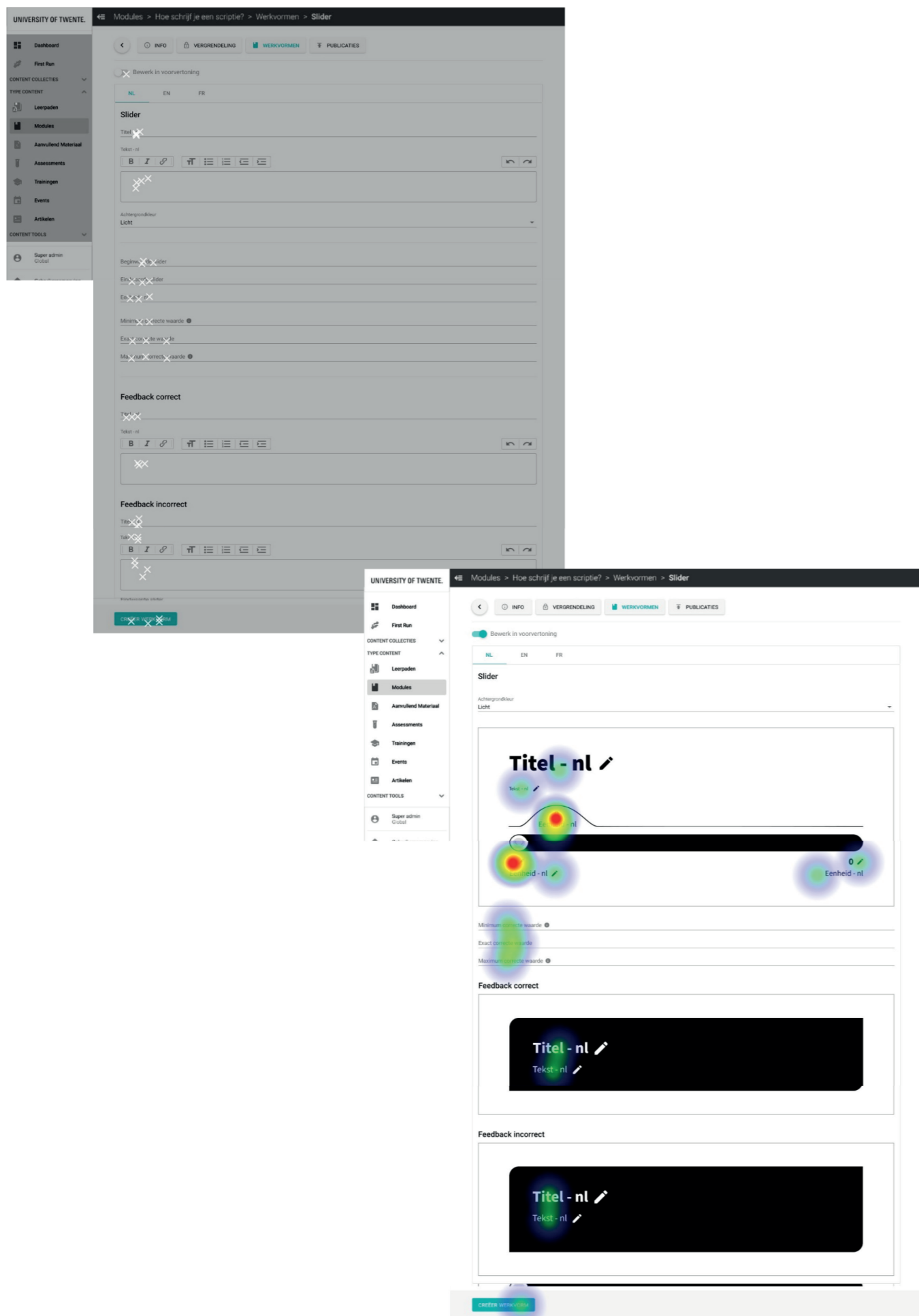
RMMBR: Voeg werkvorm toe → slider → titel → bewerk in voorvertoning → titel → tekst → eenheid (boven slider) → 0 (links) → 0 (rechts) → eenheid (links) → minimum correcte waarde → maximum correcte waarde → titel feedback incorrect → tekst feedback incorrect → titel feedback correct → tekst feedback correct → creëer werkvorm

WBCSD: Voeg werkvorm toe → slider → titel → tekst → beginwaarde slider → eindwaarde slider → eenheid → minimum correcte waarde → exact correcte waarde → maximum correcte waarde → titel feedback correct → tekst feedback correct → titel feedback incorrect → tekst feedback incorrect → creëer werkvorm

DPG 1: Voeg werkvorm toe → slider → titel → tekst → beginwaarde slider → eindwaarde slider → eenheid → minimum correcte waarde → exact correcte waarde → maximum correcte waarde → titel feedback correct → tekst feedback correct → titel feedback incorrect → tekst feedback incorrect → creëer werkvorm

Loyens & Loeff: Info → werkvormen → Voeg werkvorm toe → slider → titel → tekst → creëer werkvorm

DPG 2: Werkvormen → voeg werkvorm toe → slider → tekst feedback incorrect → titel → tekst → beginwaarde slider → eindwaarde slider → eenheid → exact correcte waarde → maximum correcte waarde → titel feedback correct → tekst feedback correct → titel feedback incorrect → creëer werkvorm



Heb je nog opmerkingen (tips/tops) over het herontwerp van de slider?

Open Question



5 Responses

Maze answers:

RMMBR: "Eenheid ook te bewerken boven de sliderbalk."

WBCSD: "Graag ook deze werkvorm zonder correct antwoord mogelijk maken (alleen informatief). In voorbeeld met corrected antwoorden - zou de hele 'correcte schaal' aangeduid moeten worden bij de feedback ipv alleen de exacte correcte waarde."

DPG 1: "Helder"

Loyens & Loeff: "Geen verdere feedback"

DPG 2: "Neen"

Feedback / comments from transcripts:

RMMBR: No further comments

WBCSD:

- "So, if I say 'indicate approximately 10% how many questions you may have correct in a test,' and someone answers 81 when the correct answer is 80, it will be accepted. However, the slider indication will move to 80, as that is the correct answer. But if the correct answer can be between 90 and 70, and within that range, approximately 10% is considered correct, then the slider should not shift at that moment. If someone selects 89, you cannot say, 'yes, you got it right,' and provide positive feedback, only to have the slider move to 80."

DPG 1: No further comments

Loyens & Loeff:

L: Yes, you only didn't fill in those things.

L&L: Like the title and such.

L: Yeah, the values and al

L&L: Okay, yeah but that's self-explanatory. If you just follow this and click from top to bottom.

DPG 2: No further comments

Publiceer de module in het Nederlands en Engels in de organisatie 'Studenten' en zichtbaar voor iedereen.

Prototype Test results aggregated by [Tester paths](#)

5 Responses

0%

Direct success

0%

Mission unfinished

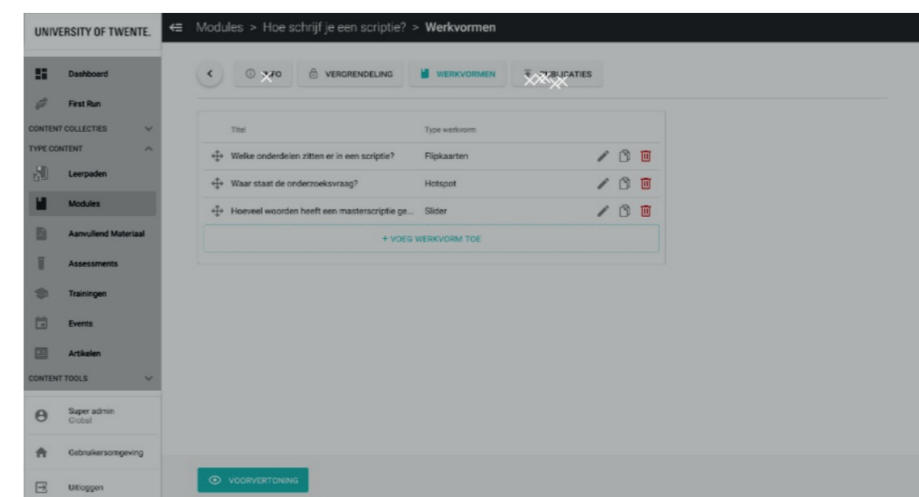
30.1%

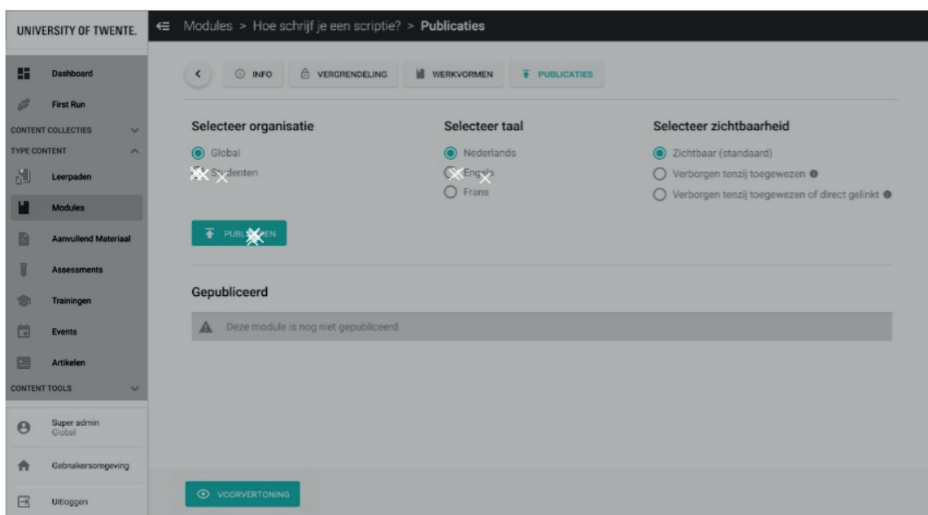
Misclick rate

33s

Avg duration

^The 'direct success' result is not accurate. From the screen recordings can be seen that two participants did the task in the most efficient way (see click details).





Clicks:

RMMBR: publicaties → studenten → Engels → Nederlands → publiceren → Engels → publiceren

WBCSD: Publicaties → studenten → publiceren → Engels → publiceren

DPG 1: publicaties → studenten → publiceren → Engels → publiceren

Loyens & Loeff: info → EN → publicaties → NL → EN → publicaties → info → NL → werkvormen → publicaties → voeg werkvorm toe → slider → (...) → creëer werkvorm → publicaties → studenten → publiceren → Engels → publiceren

DPG 2: publicaties → studenten → publiceren → Engels → voorvertoning → publiceren

Feedback / comments from transcripts:

RMMBR: Make it possible to select multiple languages and organizations at the same time. So 'select all' or a checkbox instead of a radio button.

WBCSD: No further comments

DPG 1:

- This task was done without supervision.
- Clear that there is an overview of publications at the bottom, but used to having a checkmark behind the languages to be sure in which languages it is published.

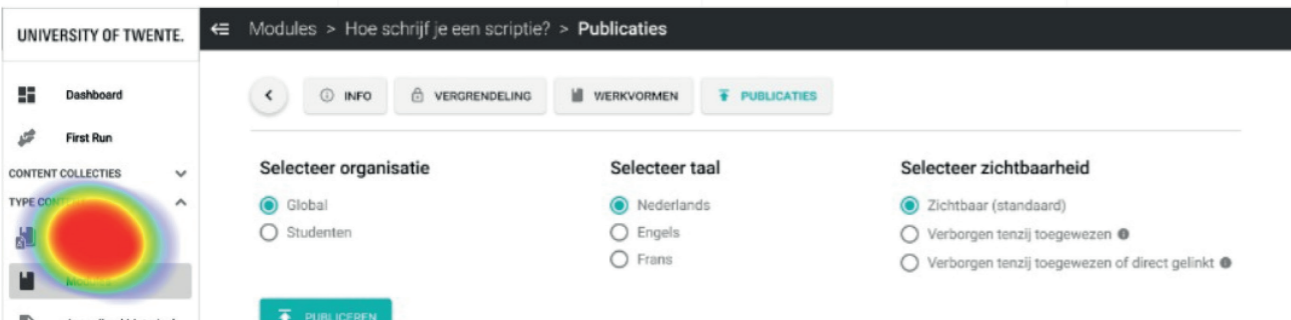
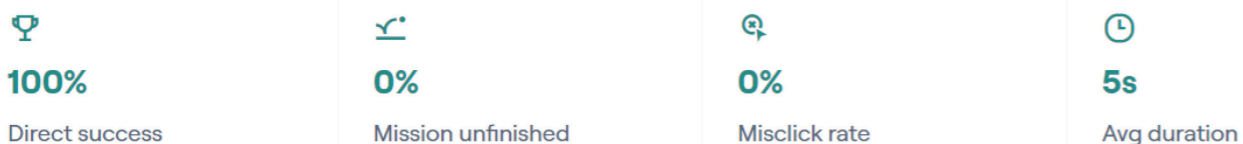
Loyens & Loeff: After he went to 'info', the prototype did not allow to immediately go to 'publicaties', so he first had to create a slider again, since that was the order the prototype supported.

- but very clear how to publish it and where. That's very nice. No, very clear."

DPG 2: No further comments

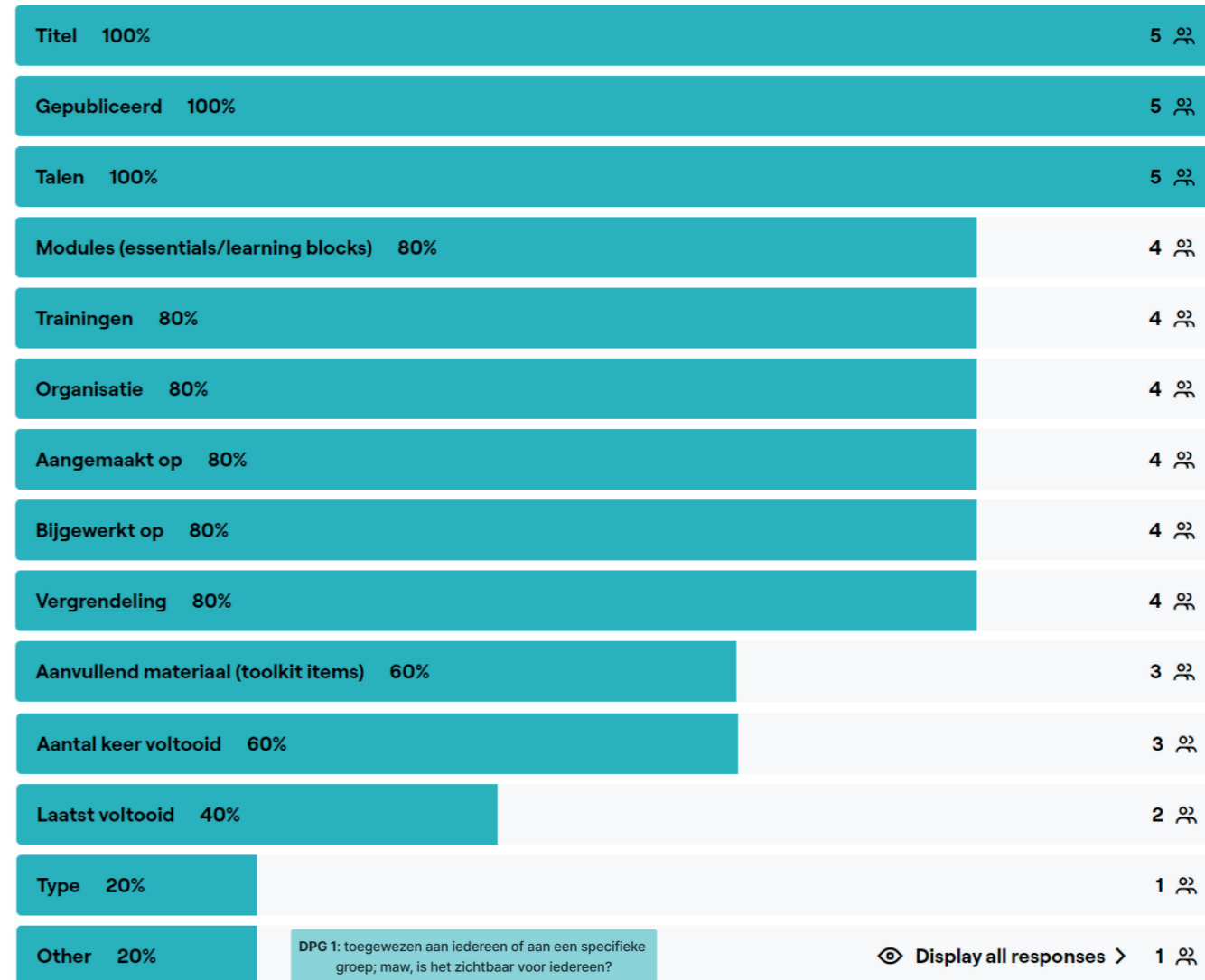
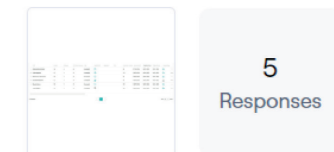
Ga naar leerpaden.
 Prototype Test results aggregated by [Tester paths](#)

5 Responses



Welke kolommen zou je graag willen zien in het leerpadenoverzicht?

Multiple Choice



Feedback / comments from transcripts:

RMMBR:

- Wants all columns (see comment module overview: All columns can be useful so that you can choose which ones to enable or disable. Your preferences should be saved so that you don't have to toggle columns on and off every time.)

WBCSD:

- Number of modules, trainings and additional material not that interesting.
- WBCSD only has one type of learning path, if there were more types, he would want to see that too.

DPG 1: Audio not recorded for this question.

Loyens & Loeff:

- They only have one type of learning paths.
- Organization not that important.

DPG 2:

- "That would be an added value if we could incorporate that [trainings] into a learning path, possibly if the trainer wishes." "Yes, for example, being able to review essentials before or after the training, that can certainly add value."

Creëer een standaard leerpad en voeg de nieuwste module ('Hoe schrijf je een scriptie?') toe in een contentsectie genaamd 'Schrijven'. Voeg ook het aanvullend materiaal 'Academisch schrijven' toe.

Prototype Test results aggregated by [Tester paths](#)

Na het voltooiën van het leerpad moet de module 'Cursusregistraties' ontgrendeld worden. Dit leerpad heeft geen zoektermen en geen certificaat.

5 Responses



0%

Direct success



20%

Mission unfinished



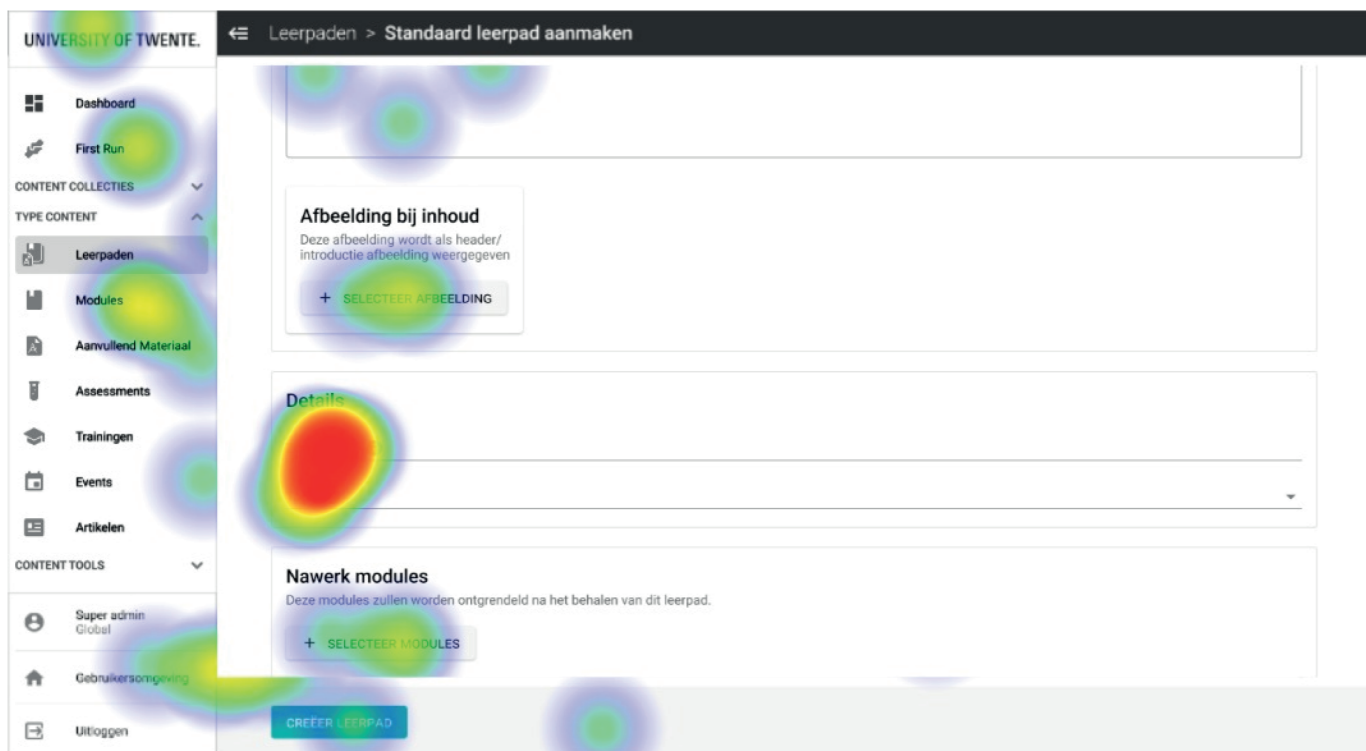
39.2%

Misclick rate

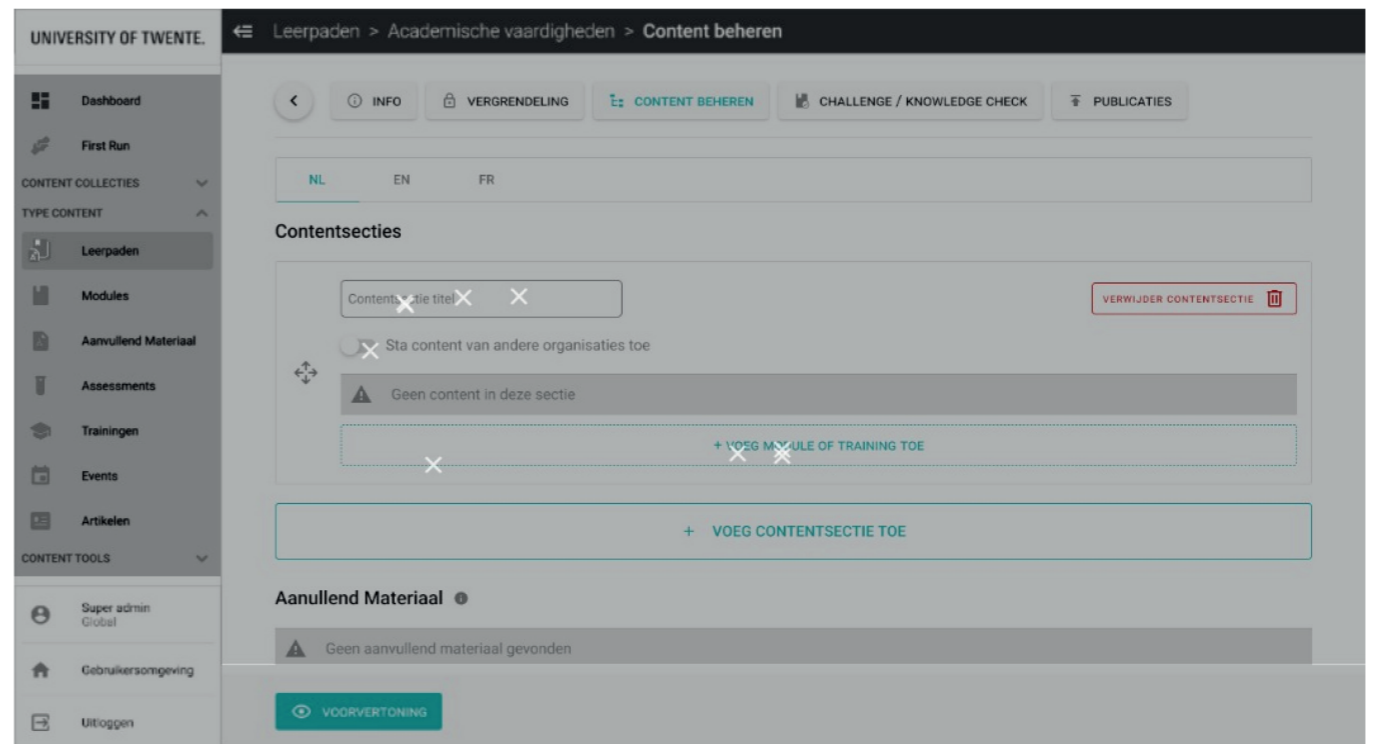
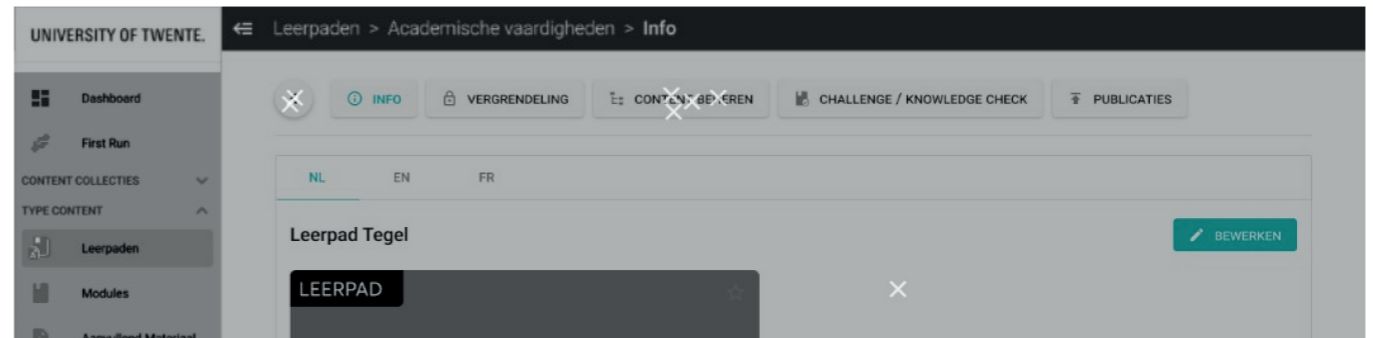
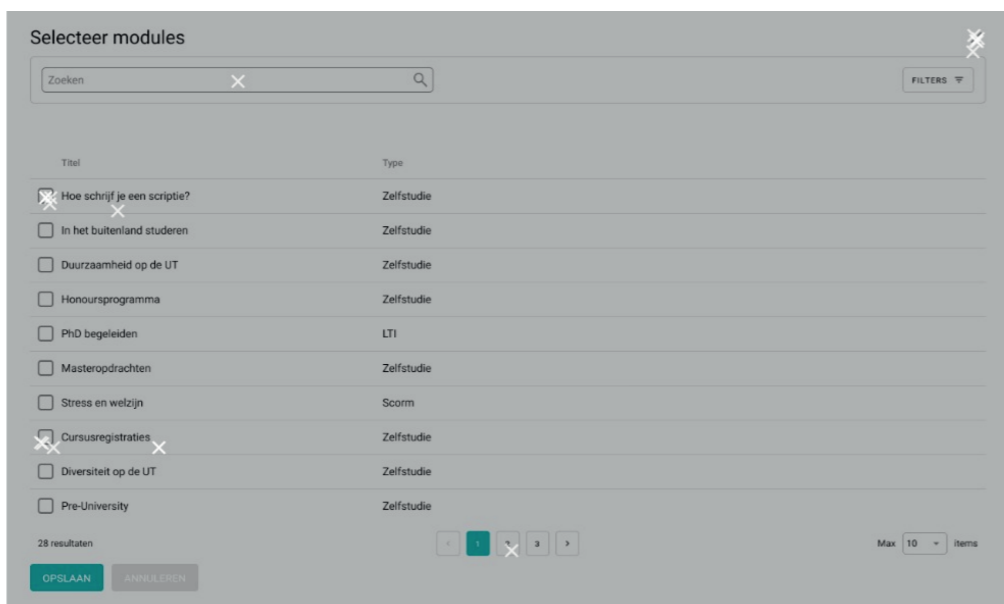


138.2s

Avg duration



Post-work Modules →



Clicks:

RMMBR: Leerpad aanmaken → standaard leerpad → bewerk in voorvertoning → selecteer afbeelding (tegel) → titel → selecteer afbeelding (header) → zoektermen → creëer leerpad → content beheren → contentsectie titel → voeg module of training toe → hoe schrijf je een scriptie? → opslaan → voeg aanvullend materiaal toe → academisch schrijven → opslaan

WBCSD: Leerpad aanmaken → standaard leerpad → Titel → selecteer afbeelding (tegel) → introductietekst → selecteer afbeelding (bij inhoud) → zoektermen → tags → selecteer modules (nawerk) → kruisje → selecteer modules (nawerk) → cursusregistraties → opslaan → creëer leerpad → content beheren → contentsectie titel → voeg module of training toe → hoe schrijf je een scriptie? → opslaan → voeg aanvullend materiaal toe → academisch schrijven → opslaan

DPG 1: Leerpad aanmaken → standaard leerpad → bewerk in voorvertoning → selecteer afbeelding (tegel) → titel → selecteer afbeelding (header) → introductietekst → zoektermen → tags → selecteer modules (nawerk) → hoe schrijf je een scriptie? (x4) → zoeken → kruisje → bewerk in voorvertoning → titel → selecteer afbeelding (tegel) → introductietekst (titel ipv invoerveld) → 'header' → introductietekst → selecteer afbeelding (bij inhoud) → selecteer modules (nawerk) → hoe schrijf je een scriptie? → kruisje → selecteer modules (nawerk) → zoeken → kruisje → modules → titel → titel → selecteer modules (nawerk) → cursusregistraties → [Taak beëindigen] → [verdergaan met taak] → opslaan → artikelen → events → modules → content collecties → bewerk in voorvertoning → selecteer modules (nawerk) → cursusregistraties → opslaan → [Taak beëindigen]

Loyens & Loeff: Leerpad aanmaken → standaard leerpad → titel → selecteer afbeelding (tegel) → introductietekst → selecteer afbeelding (bij inhoud) → zoektermen → tags → zoektermen → selecteer modules (nawerk) → 2e pagina → cursusregistraties → opslaan → creëer leerpad → content beheren → content secties → voeg module of training toe → hoe schrijf je een scriptie? → opslaan → voeg module of training toe → sta content van andere organisaties toe → voeg aanvullend materiaal toe → academisch schrijven → opslaan

DPG 2: Leerpad aanmaken → standaard leerpad → zoektermen → tags → titel → selecteer afbeelding (tegel) → introductietekst → selecteer afbeelding (bij inhoud) → zoektermen → selecteer modules (nawerk) → hoe schrijf je een scriptie? (x3) → kruisje → pijltje terug → selecteer modules (nawerk) → cursusregistraties → hoe schrijf je een scriptie? → opslaan → creëer leerpad → pijltje terug → content beheren → contentsectie titel → sta content van andere organisaties toe → voeg module of training toe → hoe schrijf je een scriptie? → opslaan → voeg contentsectie toe → voeg aanvullend materiaal toe → academisch schrijven → opslaan

Feedback / comments from transcripts:

RMMBR:

- "I find this [preview] really amusing, you know, if this would work."
- Skipped a few steps in creating the learning path (introduction text, tags, post-work modules), but did notice himself that he did not fill everything in.
- Makes sense that additional materials is moved to the content management page instead of the info page, because it will end up in the same place as modules.
- Post-work modules is a good feature, but they don't really use it, because learners receive no feedback about what is unlocked after finishing a learning path. So no opinion about where to place the selection of post-work modules.

WBCSD:

- Task did not go entire smooth because of Maze interface overlapping the screen when selecting post-work modules.
- Did not recall where additional materials were added before, but this location makes sense.
- They do not use post-work modules. "Look, if you're building a learning path and there's follow-up work, why isn't that just included in the learning path? Then you can close everything."
- "Yes, and if you want intermediate assessment, because then there's still a knowledge check at the end before you do the follow-up work. Yes, from a didactic perspective, there isn't really a logic behind that for me."
- "Follow-up work, I find that really something for a training. That you attend a live training, and afterward, you have to do these things. I find that logical."

DPG 1:

- This task was done without supervision.
- noticed that the module selection was about the post-work, but had not read the task correctly, so did not know what module to select.
- thought that modules within the learning path had to be added on the first page of the task, so kept on searching and clicking for a long time without clicking on 'create learning path' until finally giving up the task without completing it.

Loyens & Loeff:

- "Yes, I think once you've gone through it once, you know how it works."
- "This is a component that, I think, simply requires a bit more of a learning curve for the person going through it. But the buttons are clear."
- "What I just notice here is that I need a moment to think, 'what are we talking about,' also in terms of terminology. So, we have a content section, what are we talking about again. But well, yes, I'm saying you just have to get the hang of that."
- Maybe a preview mode could help understand what a content section is.

DPG 2:

- Not clear what to do with post-work modules.
- After creating the learning path she mentioned her busy schedule and more hints were given about where to click to finish the task.

Voeg een challenge met een meerkeuzevraag toe aan het leerpad. Voeg ook een knowledge check toe en gebruik hiervoor dezelfde vraag.

Prototype Test results aggregated by [Tester paths](#)

De meerkeuzevraag heeft 3 antwoordopties en geen afbeelding of video.

5 Responses



0%

Direct success



20%

Mission unfinished



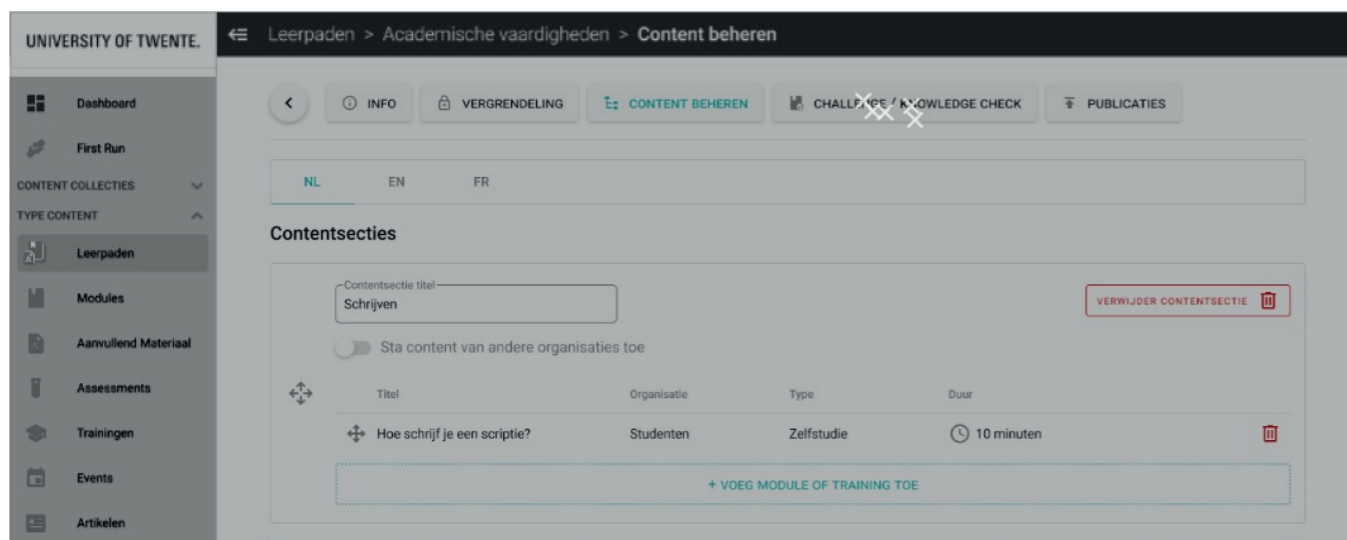
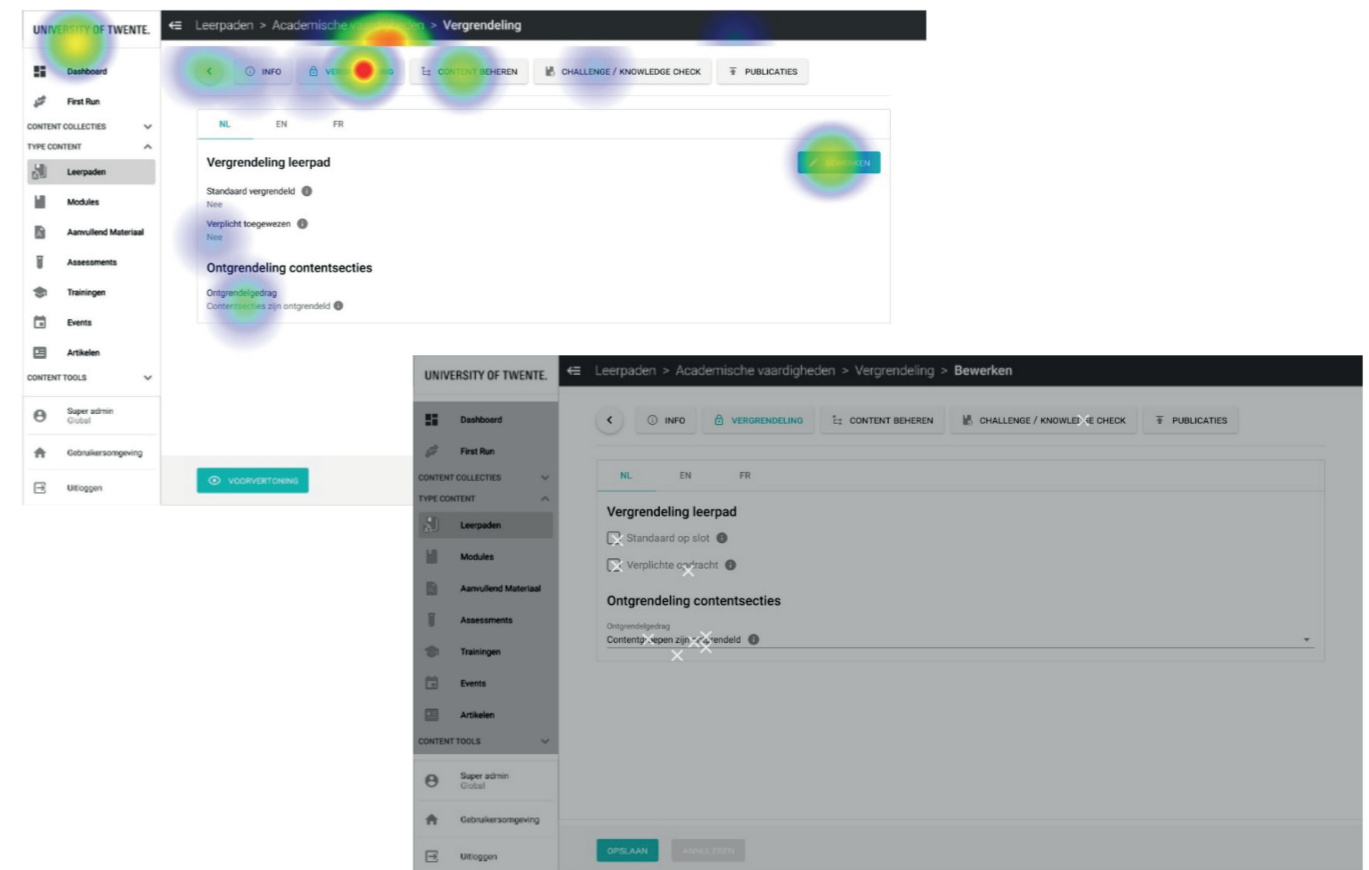
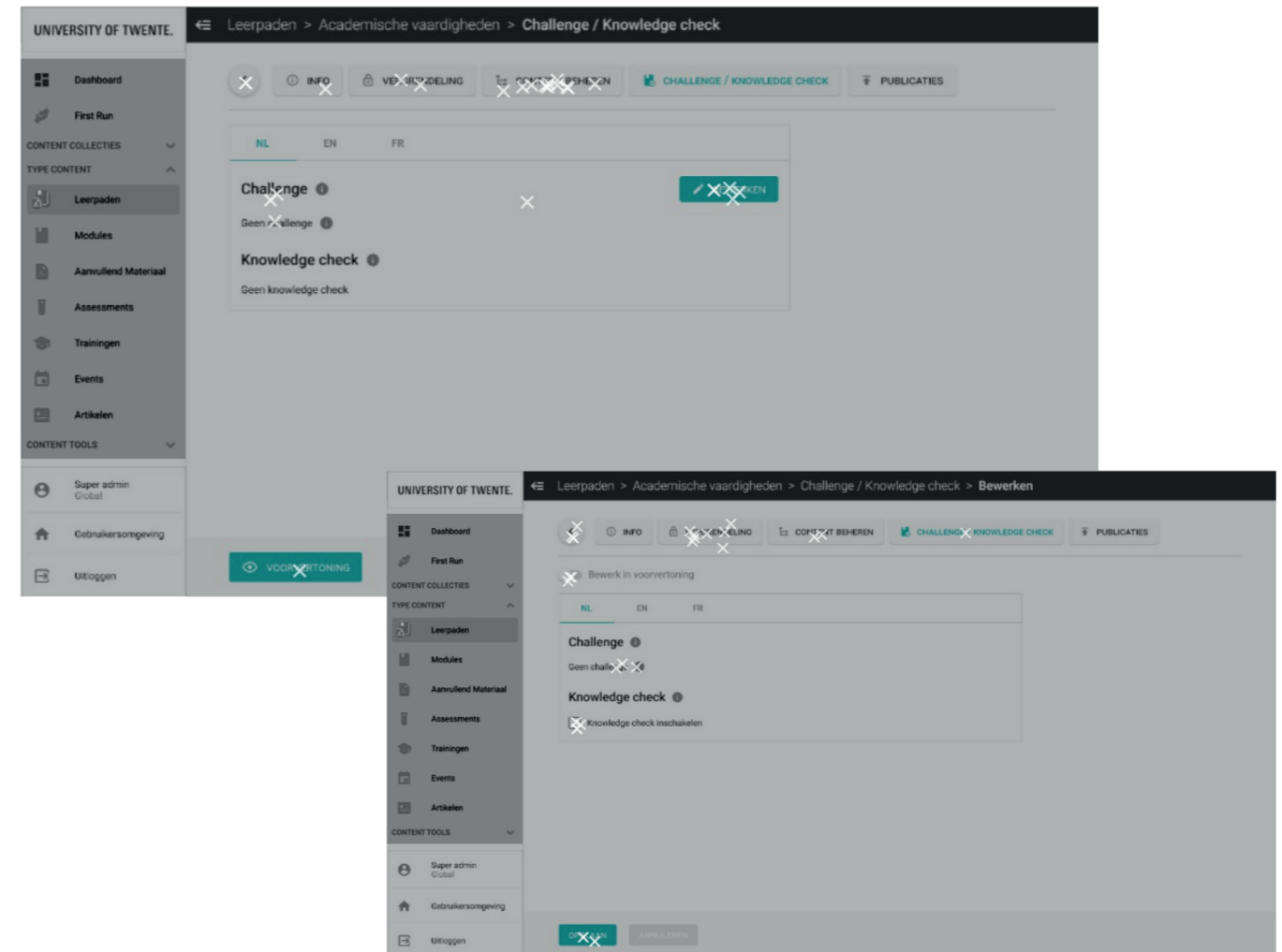
69.8%

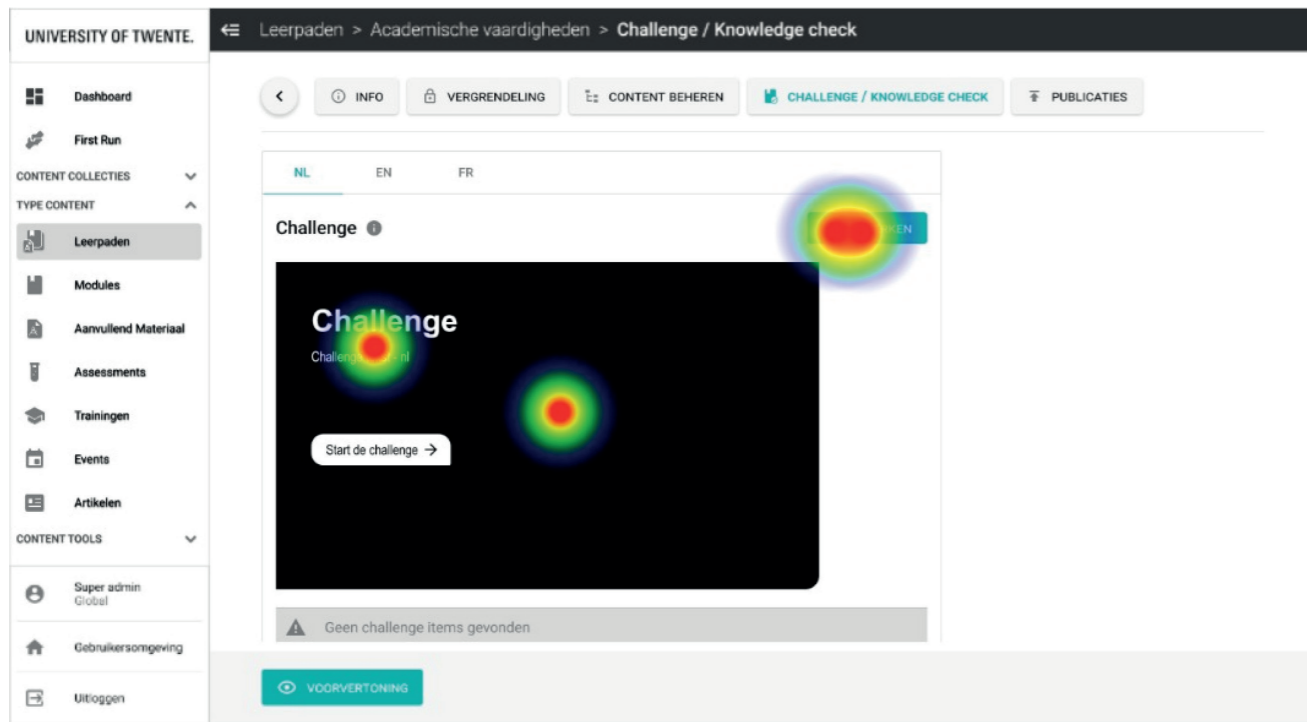
Misclick rate



152.3s

Avg duration





Clicks:

RMMBR: Challenge / knowledge check → bewerken → knowledge check inschakelen → vergrendeling → bewerken → ontgrendelgedrag → challenge → opslaan → challenge / knowledge check → voeg challenge item toe → meerkeuzevraag → vraag → antwoord toevoegen → antwoord → antwoord toevoegen → antwoord → antwoord toevoegen → correct → creëer challenge item → knowledge check inschakelen → voeg knowledge check item toe → hergebruik challenge items voor knowledge check → knowledge check resultaten zijn inzichtelijk → opslaan

WBCSD: challenge / knowledge check → bewerken → challenge / knowledge check → bewerk in voorvertoning → knowledge check inschakelen → info → content beheren → opslaan → vergrendeling → bewerken → standaard op slot → ontgrendelgedrag → challenge → opslaan → challenge / knowledge check → bewerken → voeg challenge item toe → meerkeuzevraag → vraag → antwoord toevoegen → antwoord → correct → antwoord toevoegen → antwoord → antwoord toevoegen → antwoord → selecteer afbeelding → creëer challenge item → knowledge check inschakelen → introductietekst → knowledge check afbeelding → hergebruik challenge items voor knowledge check → knowledge check resultaten zijn inzichtelijk → opslaan

DPG 1: challenge / knowledge check → challenge → geen challenge → content beheren → bewerken → content beheren → pijltje terug → opslaan → knowledge check inschakelen → opslaan → bewerk in voorvertoning → vergrendeling → content beheren (x3) → info → pijltje terug → content beheren → challenge / knowledge check → content beheren → voorvertoning → pijltje terug → leerpaden → content beheren (x3) → info → vergrendeling → publicaties → pijltje terug → leerpaden → pijltje terug → content beheren (x3) → [pauseren] → content beheren → [taak beëindigen] → [taak beëindigen]

Loyens & Loeff: challenge / knowledge check → bewerken → vergrendeling → bewerken → verplichte opdracht → ontgrendelgedrag → challenge → content beheren → opslaan → challenge / knowledge check → challenge → challenge tekst → bewerken → introductietekst → challenge → voeg challenge item toe → meerkeuzevraag → vraag → antwoord toevoegen → antwoord → antwoord toevoegen → antwoord → antwoord toevoegen → antwoord → antwoord toevoegen → antwoord → creëer challenge item → opslaan

DPG 2: challenge / knowledge check → bewerken → vergrendeling → ontgrendelgedrag → verplicht toegewezen → bewerken → challenge / knowledge check → vergrendeling → bewerken → ontgrendelgedrag → challenge → opslaan → challenge / knowledge check → voeg challenge item toe → meerkeuzevraag → vraag → antwoord toevoegen → antwoord → antwoord toevoegen → antwoord toevoegen → creëer challenge item → knowledge check inschakelen → introductietekst → selecteer afbeelding → opslaan

Notes / comments from transcripts:

RMMBR:

- Required hint to check the tooltip at 'no challenge' to go to the 'locking' page.
- Thought that challenge questions could not be reused for knowledge checks, but that was possible.

WBCSD:

- Required hint to check the tooltip at 'no challenge' to go to the 'locking' page.

DPG 1:

- This task was done without supervision
- Thought that the task had to be done within the 'content management' page, but could not return to that page after clicking 'challenge / knowledge check' (which was the correct page), so clicked on everything to try to go back to 'content management' to eventually give up.

Loyens & Loeff:

- Required hint to check the tooltip at 'no challenge' to go to the 'locking' page.
- "Here I find the mix between locking and challenge to be complex" "You want to manage that in one overview" "So that is unclear, that you first have to go to the one and then to the other."
- "There is no sequence in those buttons" (about 'locking' and 'challenge/knowledge check' page buttons)
- He would not check the information tooltips.

DPG 2:

- Required hint and extra guidance to check the tooltip at 'no challenge' to go to the 'locking' page, and to change the locking behaviour to 'challenge'.
- "It's really unclear. You have to go to this, you have to go to that tab, you have to click on a title, then you have to click somewhere else."
- Not going to the locking page to choose to add a challenge would already be an improvement.

In welke context maak je liever challenges en knowledge checks: binnen een module (essential / learning block) of binnen een leerpad?

Multiple Choice

5 Responses

In het huidige admin panel worden challenge en knowledge check items gemaakt in een module (essential / learning block). Deze items komen terug in de leerpaden waar deze modules inzitten.

Module	60%	RMMBR, DPG 1, DPG 2	3
Leerpad	40%	WBCSD, Loyens & Loeff	2

Licht je antwoord op de vorige vraag toe.

Open Question

5 Responses

Maze answers:

RMMBR: "1.Hoe werkt dit bij Dynamische leerpaden? 2.Wat als ik modules hergebruik in andere leerpaden, dan moet ik elke keer weer "dezelfde" vragen toevoegen."

WBCSD: "is opgenomen :-)"

DPG 1: "Als je een module maakt, wil je alles afwerken voor die module, dus ook de knowledge check. In een leerpad wil ik eigenlijk enkel afgewerkte modules kunnen toevoegen en daarna publiceren, maar ik wil daar geen inhoudelijke aanpassingen meer doen. Dat mag op modulenniveau gebeuren."

Loyens & Loeff: "in het kleinst mogelijke onderdeel van de hiërarchie"

DPG 2: "Lijkt mij logischer."

Feedback / comments from transcripts:

RMMBR:

- Can imagine that other would want to create challenge/knowledge check items at learning paths, but he prefers to do it within modules. If, for example, you have a dynamic learning path where one organization has slightly different modules than another, you also need to adapt the challenges/knowledge checks for each organization, as the items are not coupled to a module anymore.

WBCSD:

- Benefit of linking challenge/knowledge check questions to modules is that you are forced to think about questions per module. "That is very specific; it certainly helps in its development."
- currently it is expected to create three questions per module. That is tricky, because sometimes there are modules that do not require any questions, for example an introduction or concluding module.
- "It is convenient when they are linked to a learning path, so that you can simply place all the questions there." But how many questions should a cursist answer to come to a successful score?
- Normally, you would need to answer the three questions belonging to a module correctly to unlock that corresponding module.
- Good to have the option to reuse challenge questions in a knowledge check or add extra questions.
- "That you can indicate for your knowledge check, 'okay, there were already 10 challenge questions; I'll add 20 more, and I put them all in the list. And I want the learner to answer a minimum of 10 or a maximum of 10 questions out of those 30 we have. So, there will be a random selection of those questions, and at least 7 of them need to be correct or accurate to pass the knowledge check."
- Has seen that people really quickly go to the knowledge check and redo it until they know the answers, just to complete the learning path for their employer. So a large pool of questions, of which a few are randomly included in the knowledge check, is necessary to force learning behaviour.

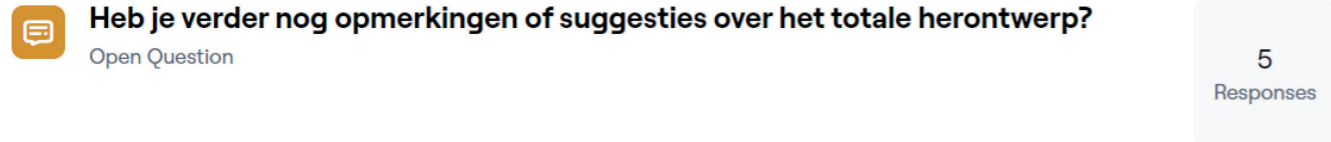
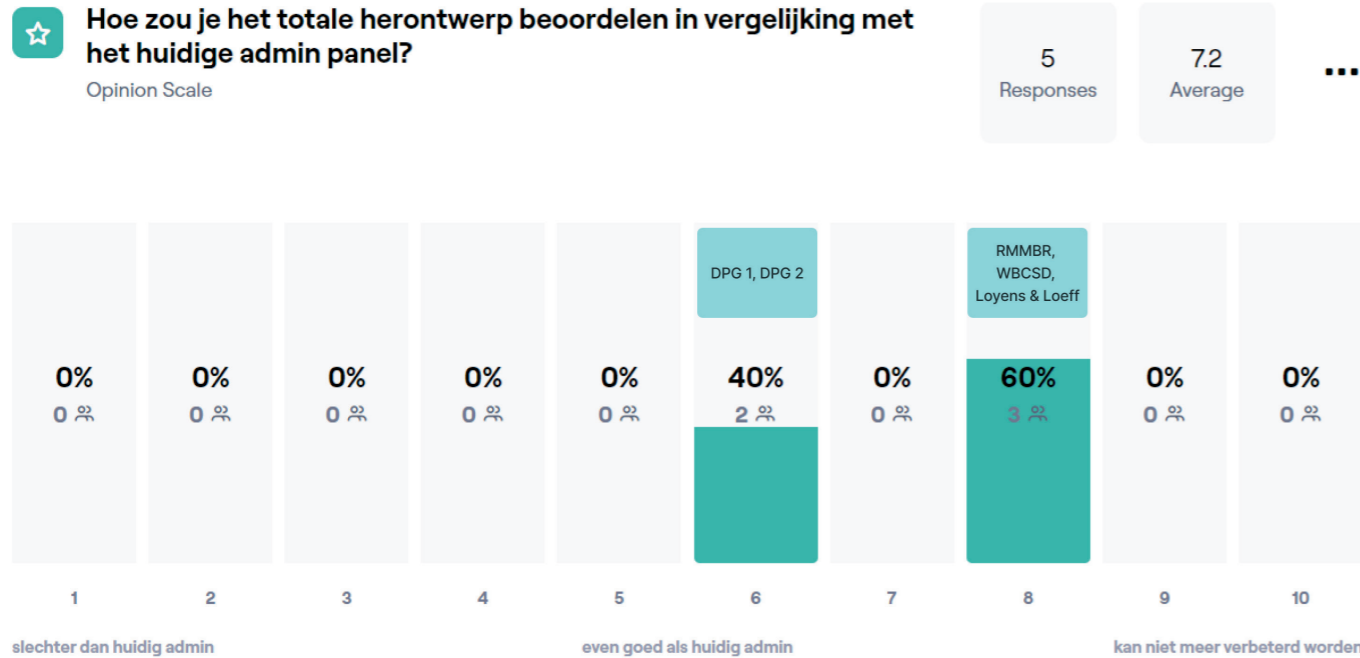
DPG 1: No audio recorded for this question.

Loyens & Loeff:

- Answers are contradictory; answers 'learning path'; but the reason "is in the smallest part of the hierarchy". However, learning paths are above modules, so larger in the hierarchy?
- "You want to see it back in what you are working on, so in the smallest unit, so then you would say in a learning path, right?"

DPG 2:

- "With the explanation you provided, it seems more logical to link it to that [modules]." Explanation was about creating challenges at a module because the questions are linked to the modules or creating challenges at learning paths because that is where a complete challenge will be used in.



Maze answers:

RMMBR: "1. Extra uitleg wat is het is top (de "i"tjes) 2. voorvertoning modus werkt fijn, wel vind ik het wat onoverzichtelijk (bijvoorbeeld door de grote van defeedback tekstblokken). 3. Kopjes en subkopjes zijn fijn, alles betreft indelen en openklappen. 4. Meer informatie en beter zoeken naar materiaal in bijvoorbeeld modules/essentials zijn fijn, wel met de kanttekening dat deze filter opties uit en aan kunnen + het van toepassing is bij elk Blocks block. Dus ook bij gebruikers, groepen etc."

WBCSD: "Ik kijk uit naar mogelijk UX verbeteringen - bv bij toevoegen van Challenge vragen en Werkvormen."

DPG 1: "Ik vind dat er toffe en gebruiksvriendelijke dingen tussen zitten, maar ik vind toch ook nog altijd heel wat dingen dubbelzinnig of onduidelijk, waardoor ik niet meteen wist hoe ik de oplossing moest vinden. Het is dus een beetje fifty-fifty voor mij."

Loyens & Loeff: "Houd altijd in het achterhoofd dat men door de volgorde van stappen wil worden geholpen."

DPG 2: "Soms veel stappen om te nemen en niet duidelijk waar kan op geklikt worden."

Feedback / comments from transcripts:

RMMBR: No further comments

WBCSD:

- "It is starting to become really convenient. I find the preview really great. I do think there are still some improvements to be made, but an 8."
- "I wonder if there are any improvements in the UX, for example, when you add a chapter item at the moment. When a chapter item is added, you immediately go back to the info menu. And that's worthless; then you have to click on work format again, and then again, you have to add again, so those kinds of things I really hope will be improved because that is terrible."

DPG 1: No audio recorded for this question.

Loyens & Loeff:

- "I think you definitely still have points that can be improved, but I also think it definitely brings advantages again, yes."

DPG 2:

- "I can not really compare it, you know, maybe because I'm not really used to it yet. But for me, at the moment, it doesn't make that much of a difference."
- "I found that [preview mode] very clear, but I really didn't find the last part clear at all."
- "Only that last part, I got a bit lost. Maybe if I had more time, I would take it more slowly."

K. Transcripts Second Usability Tests

K.1 Transcript Usability Test RMMBR – Translated

Interviewer: Laura van den Berg (L)
Interviewee: Product owner RMMBR (R)
Date: 17-10-2023
Location: Google Meet

Note: The recording was not done entirely successfully. Only the audio from the product owner of RMMBR has been captured during the Maze tasks, but unfortunately, it was not recorded for open-ended, multiple-choice, and scale questions. Consequently, the Maze questions will be provided, along with the participants' responses, either in the form of an exact transcript or as notes when the audio is unavailable.

Multiple choice question

How much experience do you have in creating and managing essentials and learning paths in the current LXP admin panel? (also known as learning blocks and modules)

(Answer options: (1) created an essential or learning path never to a few times, (2) regularly worked with essentials and learning paths for up to 3 months. (3) More than 3 months regularly working with essentials and learning paths.)

Answer: More than 3 months regularly working with essentials and learning paths.

Prototype test

Select 'media library' from the menu.

R: "Am I the first, by the way? Oh how nice. I can already see myself small at the bottom right."

Select media library from the menu, okay. Hey dude, he's completely different. Content collections, type of content, type of tools, user management. Well, it's not going well, is it? Yes, now I'm completely off track. Uhm user management? Oh no, that doesn't make sense either. It's also a very small screen, can't it be bigger? Well, that took a while. Before you go any further, describe the good, oh yes wait I have to think out loud of course. Describe the good and bad points of this task, so you mean I'm just explaining what happened to me?"

L: There will be another question about it after this, so you can do that too.

R: "Okay. How do I move forward? Oh wait, I just have to zoom out."

Opinion scale question

subheadings in the menu (content collections, type of content, content tools and user management) clearly describe the corresponding menu items.

(scale 1-5: 1 = strongly disagree, 5 = strongly agree).

Answer: 3

Open question

Do you have any suggestions/comments about this menu structure?

Answer: Add homepage, I think content slider and lerpads groups fall under homepage. Furthermore, maybe something about live content: training & events Adapting content tools to content management? Because users are also management.

R:

- If you call it 'content collections', a learning path is actually also a content collection.

Open question

What do you think of the term 'module' instead of 'essential'? Do you have any other suggestions?

Answer: Modules make more sense to me. They are either: SCORM Modules, microlearning or modules and LTI Modules...

R:

- Modules for new customers, not retroactively changing essentials to modules in existing platforms, because both admins and end users now know what essentials are.

Open question

What do you think of the term 'additional material' instead of 'toolkit item'? Do you have any other suggestions?

Answer: Toolkit items is English and Dutch in one. Understand that additional material makes more sense for users. Think that's the perfect name too.

R:

- I often have to explain to people what it entails, then I usually also say that it is extra material and that it is optional.
- In the front there are now those 'i's' with essentials and toolkits, because otherwise it is not clear what it entails.

Prototype test

Go to the 'modules' page and check at which organisation and in which language the module 'Sustainability at the UT' has been published.

R: "Hey, I see myself again. Go to the modules page and check at which organisation, in which language the module 'sustainability at the UT' has been published. Will it stay put? Yes. Go to the modules page. Type of content, modules. How funny this is, by the way. Okay, check with which organization and in which language. Oh, that's not allowed. That is not allowed. What kind of drop-down menu is this, dude."

"What do I think? Uhm, fine. Personally, I don't look much at which language it is published, but which organization it is published is really interesting. Because otherwise you have to open it, well. I recognize the error you had. So that has a lot of added value. And I think especially with future customers, as in a WBCSD that eventually. Look, now I work at Vodafone, they have two organizations, fine. I work at DPG, which has four organisations, well fine. WBCSD will soon have thirty organizations, which is of great importance, what is published where. To clarify that, I understand that this could be a way, yes definitely."

Prototype test

Hide the column 'Type' in the module overview.

R: "Well, you made this in the hope that this will be a perfect, new menu or not, that's the idea? Yes yes, nice. I see all kinds of things that make me think, yes okay, interesting, interesting. Okay, hide the 'Type' column in the module overview. Okay, hide the Type column. Yes, I know. Hide the "Type" column. Oh, no it doesn't have to be like that, it has to be here. Hide, hoppa. Okay."

Multiple choice question

Which columns would you like to see in the module overview?

Answer: Locking, Other: Used in... For example, Updated on, Last completed, Created on, Number of times completed, In Learning Paths, Languages, Organization, Published, Type, Title.

[all possible options]

R:

- "Updated on" is nice to have.

- All columns can be useful, so you can choose which ones to turn on and off. Then you should be able to save your preference, so that you don't have to turn columns on and off every time. The fact that you now have to scroll is not a problem, as long as you can choose how much information you want in the overview.

- What could also be added is the column 'used in', so that you can not only see which learning paths contain an essential, but also, for example, whether it is used as preliminary work for a training.

- When locked, it should be stated in what way it is locked, or when it is unlocked.

Prototype test

Sort the list of modules by last updated.

R: "Sort the list of modules by last updated. Created, last completed. Ah, turn it on first. I'm not allowed to do that, this isn't how. Hey? Well, I can imagine, I have to go to the right. Oh, I can, this works, okay. yes is fine, if I knew I could scroll it's fine. And so I would personally turn on fewer columns, that would be my menu."

Prototype test

Filter the list of modules by published in organization 'Global'.

R: "Filter the list of modules by published in organization 'Global'. Published, global. yes, this is sexy when this all works like this."

Open question

Are you missing any filter options?

Answer: 'assignment at type. If a company has 50 organizations, this list will not be doable. Search option?

R:

- Assignments are hardly used, but they can't be omitted entirely.

Prototype test

Find out which learning paths the 'Research Methods' module is in.

R: "Find out which learning paths contain 'research methods'. Research methods.. Those, and then I would click on this, and that's exactly how it works. That's nice."

Prototype test

Create a new self study.

R: "yes, well, look I use it because I understand it. But I can imagine that if you have no idea what an LTI is or a Scorm is and you're just going to work in the back end, that it [text and icons for type modules] has added value, for sure. We got that back in the first place. That was with the last demo we gave, two weeks ago or so. That they lacked supporting texts in the back. So indeed, not only self-study, but it also says what it is. Coincidentally, apparently that's a thing. Yes, if you work with that all day then you don't realize it at all until it doesn't happen, but yes. Fill in the information under 'module tile' without clicking on 'edit in preview'. Then click on 'edit in preview'. Oh, oh dude, no dude, you want to be able to build on the front, to know what it's going to look like? Funny, fun. Yes, then I just have to click, right? Can I still have something here, I have to think out loud huh? What I do see now is that you think, oh here [image] will have to put a black, dark overlay over it, for example, but that's based on this screen. What if I'm on my mobile phone? Do you know what I mean? That's how it works, well, that's kind of the case with us, of course, but you have to assume something, I understand that. yes, I imagine you might want that [mobile version]."

Opinion scale question

Which option do you prefer to use?

(Scale 1-5: 1 = Not Preview, 3 = No Preference, 5 = Preview)

Answer: 1

R:

- For many customers, preview will be helpful. But we use word files in which the content is already written down, so the normal mode without preview is much faster to paste text from a word file. I already know exactly what everything will look like, so I wouldn't need the preview itself.

Prototype test

Show how you would also make an English version of this module. (no need to fill in completely).

R: "Show how you would make an English version of the module. So, I would click on this, and then, create things. Is this what you mean? Show how you would create an English version of the module. yes, I'd click on English, and then, oh."

Prototype test

Add a chapter item to the module.

R: "Okay, add a teaching method to the module. Teaching methods, add teaching methods. That's nice."

Multiple choice question

Which chapter items do you understand what it entails when you look at the icons and information?

Answer: Suggestion, Deep dive, PDF Download, Hidden hotspot, Hotspot, Slider, Flip cards, Open question, Multiple response question, Multiple choice, Text with audio, Quote, Text with video, Text with landscape image, Text with portrait image

[all possible answers]

Open question

Explain your answer to the previous question.

Answer: Perhaps expand text with audio. Open questions are always anonymous.

R: "I get that question a lot; What happens to the answers to open-ended questions? Nothing, you can look back yourself, but no one can see it."

- Rewording flip cards. If it's also possible without a correct answer, I wouldn't call it a multiple-choice question.
- For text with audio, you can add that these are mp3s, or a podcast, for example.
- In PDF download, the word 'download' can still be used somewhere in the description.

Prototype test

Create flip cards as a working method in the module. Make sure that there is no correct answer and that there are three flip cards.

R: "Create flip cards as a teaching method in the module. Make sure that there is no correct answer and that there are three, hey three. That's okay too, normally four are always allowed.

What am I doing wrong? Isn't that what I have, 1, 2, 3? Make sure that there is no correct answer and that there are three flip cards. 1, 2, 3. All questions, all things. Well. Oh I don't have a title yet. It isn't. Do you want this, do you mean this? Hmm, but you didn't have to, you said? Hello. Yes, just clicking very often, that works too. Aah, that's what you mean."

Open question

Do you have any comments (tips/tops) about the redesign of the flip cards?

Answer: No, I think that's fine. It's nice that more or less than 4 flip cards can be used.

Prototype test

Create a hotspot teaching method in the module. Make sure that there are two hotspots in this method, the second of which is correct.

R: "Make sure that there are two hotspots in this method, the second of which is correct? Create a hotspot teaching method in the module. Make sure that this teaching method is two hotspots, the second of which is correct. But what is correct then? I'll see for myself, maybe. Now I want to see this, now I want to do it like this. So you don't have to, oh that's what you have, that's what you mean. Image needed, text. What's below then, oh that's the feedback."

Open question

Do you have any comments (tips/tops) about the hotspot redesign?

Answer: Find it quite busy in the front working environment. But if you read your answers stay saved, if you click back and forth it's fine. When is something wrong or right in a hotspot that you can click?

R: "Well, it can't hurt as an extra feature, don't get me wrong. But I'm still wondering how you use it."

Prototype test

Create a slider teaching method in the module.

R: "Also in the front."

Open question

Do you have any comments (tips/tops) about the redesign of the slider?

Answer: Unit also edit above the slider bar.

R: Because that's what I just clicked on.

Prototype test

Publish the module in Dutch and English in the organisation 'Students' and visible to everyone.

R: "Yes, it looks sleek, only I wanted to give feedback, but it doesn't say that. Being able to click on several at the same time. So select language, multiple languages at the same time. And then the same goes for organization, multiple organizations at the same time. Because for WBCSD, if all goes well, it will be done automatically, if you publish at WBCSD it will automatically go into all subsidiary organizations, but in other cases you could of course just say 'gosh, all organizations are listed here', and you can just click 'select all' or something, I don't know. Or just several at the same time. Yes exactly, a checkbox instead of a yes, exactly this.

Prototype test

Go to learning paths.

R: "Go to learning paths."

Multiple choice question

Which columns would you like to see in the learning path overview?

Answer: Lock, Updated on, Created on, Last completed, Number of times completed, Languages, Organization, Published, Type, Trainings, Supplementary materials (toolkit items), Modules (essentials/learning blocks), Title

[all possible answers]

Prototype test

Create a standard learning path and add the latest module ('How to write a thesis?') in a content section called 'Writing'. Also include the supplemental material 'Academic Writing'.

R: "I think this [preview] would be really funny, dude, if this would work. Okay, what am I supposed to do? Is that already allowed? Oh, I was going to say, I haven't filled in everything yet, but I can already. I wanted to click around, but unfortunately I can't. Hey, hey. Oh, hm. Hm, funny. Yes, it makes sense, because you do it [add toolkit items] now at info. Actually, that doesn't make sense at all, because it will just be here. Only, if I may complain. Where's my preview here? That I can see what it will look like? Academic writing. Oh, here's the preview.

Yes, we don't really use postwork at all. I find post-work a bit tricky, because what happens, is then unlocked, but where do you see that? Do you know what I mean? So you've done your learning path, but where does it come back? No, we have that set up at the back end and if you tell your employees correctly, you can tell it like this, but you don't get something like a pop-up of 'this is now unlocked' or you see that somewhere or something. It's a good feature that's not being used because now, it's almost impossible to use, let me put it that way. So then I won't dare to say where you put it, because now you don't put it here, because you don't see it, so yes.

Prototype test

Add a challenge with a multiple-choice question to the learning path. Also add a knowledge check and use the same question for this.

R: "Add a challenge. Hm, then they're no longer linked to one. Hello. And if I'm in front, ah he does some, he does some. He's just walking behind me. Hello. Oh, if I click here it works, you see? Maybe again. It works, but not if I click in the right place. Correct, yes. Hmm, can I think something of this right away, just out loud? I would like to be able to use those same questions. I'll have filled in a hundred questions here, and then. Holy moly. Well, this is what you want. And this is what you want.

Multiple choice question

In which context do you prefer to make challenges and knowledge checks: within a module (essential / learning block) or within a learning path?

Answer: Module

Open question

Explain your answer to the previous question.

Answer: 1. How does this work in Dynamic Learning Paths? 2. What if I reuse modules in other learning paths, then I have to add "the same" questions every time.

R:

- I can imagine that others want it with learning paths, but I prefer modules. For example, if you have a dynamic learning path where one organization has slightly different essentials than another, you also need to change the challenges/knowledge check per organization.

Opinion scale question

How would you rate the overall redesign compared to the current admin panel?

(Scale 1-10: 1 = worse than current admin, middle = as good as current admin, 10 = can't be improved)

Answer: 8

Open question

Do you have any other comments or suggestions about the total redesign?

Answer: 1. Extra explanation what is it is top (the "i"s") 2. Preview mode works fine, but I do find it a bit unmanageable (for example due to the size of the feedback text blocks). 3. Cups and subheadings are nice, everything concerns dividing and unfolding. 4. More information and better searching for material in, for example, modules/essentials are nice, but with the caveat that these filter options can be turned off and on + it applies to every Blocks block. So also with users, groups, etc.

K.2 Transcript Usability Test WBCSD – Translated

Interviewer: Laura van den Berg (L)

Interviewee: Director of Education WBCSD (W)

Date: 19-10-2023

Location: Google Meet

[Introduction]

Multiple choice question

How much experience do you have in creating and managing essentials and learning paths in the current LXP admin panel? (also known as learning blocks and modules)

(Answer options: (1) created an essential or learning path never to a few times, (2) regularly worked with essentials and learning paths for up to 3 months. (3) More than 3 months regularly working with essentials and learning paths.)

Answer: More than 3 months regularly working with essentials and learning paths.

Prototype test

Select 'media library' from the menu.

W: Okay, select media library from the menu. Then it has to be in there, right? No, not either. Hey? There. Yes, that's double that English and Dutch are mixed together.

L: Oh yes.

W: Yes, it says 'type of content', 'content collections'. But then again, content is really an English word. Tags is of course English, but is also used in Dutch. And then media library in Dutch again and the Blocks version I'm using is in English, so.

L: Yes, that's true. Because it's one standard test for everyone, I've done it all in Dutch now, so that takes some getting used to for now.

W: Yes

Opinion Scale Question

subheadings in the menu (content collections, type of content, content tools and user management) clearly describe the corresponding menu items.

(scale 1-5: 1 = strongly disagree, 5 = strongly agree).

Answer: 3

W: Subheadings in the menu. Yes, partially. Don't totally agree.

Open question

Do you have any suggestions/comments about this menu structure?

Answer: To avoid confusion, I think it's wise not to use the word "content" too often.

W: yes, I think you have 'content tools', 'type of content', 'content collections'. Is a lot of references to content.

L: Yes, at first I also had the idea to divide it only between content and user management, but then you have a very long list. But would that be better?

W: No, because I don't know, surveys, tags, media library, rules of interest.

L: No, they don't have them everywhere, so that's possible.

W: No, so that's, that seems clear to me. And I can't find articles in type, yes of course it's a kind of content, so that's true. So this seems logical to me, that type of content separately. Content collections, okay, or collections. I think it's called widgets now.

L: Yes, that's right, those content sliders. Yes, I didn't think widgets were a very meaningful word, so I thought content slider might be a bit more what it is.

W: But content tools might be an even better word for it.

L: Yes, so let's say they are together as a group, but then a different word for what that describes yes.

W: Yes.

Open question

What do you think of the term 'module' instead of 'essential'? Do you have any other suggestions?

Answer: I'm not in favor of it myself, because we already have another term for an Essential (learning block). In itself, Module is not out of place in a learning path, although I must also point out that an Essential can only consist of a small number of screens, so the experience of this essential is very short-lived – which again does not fit a Module.

L: yes, this is a bit tricky for WBCSD of course. Because normally, for most people, it's called essentials and learning paths. And at WBCSD, learning paths are already called modules. But in this test, a learning block is called a module. So that's a bit confusing right now.

W: Yes. Uhm. Yes, an essential is a learning block. And instead of using essential module as a learning block, no, I'm not in favor of it. Because, of course, we already have the word module in use in WBCSD, but I also think it's something like a chapter within a course, or a stand-alone module. You can also do a module that consists of several pages. And an essential itself can be tremendously short, but have 3 screens, so that's.

L: Yes, I thought indeed, a module stands on its own, so just like an essential that it is only that, and it can be part of a learning path for example.

W: But within a learning path, you have multiple segments, so then you have a lot of smaller modules that then fit within a segment and that in turn forms a learning path. That it's a learning path, with segments and then modules. It is possible. If I'm not in favor of it, it doesn't mean I wouldn't think it's a good solution.

L: No, but I do understand, anyway because of course you already use those words for other things.

W: So as far as I'm concerned, for me, a module consists of a little bit more content than just a few screens. That is why we have the appointment module for something that is a learning path. And a course for something that is a learning path group. And then you already have a larger course with smaller modules that can also be standalone. So a learning path as a module and therefore smaller learning blocks that are actually essentials. So that's why we chose to call it that.

L: yes, okay.

Open question

What do you think of the term 'Additional material' instead of 'toolkit item'? Do you have any other suggestions?

Answer: I don't think toolkit item is strong, because it's very technical. Personally, I would like to add the word 'resources' to a learning item (essential or learning path). (a shorter, clearer word)

W: Toolkit item, yes. Additional materials, that's what we call it and it comes to us in English, instead of toolkit item.

L: So you're actually already using that?

W: Yes, I do not think toolkit item is strong. Because this term is very technical. But that's what I thought of essential. Essential is really one of those yes, part of the jargon within learning management system building. And that's not obvious to your customers, so if you hold them and say we call that essential, then you're actually asking your customers to adapt to your jargon. While it's actually better to come up with something that's more accessible.

L: Yes

W: Yes, other suggestions. I'm not crazy about it myself. Again, two words. You could just do it, but that's a clash with something else, because there are also resources. And resources are news, say articles and so on.

L: Yes

W: And resources can't be expressed in Dutch.

L: Yes, a source it is. Or resource?

W: yes, it's not so much about the sources, but uhm, raw materials.

L: Yes. Tool.

W: Tool, yes maybe.

L: But at least, a somewhat shorter, clearer word then. Clearer than toolkit item and shorter than supplementary material.

W: Yes

L: Okay.

Prototype test

Go to the 'modules' page and check at which organisation and in which language the module 'Sustainability at the UT' has been published.

W: Go to the 'modules' page and check at which organisation and in which language the module 'Sustainability at the UT' has been published. Okay. I can't go there.

L: So what would you think if you could see where something has been published in this way?

W: Yes, very nice. Very nice. Because I would normally go to the publication menu and look in it from where it is published, so I like this, this is quite nice.

L: Okay, yes.

Prototype test

Hide the column 'Type' in the module overview.

W: Hide the column 'type' in the module overview. Type. Seems to me here, that you can just do it here. Yes, that's also very nice. That you can turn those columns on and off. Especially with a lot of modules, so that's really nice. Especially if you have a lot of essentials, so a lot of modules in this case. We already have 23 pages.

L: Yes.

W: That's very nice indeed. Not only that, maybe also, there could be another column or a filter based on tags, that would also be nice I think.

Multiple choice question

Which columns would you like to see in the module overview?

Answer: Published, Lock, Updated on, Organization, Type, Title, Other: Tags

L: yes, so right now there are only a few of those columns. So you can see what the type is, that kind of thing.

W: Yes, title, type, organization. In learning path?

L: Yes, so it only says how many learning paths it is in.

W: Yes, that's irrelevant to me. Number of times completed is also less relevant to me. Updated on, lock. Then I would like to add tags, because then you can also filter on them yourself. And published, yes it is important that it is published. That's important, yes.

Prototype test

Sort the list of modules by last updated.

W: Sort the list of modules by last updated. Okay. Her Majesty.

L: Yes great.

W: Yes, that's great, a sorting list like that is perfect, it's pretty intuitive. Easy to sort.

L: Well nice.

Prototype test

Filter the list of modules by published in organization 'Global'.

W: Filter the list of modules by published in the Global organization. Let's see, my mouse doesn't want to. Yes again, easy. Perfect if you can filter by the organization. I would also click on organization and then want to see that list alphabetically. So that you click on the column and immediately see the modules filtered per organization alphabetically.

L: Yes, that you sort it.

W: Yes, A to Z and if you click Z to A again, that's automatically. Because that's why I went to the column first.

L: Because sometimes modules, or essentials, are sometimes in multiple organizations, aren't they?

W: Yes, that means they've been published to different organizations.

L: Oh yes, but organization just includes which organization made it.

W: Yes, exactly.

L: So that should actually be in the list here as well, yes by which organization it was made.

Open question

Are you missing any filter options?

Answer: Yes, tags.

W: Am I missing filter options? Yes, tags.

L: yes, okay. You can still fill it in.

Prototype test

Find out which learning paths the 'Research Methods' module is in.

W: The learning path of the 'research methods' module.

L: [after correct click] Yes, so then it says, if you click on that, there on the right it is indeed it.

W: Yes, in learning path. Highs and lows. Yes, I went to the search option. Because with us, again we have 23 pages of essentials, so I look everything up. So that's why. But then clicking on it and immediately seeing which learning path it is in is of course easy.

L: Is it also useful to have? Because now there is actually no overview of which learning paths it is, then you just have to look at each learning path to see if it is included.

W: yes, I think it's very helpful to have this reference.

L: Okay, yes.

Prototype test

Create a new self study.

W: fill in the information at module tile without, okay. Ah okay, so.

L: Yes, the first one without clicking on it for a while and then yes, and then you can see a bit of a difference.

W: Yes, yes. Then click on edit in preview and fill in the rest of the info. Yes

L: Yes, you can already do that preview, then you can kind of see the difference.

W: Yes, that's nice. Then you're really working live in it.

L: Yes, you could also fill in more up there. Yes, not this one, but yes from here. Yes, it has already been filled in.

W: Okay. Oh how nice. Would it also immediately take the fonts that are set at the various organizations?

L: Yes, what do you mean?

W: Well, for example, we have our own font. Does he show it here in the right font? Is it a rendering of what will end up there?

L: Yes, that's the idea, yes. And if you use normal, you can't with this version, but then if you click on it, you would see another bar above it with bold and things like that. That you have a little, yes what you normally have with such an input field, font size, that kind of thing. That you can also adjust that.

W: Okay. It's kind of funny.

L: If all goes well, there will be another question about it now.

Opinion scale question

Which option do you prefer to use?

(Scale 1-5: 1 = Not Preview, 3 = No Preference, 5 = Preview)

Answer: 5

W: Well, I'm pretty used to dealing with this, but I think the preview is much better at showing where you're putting text on the tile, for example, and that's much more convenient. Then you can also immediately see, for example, whether the background is not too light for the color of the text. So that's why I think the second option, the preview option, is much better than.

L: Okay, great. But then that the other version remains, that you can switch between the two a bit?

W: Yes, that's not surprising at all.

Open question

Explain your answer to the previous question.

Answer: The preview prevents you from choosing a tile image that causes the text (title) to be illegible.

Prototype test

Show how you would also make an English version of this module. (no need to fill in completely).

W: Okay.

L: yes, I think he scrolled down for a while.

W: Yes.

L: Yes, at first I think those buttons were at the bottom right, not so noticeable.

W: Of the different languages?

L: yes oh, maybe WBCSD doesn't have any other languages.

W: No indeed, we only have one language. Yet.

L: Yes, but anyway, it's obvious.

W: No clear, much nicer this way, much clearer.

L: Okay.

Prototype test

Add a chapter item to the module.

W: Add a teaching method. Yes. Can you go there right away, I wonder. Yes. Yes, well this was, of course it's called Chapter items.

L: Yes

W: I don't think that's a very good term for that.

L: Yes, I was thinking about that as well, what would be a good term for chapter items.

W: Yes, a teaching method is an 'interaction type'. That's kind of the closest thing to it, because you choose what for, yes type of information you add. It's really a type, a chapter item isn't real. Because a chapter has to do with an organizational side of a story, and not with the working method.

L: Yes, a teaching method is also so difficult to translate.

W: No, that's the tricky part again, so I would choose something of an 'interaction type'. Because you choose how the learner interacts with the knowledge that is being done, so it's text with image, that's very clear. Then it reads. Is it text with audio? Is it a quote? Is it a multiple choice? So yes, with me it would be something like that. Interaction type.

L: yes, okay.

Multiple choice question

Which chapter items do you understand what it entails when you look at the icons and information?

Answer: Suggestion, Deep dive, PDF Download, Hidden hotspot, Hotspot, Slider, Flip cards, Open-ended question, Tick question, Multiple choice, Text with audio, Quote, Text with video, Text with landscape image, Text with portrait image

[all possible answers]

W: Let's see, what teaching methods do you understand what it means when you look at the icons and the information. I don't know any suggestion. Suggestions can be read and liked by other users who create the module. Oh, okay cool. Yes all.

L: Okay, yes.

Open question

Explain your answer to the previous question.

Answer: All clear.

W: All clear. No longer to think about it.

Prototype test

Create flip cards as a working method in the module. Make sure that there is no correct answer and that there are three flip cards.

W: Create flip cards as a working method in the module. Make sure that there is no correct answer and that there are three flip cards. Light.

L: Yes, and it still says 'make sure there is no correct answer'.

W: There aren't, no. Only informative and not a correct answer.

L: yes, so if there's no correct answer that's just informational, that's kind of it.

W: Yes. And all the background color is light.

L: So that 'informational only' has to be turned on, so that there is no correct answer.

W: Okay, sorry yes. Okay, that's got to be on then okay. But I'm still not done.

L: Isn't he doing it now? Oh, it was probably the wrong order. Has he added that fourth flip card again. That's just a prototype thing, but now it works. But, that 'informative only', that button was already there.

W: Yes

L: Would it be better if it automatically recognizes 'oh, you didn't click on a correct answer, so it's informative' for example?

W: No, I would only do that as a warning if you don't click on a correct answer. If none of the answers of the cards are correct. That is also English and Dutch mixed together, correct and good.

L: Yes, correct is also Dutch.

W: Yes, correct is of course also Dutch. yes, okay right answer. That you then indicate like, then it has to be informative, then you have to do it. That would prevent a lot of annoyance if you have to indicate that it is informative and that it is not automatically assumed, otherwise you forget to tick a correct answer, then it will remain informative.

L: yes okay, so just that button as it was yes.

W: Yes.

Open question

Do you have any comments (tips/tops) about the redesign of the flip cards?

Answer: It would certainly have added value if a user could also add fewer flip cards or more flip cards.

L: Yes, so it's if you had put it in the preview.

W: No, that's great, it's great. I've been struggling with that quite a bit. Especially with the size of images that then, how that ends up on the card. Very nice, if that can be done in a preview. Will it be enough to limit the functionality of 4 flip cards?

L: Yes, my idea was to just be able to do more or less.

W: yes, I would, I think that makes sense, that you do. Certainly an added value if a user also has fewer flip cards.

L: Yes, that's clear.

W: Yes, you can't add fewer flip cards, but you know what I mean.

L: Yes.

Prototype test

Create a hotspot teaching method in the module. Make sure that there are two hotspots in this method, the second of which is correct.

W: Create a hotspot teaching method in the module. Make sure that there are two hotspots in this method, the second of which is correct. Okay. Because what is a big annoyance with the hotspots is that in the current way it is done, that hotspot circle jumps from the place where you put it. So that you can't place it exactly enough, that hotspot circle. And that you can't give that hotspot circle, with that plus sign in it, a different color.

L: Oh yes.

W: Because sometimes, depending on the background color, of the image you want it on, it's hard to see. And then the users are looking for where that correct hotspot is. And that you can't

change the shape either. So I would maybe, what would be more ideal, is that the shape can be adjusted. It doesn't have to be a very complex shape, but that you can choose 'square, rectangle, triangle, circle'.

L: Yes

W: That, I think that's possible now, a size adjustment can be made. And that you can, yes, place it a bit more precisely. Because that's a bit crazy at the moment. It jumps a bit.

L: Okay. Yes, good to know. And I think now also, you always have say informative, so then you just have a question and then you just click on it. But in principle, that could also be a question, right? That it's a kind of multiple-choice question, for example in this case 'where is it?' and that you have to choose from, say, two or three options, of what is the correct answer of where it would be.

W: Yes, right, because you want to test systems on images, when you go to things. Yes, anything that would be an image of you can also test that with an image, from here is a floor plan of your floor, where is the emergency exit?

L: Yes, yes.

W: So you can use that very well for testing.

L: Okay, yes.

W: Also with hidden hotspots, of course. Or which of these hotspots is, ask your question A B C. And then the feedback, yes that's very possible. I'm wondering, where do you ask the question? 'Where is the research question?'

L: yes, it's a bit of a vague example. And the feedback is actually the text that goes with it.

W: Yes, again, there are really applications for it.

Open question

Do you have any comments (tips/tops) about the hotspot redesign?

Answer: - Select the location of the hotspot more precisely - Be able to adjust the shape and size of the hotspot - Choose the background color of the hotspot (e.g. Light or dark) - with regard to the image.

W: Yes, I'll just point out what I just said.

L: Yes, it can be very short, I also recorded it.

W: Okay yes, more precisely. How do you say that? Hot spot. That was one. Two wash hotspot shape and size can customize.

L: And that includes color, right?

W: yes, that's the third, background color.

L: But that could also be ordinary, light or dark or something.

W: Right.

Prototype test

Create a slider teaching method in the module.

W: Create a slider format in the module. Background color should remain light, okay. Slider. Yes, what I often find about sliders is that it is difficult to indicate that boundary. Sometimes you just want to use a slider to give someone a slider anyway, yes. You don't always need a correct answer for a slider. And that's what you're forced to do now because there's good and bad feedback right away.

L: Yes

W: Of course, you can get around that a bit by just using the same feedback for both right and wrong, but you always have to indicate a correct answer.

L: Oh yes, so actually just like with those flip cards and hotspot, that you say 'only informative', that would also be possible with a slider?

W: Yes. And even if there is a margin, so if I say 'indicate about 10% how many questions you can get right in a test' and someone does 81 and the correct answer is 80, it will be approved. But then the slider designation goes to 80, because that's the right answer. But if the correct answer may be up to 90 and up to 70, that within that is about 10% the correct answer, then it should not jump at that moment. If someone indicates 89, you are not allowed to say, yes you got it right, so the positive feedback comes, but then it jumps to 80 anyway.

L: Oh yes.

W: Then of course as a learner you understand yes, hopefully you understand that you got it right, because you were within 10%, but the answer jumps. So my suggestion would be, yes then don't show a correct answer, make that optional. That an answer can be given, that feedback can be given, regardless of whether it is right or wrong, and that it is optional, that there can be a correct answer.

L: yes, okay.

W: I don't know if that's clear. So I'm talking about, here minimum correct value, exact correct value, maximum correct value. Yes, that is all very complex and I would actually like to have 'Do you want to indicate a correct value? Yes or no'. If not, there is one type of feedback. Someone indicates a value and you get feedback on that. Point. If you do have an answer, which must have an exact value, minimum correct, exactly correct, maximum correct. That is a different version of this form, say this working method.

L: Yes, so if there is no correct answer then, what would that look like?

W: No correct answer, so then there's just the top, the unit, uhm minimum and maximum. That. Then a question can still be asked and then only one form of feedback, so not feedback correct / feedback incorrect, but just feedback title and text.

L: yes so then someone slides that and then it just stays there and then it's in the feedback, yes actually the answer or something.

W: Yes

L: Okay, yes, obviously.

Open question

Do you have any comments (tips/tops) about the redesign of the slider?

Answer: Please also make this teaching method possible without a correct answer (only informative). In example with corrected answers - the entire 'correct scale' should be indicated in the feedback instead of just the exact correct value.

W: Do I still need to type that?

L: Yes, if you just say briefly also possible without a correct answer or something, then I know. Yes, great.

W: Only informative, just like those other teaching methods. And the other was, yes so regardless of the minimum correct value / maximum correct value, jumps, in the feedback the answer still jumps to 'this is the correct answer'.

L: Should it indicate some kind of scale? For example, that he goes to the right one, but then also shows which answers would also be counted correctly, for example? Or that, for example, it doesn't jump at all and that, for example, the feedback states what the correct answer is?

W: No, then I would indeed indicate that scale. That seems logical to me. Indeed it is, rather than just the exact correct value. That's it.

L: Okay.

Prototype test

Publish the module in Dutch and English in the organisation 'Students' and visible to everyone.

W: Publish the module in Dutch and English in the organization students and visible to everyone. Okay. Publications, students, and then visible. Publish. Yes, nice and easy.

L: yes, okay.

W: Obviously, no comments.

Prototype test

Go to learning paths.

L: This is just a quick interlude. As an introduction to the next question, actually.

W: Yes, go to learning paths. Alright.

Multiple choice question

Which columns would you like to see in the learning path overview?

Answer: Title, Lock, Updated, Languages, Organization, Published

W: Which columns would you like to see in the learning path overview? Number of modules, yes modules are essentials

L: Yes

W: Number of training sessions, number of additional materials. Yes, I don't find that very interesting myself. See if you have that list of learning paths. Are there any other types than

L: Yes, no at WBCSD I don't believe.

W: So if there are multiple types, I would like to see different types. Published? Yes. Organization? Yes. Languages? Yes. So I don't think that [modules, training, additional material] is that important. If there are different types, I'll leave it blank for now. But definitely published, organization, languages. Updated and locking is also in order.

L: And above that is Title, I assume that is useful as well.

W: Yes

Prototype test

Create a standard learning path and add the latest module ('How to write a thesis?') in a content section called 'Writing'. Also include the additional material 'Academic Writing'.

W: Create a standard learning path and add the latest module in a content section. Okay. Oh dynamic learning path. Finishing modules. Wait a minute, create a standard learning path.

L: There's a bit more in that text underneath.

W: Course registrations. Unfortunately, I can't

L: Yes, I think you can change it. Oh yes.

W: Now I forget what it's called, uh course registrations.

L: I think you can move that block to the left [of Maze] as well.

W: Let's see.

L: Oh this is crazy.

W: And academic writing. So.

L: Yes because at first it said, yes additional materials so to speak, it was all in info. Does that make more sense in this place?

W: Let's think about what that was like.

L: yes, so that was additional materials, the toolkit stuff.

W: Yes. Look, it's still easy to explain, because I think it's pretty logical.

L: And in terms of 'post-work modules', that seems logical to me, let's say, first create info and then indicate which one is in it and only then which ones come after, but then you should have a separate tab for only afterwork. So you now have it at info, but.

W: Yes, of course that's true. I find it difficult to give follow-up work as a use case. Look, if you're building a learning path and there's rework, why isn't that just in the learning path. And then you can shut everything down.

L: Yes, so you don't actually use that afterwork at all?

W: No, we don't use it at all. And I would do it in such a way that that piece of content, the learning block or essential, is locked until all the other content that you need to do first is finished. Yes, and if you want to test in the meantime, because then there is a knowledge check at the end before you do the follow-up work. Yes, for me there is not really a logic behind that from a didactic perspective.

L: No indeed, okay.

W: So it's either part of the learning path or it's not. And if it's afterwork, yes then I'd rather say suggestion of what's your next step. I think afterwork is really something for a training. That you attend a live training and then you have to start doing these things. That makes sense to me. But not if there is a sequence and then say and then you have to do it, then you can also build it into the learning path.

L: Yes, I think it is now that if you do that, it will be unlocked.

W: Or even so that you make one learning path and when you have finished that then you can do the next learning path, then you are in a learning path group again. That you finish one first before you go to the second, that's basically the same thing.

L: yes, okay.

W: So that's my feedback on the post-work.

Prototype test

Add a challenge with a multiple-choice question to the learning path. Also add a knowledge check and use the same question for this.

W: Add a multiple-choice challenge to the learning path. Also add a knowledge check and use the same question. 3 answers, no images. On a learning path.

L: Yes, so it's not per essential or learning block that there are challenge questions, but in the learning path itself.

W: In the learning path itself, okay. I'm assuming here. No challenge, wait a minute.

L: Yes, you can take a look at the i's next to the 'no challenge'. Yes, the one below.

W: When locked, choose 'challenges' to add a challenge. Ah, of course. Unlock, challenge. Multiple choice question, 1, 2, 3. No image or video.

L: Yes, it doesn't matter for now. Yes, does that make sense to you? Oh wait, that's the next question.

W: Yes, because those questions are still linked to the essentials, that's the current behavior. It's good and it's bad. What I like is that it is a bit forced that you look at what kind of questions I ask about this essential per piece of content, per essential. That's very focused, which certainly helps with the development of it. And it is still expected that you have to build three questions per essential for each challenge and then also for knowledge check and that all of that is related to those three questions. I find that difficult. Sometimes you just have essentials that don't need to be asked, for example an introduction or a concluding essential. So I find that difficult. It is nice if they are linked to a learning path, that you can just put all the questions in there. What I miss is how many questions the student has to answer to arrive at a result and what is actually a successful score for that learning path. Those are always those three questions to an essential, all of which you have to answer correctly in order to get rid of that essential, so to speak.

L: Oh yes.

W: That's how the challenge is put together now, so with this set-up I would think, okay how does the system know which essentials, what the questions are related to.

L: Yes, then you would have to get that many percent right to unlock all essentials for example.

W: Yes, and that doesn't make sense. Because then you could say, then it's all or nothing and not a part. Because what a challenge does now, so you can already answer a part, so you don't have to go through it anymore, it unlocks it. And that makes more sense, but then you're linked again to the question is linked to the essential. If you decouple that, you have to come up with a way that that question is linked to a certain essential, so that it can be played away.

L: Yes, so actually you would like to keep them linked to an essential, but that you also have a bit more freedom within a learning path of which you do or don't, for example, and that it may not necessarily have to be 3 or so.

W: Yes

L: Or that, for example, you can choose 'which of the questions do you want to ask here?'. So then you have both that you can indicate which challenge questions you want with an essential and with a learning path, that you both have a kind of cup or something maybe.

W: Personally, I think it's better to detach it, so you basically have an option where you create a challenge. And that you know where those challenge questions are linked to an essential yes or no, and that you can only do the challenge if all essentials also have a question or two or three. That makes sense. And that you can then create a knowledge check and have the option to use the challenge questions again, or to add individual questions. But where you mainly have the option to indicate how many questions should be added to your knowledge check and how many questions should be answered or answered correctly by the student. So both. That you say a pool, that you can indicate yourself for your knowledge check 'okay, there were already 10 challenge questions', I make 20 more, I put them all in the list. And I want the student to have to answer at least 10 or at most 10 questions out of those 30 that we have. So that results in a random selection of those questions, and at least 7 of them have to be correct or correct to pass the knowledge check. So that's kind of the approach.

L: So then it's say the challenge questions, they're all linked per essential and then the knowledge check, can you choose from that, whether you use it or new ones.

W: Yes, that you either use the challenge questions or not, that you want to use a completely different set of questions for that. The reason for this is because in a knowledge check you want to focus on the learning objectives you have set for that learning path. Then you really start testing on the information of your learning objectives. In a challenge, you may want to test in general whether someone already has enough prior knowledge to go into it, so that may also have to do with the entry moment. So can you do a challenge, that you don't want to use the questions again? yes, if someone doesn't ask them out of 10, I don't know, 15 challenge questions they get 14 right and then they go do the knowledge check and they get the same 14 questions. That's not so difficult. But then the learner answers the same questions twice, and that's not okay.

L: No, okay.

W: So that's why optional reuse of the challenge questions in the knowledge check and as a second point that you can indicate yourself in the knowledge check of where is the success level. And how many questions do you need. The amount of questions is important because otherwise you end up with a system where people are expected to complete a learning path for their employer, and the only thing they are going to do is do that knowledge check over and over again until they know what questions are in it and then they start to remember a little bit what those answers are. And then she's just going to do that test 30 times.

L: yes, so if you mix them up a little bit randomly, you can

W: Yes, I've seen that behavior, I've actually tested that behavior in a huge group of people. I've seen thousands of people do that and there's quite a large group of people who go through the material quickly. He says, I'll go to the test and then is very when that test has different questions every time. That does force learning behaviour. And that's what you ultimately want if you want to achieve good learning objectives. So asking for a large pool is important.

L: yes, okay.

Multiple choice question

In which context do you prefer to make challenges and knowledge checks: within a module (essential / learning block) or within a learning path?

Answer: Learning Path

W: Yes, I think it's really the learning path. Generally, you prefer to make it for the learning path. But as mentioned, to have a good challenge, it has to be attached to the essential.

L: Yes, that you still indicate which essential it belongs to with learning paths, but that you do create it with a learning path.

Open question

Explain your answer to the previous question.

Answer: is included :-)

W: Yes, do I need to explain?

L: I think I do, you don't have to write everything down again, I recorded it so that will be fine.

Opinion scale question

How would you rate the overall redesign compared to the current admin panel?

(Scale 1-10: 1 = worse than current admin, middle = as good as current admin, 10 = can't be improved)

Answer: 8

W: How would you rate the overall redesign?

L: Yes, so of everything that has come along actually.

W: Oh, yes 7.5/8, I'm really here, I really like it. I think that preview is really great. I do think there are still improvements, but an 8.

L: Okay, yes nice.

Open question

Do you have any other comments or suggestions about the total redesign?

Answer: I'm looking forward to possible UX improvements - e.g. when adding Challenge questions and Teaching Methods.

L: Yes, only if there are still things that haven't been mentioned yet, I think.

W: Well I'm wondering if there are any improvements in the UX, so for example if you're adding a teaching method at the moment. If a teaching method is added, you will immediately go back to the info menu. And that sucks, then you have to click on the form of work again and then again, then you have to add again, so I really hope that kind of thing gets improved, because that's terrible. Same with questions, challenge questions. If you add a challenge question, pop, you'll be back at the info menu.

L: Yes, indeed.

W: Those are things that I

L: yes okay, great, thanks.

[Completion of the interview]

K.3 Transcript Usability Test DPG Media 1 – Tanslated

Interviewer: Laura van den Berg (L)

Interviewee: Learning & Development Coordinator DPG Media (D)

Date: 24-10-2023

Location: Google Meet

Multiple choice question

How much experience do you have in creating and managing essentials and learning paths in the current LXP admin panel? (also known as learning blocks and modules)

(Answer options: (1) created an essential or learning path never to a few times, (2) regularly worked with essentials and learning paths for up to 3 months. (3) More than 3 months regularly working with essentials and learning paths.)

Answer: Created an essential or learning path never to a few times.

D: So how much experience do you have in creating and managing essentials and learning paths? Here I hesitate between one and two. Let's just say Laura that I'm starting to do that more now. So I would say, I've done it a few times now, but yes never to a few times might be something, yes no that's going to be the right answer, because regular is not really right. So I'm going to say 'never to a few times', so the answer here is basically 'I've done it a few times now'.

L: yes, okay.

Prototype test

Select 'media library' from the menu.

D: Select 'media library' from the menu. Now I don't quite understand, do I have to go right here?

L: Yes, so first click on that button, that 'let's get started'.

D: Ah yes, let's get started. So select 'media library' from the menu. So and then I have to look here at media library.

L: Yes, where you think it is.

D: Uh, content collections I guess? No, it's not, is it? Content tools? Yes, here it is, media library. So I first thought when a library's collections is a collection of media, of photographs.

L: Ah yes

D: But they are also content tools. So that was my thought, when I thought of collection, I thought of a library.

L: Yes, yes that makes sense in a way yes.

D: Yes, describe the good and bad points of this task. Yes, so I was distracted by the word 'collection' and library for me is also a collection of all kinds of images, including videos. So that's why I thought of that first. With type of content I thought yes no, unless I thought media is also a type of content huh? Photos or videos. But then I thought: content tools, those are all the tools you can use to make your content better. And then I thought 'yes, there will be photos and videos there'. But to be honest, I couldn't say right away.

L: No okay, yes good ones. I think there will also be a question about this after this.

Opinion Scale Question

subheadings in the menu (content collections, type of content, content tools and user management) clearly describe the corresponding menu items.

(scale 1-5: 1 = strongly disagree, 5 = strongly agree).

Answer: 2

D: The subheadings in the menu clearly describe. Yes, no, I don't think so. Yes, can I give a two

there?

L: Yes if you think so, yes definitely.

D: Yes, I found it confusing.

Open question

Do you have any suggestions/comments about this menu structure?

Answer: I would choose other titles: - content groups - content form - content tools The word collection reminds me of a library, museum, collection and is therefore confusing. I still don't understand the meaning of content groups. Content tools can also become a content tool.

D: Do you have any suggestions/comments about this menu. Yes, so content collections, but we may also be in other parts with Dutch / Belgium, but I actually understand when I see 'content sliders' or 'learning path groups' in content collections, I don't understand that. I don't know what is meant by that, so I don't understand what to see under content collections. If the menu had only said 'type of content' and 'content tools' and 'user management', I would probably go straight to content tools.

L: Yes, if there are, for example, 'content collections'. At first I had it written 'homepage', because they are all collections of different types, for example learning paths or essentials that are usually on the homepage. Only in the future they won't be on the homepage either, so that's why I changed them. But yes, so actually a different name for 'content collections' and then the rest becomes clearer.

D: Yes, and I'm not sure, but I might be very critical eh Laura, or that you might not be 'Type of content', because content is reminiscent of content of course. But then I was thinking more, for example is it an image, is it a text or is it a video you know? And when I click it open now, it makes a lot of sense to me. Yes, it's about a learning path, an essential, a training, an assessment. Maybe we should be there too, actually it would almost be the type of training or something. You can't say 'type of training' of course, because training is already a type, but the form actually is it, the form.

L: Yes, type of learning form or something.

D: Yes or another word for content. Because it just gets confusing Laura, because you have type of content and content tools, and then you also have content collections, so that makes it confusing, because it's about the content three times.

L: Yes, of course you can also just use two cups. So that you have both content and user management, but then the list of content becomes very long, so yes.

D: Yes, maybe change type by shape.

L: yes, content form or something.

D: Yes, content form for example, yes I think that's a good Laura. Content form and content tools.

L: Okay, yes you can write it down briefly, but I also recorded it.

D: Yes yes, because by content tools, when I also see 'survey' and 'tags', what do you mean? Because I don't really understand why that and media library and tags, survey are together.

L: Yes, it was more, let's say all those content forms that will eventually all be on the front end of the platform, but all those tools are more, yes the end users don't see them right away, but those are resources that you need to create that content, so to speak.

D: Ah yes yes yes yes

L: But what is a good name for that, yes I put it under content tools at the time, because they are tools to help.

D: Yes, that's hard, isn't it? Yes I get it, it's not easy to come up with. I think we're already better off with that content form. And then content tools, so yes they are resources, tools but that doesn't sound like it, does it? Because that's how it sounds good, content collections, but then again, I would change those collections, wouldn't I? You were going to make things out of that, weren't you? Something from home, or what did you just say?

L: Yes, I just said homepage, something like that, but apparently that's not quite right now, because it's not always on the main page.

D: yes, so then you could do 'content form', 'content tools', okay. And say again, sorry for repeating myself a lot, but I'm trying to understand more. As you say 'content tools' is a means, what do you think of what is now in content collection, can you explain that in simple words?

L: Yes, so, for example, a content slider. I think that was called, I don't know if you have that at DPG as well, but it was called 'Widgets', but it's just a collection of learning paths, for example.

D: That's what those tiles are with us, aren't they? So a whole series.

L: yes, so it's kind of like a slider, so you can slide or drag through it actually to see which one. Yes, a collection of learning paths.

D: Yes. But isn't that also a content form?

L: Well, it's more how it's displayed on the main page.

D: Ah how management is given, isn't it content management, content form and content tools?

L: yes, I don't know if it's really the management, that content slider, more displaying it, or putting it together in a group.

D: Ah yes, content group yes. Other content groups?

L: yes, that's kind of like learning path groups, so yes.

D: I will definitely delete collections because then I think of a library.

L: Yes, yes.

D: I would maybe go for content groups, content form and content tools.

L: Yes. And somehow you could say that a learning path is also a content group, but yes.

D: That's a form for me.

L: Okay. That's good, so if you can write that down briefly.

D: So I would opt for other titles. Content groups, content form and content tools. The word collection is reminiscent of a library, museum, collection and is therefore confusing. And I'm also going to say 'I still don't understand the meaning of content groups very well'. So I understand those widgets, but what are learning path groups, for example?

L: Yes, I don't think DPG uses it, but yes it's actually a collection of learning paths. Also kind of widgets actually.

D: Yes. And tools, yes could also maybe change to content tools, but that doesn't sound so sexy of course, does it? When I think of a tool, I think of 'a survey helps me, a tag helps me, a photo helps me'.

L: Yes, 'tool' is of course just the English word for tool.

D: Yes, yes.

L: Yes content tool, maybe you can too.

D: I'll say 'content tools might also become content tools'. But that doesn't sound so good. Okay, but I think it's good suggestions.

L: Yes, definitely.

D: Shall I continue?

L: yes, that's good.

Open question:

What do you think of the term 'module' instead of 'essential'? Do you have any other suggestions?

Answer: Yes, I like module better. I would choose 'learning module'. A learning path then consists of several learning modules.

D: What do you think of the term module instead of essential. Yes my first feeling, I'm just saying what I think, is module reminds me more of a learning path, because module for me is an amalgamation of maybe different essentials. But that may also be me, because an essential can of course, it can be a text, it can be an article, it can be a video, but that's one thing, isn't it an essential. Although yes, you can also have a quiz or something in there, right?

L: Yes

D: I think Laura that you are meeting me now at a bad time, in the sense that I am already so well established in that LXP that I know what an essential is and that I think 'ah another name', whereas when I first started with that, I thought 'essential, what a weird name'.

L: Yes, yes.

D: So maybe module is better. No me, yes I think that's better. I like module better. I hesitated at first because essential is already so well established for me. But when I started with that LXP I didn't understand that, because an essential yes that's something essential.

L: Yes, so suppose it were to change, then for example you would just keep essentials with existing customers and if, for example, new customers are added who are also going to use Blocks for the first time, then the word module.

D: Or do you have any other suggestion. Yes, it's not a learning path, is it, because a learning path is an amalgamation of different modules. I still think, the difficult thing is, and that's also the good thing, that such an essential can take different forms and you can actually build it the way you do it yourself, right? so you can't say, for example, 'these are articles', because it can be an article, but it can also be a video or something, right?

L: Yes

D: So you can't put a term like that on it. Maybe learning module is even better? A learning module consists of several learning modules. I think that's a good thing.

L: Yes

D: I would choose it. That's when you know it's something to learn. A learning path then consists of several learning modules. Do you think that makes sense?

L: Yes, that makes sense to me.

Open question

What do you think of the term 'additional material' instead of 'toolkit item'? Do you have any other suggestions?

Answer: I think toolkit item is an unclear term and not good. Additional material or Extra material does cover the load more.

D: What do you think of the term supplementary material instead of toolkit item? Yes, toolkit item. I don't understand that, so I certainly don't think that's a good term. But what do you mean by additional material, what do you mean here?

L: Yes, in a learning path you have different essentials. I don't know if DPG has that, I thought so, and in addition to those essentials, you can also

D: I haven't done much with learning paths Laura, so that may be just me.

L: Okay, no is not a big deal. But you have so in learning paths you can mainly add essentials, but you can also add toolkit items and those are, that's optional, for example some extra information or a video or an extra, just at the end, those are not really questions or anything, but just yes extra information actually in a learning path.

D: yes so okay, I can't immediately imagine that I've come across that yet, but 'toolkit items', I'm going to be a bit rotten huh, I think is an unclear term. I don't understand that, not very well. Additional material or extra material does cover the load more. Yes, additional material, additional material.

Prototype test

Go to the 'modules' page and check at which organisation and in which language the module 'Sustainability at the UT' has been published.

D: Go to the modules page and check at which organisation and in which language the module 'sustainability at the UT' has been published.

L: Yes, so in this example it's an LXP for the University of Twente, so it's the same for everyone.

D: yes yes okay. So check with which organization and in which language. Let's get started. Which organization and in which language. Dashboard, first run. Yes, I would say user management and then organizations.

L: Yes, it still says, that first sentence.

D: Oh, go to the modules pages, that's what you mean, isn't it?

L: yes, so what that question was just about, modules is now instead of essentials.

D: yes yes, okay, so then the type of content is, module. Ah yes okay. Then sustainability, that's this one, can I click on that? No, I can't click on that. Maybe here. Yes, I'm a bit stuck here, aren't I? Wait, I think I would eventually do that, but I thought I could just click on it here and it would open.

L: Yes, you normally could, but this is a prototype so there's another way now that you can see where it's been published.

D: yes, I would do edit it I guess.

L: So there's, I've now figured out a way so that you can already see in this overview where it's been published.

D: Ah yes, but here it says organization and languages is empty.

L: Yes, so you still have to click on something to get there.

D: Maybe I should type it in here. Ah wait, organization, languages. No, I'm stuck, Laura.

L: Yes, do I just have to predict it?

D: Wait, so I have to look at which organization and which language. So I definitely see sustainability here, I would normally, ah click on this here.

L: Yes, indeed.

D: Yes

L: yes, so that might be a little hard to find. Yes, maybe once you know it will.

D: So I didn't realize you had to click on that bird. So that's the checkmark. So describe the good and the bad points of this task. Yes, with module if it had said 'essential', because I am familiar with it, then I would have immediately started looking at those content forms. And then here I immediately realized 'okay, I have to press that name', but it wasn't clear to me that you had to press that checkmark.

L: Yes, because it's a downward arrow, but maybe that wasn't clear.

D: No, and also because to me it seemed that some things were checked and others were not. It didn't look like a drop-down menu, you see?

L: Okay, yes.

D: It was more like a check mark, like that one is marked and the others are not indicated. But it didn't look like a drop-down menu. I think that's important.

L: Okay, yes. And what else do you think about the fact that you can already see that here, instead of having to click further?

D: That you can already see the organization and the languages here?

L: Yes

D: Yes, I think that's good, I think that's good.

L: Okay, great.

D: Yes, I think that's good, but that check mark wasn't clear to me. It seemed to me that certain modules were indicated. I don't know why, but it didn't look like a drop-down menu. And I think it would have looked like a drop-down menu if they all had checkmarks, but since there were only a few of them now, I thought 'ah some are marked and others aren't', but I didn't know why.

L: No, yes, that's right, because some people also have a cross that says it's not published, so you can't expand it, so that arrow isn't there.

D: Yes. For me it would have been logical to just click on it, but now that I've clicked the checkmark, yes, it's very clear, isn't it. Then you see it well, because the organization 'global', 'students', but then I also see Dutch, English, Dutch, English, probably what is green is the language in which it is published and black because it is not published.

L: Yes, yes, that's right.

D: I find that confusing too, because I would suspect that if it's not published in English, then plain English isn't included.

L: yes, okay. I think it means, for example, that there is an English version, but that it has not been published, but perhaps it would be clearer to remove it altogether.

D: Yes, that would be the case with me.

Prototype test

Hide the column 'Type' in the module overview.

D: Hide the column 'type' in the module overview. So, in the module overview, I think I should go back to here. Ah yes, type, here. I have to think for a moment, because then it should say 'edit' somewhere here. But here you do have columns, so I can probably type here, have I done that now?

L: Yes

D: Ah yes yes.

L: Okay, well that seems obvious to me, right?

D: Yes, I think that's clear. I was a bit hesitant. I thought for a moment, I'm just going to say my thought, aren't I Laura, that in addition to the create module button, there might also be an edit module button and that I would have to look there, but then it's editing the module and not editing the overview here.

L: Yes, yes.

D: Yes, but so that you know that about two buttons 'create module' and 'edit module' and then maybe I would have pressed on edit module at organization and languages or so I think now. But the fact that I saw those columns made me think 'yes, type is a column'. So yes, I'll be able to adjust it in a minute.

L: yes, okay.

D: Okay, then I can move on to the next one, right?

L: Yes, yes.

Multiple choice question

Which columns would you like to see in the module overview?

Answer: Other: Duration, Lock, Updated on, Created on, Number of times completed, Organization, Published, Type, Titel

D: Which columns would you like to see in the module overview? Ah yes, so indeed title, type, published. Created on, updated on, locked. Yes, that organization is, would that be the case with us, or that it is with the campus or the academy?

L: Yes

D: I think so. I don't think the last completed one is that important. And in learning path is how many learning paths he is in.

L: Yes, yes

D: What I would almost say is that every essential is only in one learning path. Wait, so I'm going to go over. Title of course, the type, published, maybe also organization. Languages are a little less important to me, but that's because we probably still have most of it in Dutch at the moment. In learning paths, yes because I think that's usually only in 1 learning path with us. But number of times completed I do like a nice one, created on, updated on. By locking, what do you mean by that?

L: Yes, there are several ways it can be locked. For example, it may be that it's locked to users first, that they can't create it, but only when they've completed something else that it is only then unlocked.

D: Ah yes yes. Yes, then locking seems useful to me. But then again, you also want a reason for locking, don't you? So locked is that you can only access it under certain conditions?

L: Yes

D: Yes, I think that's useful. Something else. Locking is either assigned to groups or something. Sometimes you have groups that are so smart that they can only see it and the others can't. But also locking, yes it's an open lock or it's a black lock. Because I don't think I see that difference very well Laura, can I say that?

L: Okay, yes.

D: Because the open lock almost looks like one, so when I see that icon, I would think, they're all locked. And it's only when I see the difference accurately that I see there are green ones and there are black ones.

L: So that open actually needs to open up even more.

D: Or maybe put a bird or only if it's locked a symbol.

L: Oh yes, yes.

D: I think now. Now they all seem to be locked at first sight. Do I need anything else. Yes, you know what I'm thinking about now, but I don't know if that's useful, the duration of such a module. That's normally always there, isn't it? 10 minutes, 30 minutes. I always like to know how long such an essential or module takes.

L: Yes, yes is good.

D: Next.

Prototype test

Sort the list of modules by last updated.

D: Sort the list of modules by last updated. Last updated. So, then I should look at it here? Ah, that's how it works. Updated on, and then I think like this huh? Ah yes it's there now that it's last updated, yes I did it right huh?

L: Yes

D: It was probably already like this, last updated.

L: Yes, it was first set to last created.

D: That was pretty clear with that arrow.

L: Okay yes

D: Yes it was also because I also saw an arrow when created on, and then I knew ah yes with updated that will also be the case.

Prototype test

Filter the list of modules by published in organization 'Global'.

D: Filter the list of modules by published in organization global. Well, then I have to go to the other thing. Organization, but I can't point anything out here. Maybe with columns, organization. No, because that's the visibility. I know I had seen global here, so here [in list when publishing drop-down option], if I clicked on that. But I can't click on that right now. I know that this global will come up here soon, but I would think that I have to click on this [column title] on organization and that is not the case, is it?

L: No, so you actually want everything that hasn't been published in global, that that's taken off the list, that you don't see that, but only everything that's in that organization.

D: Ah that's a filter then.

L: Yes

D: Ah yes yes, in global. Ah yes how stupid of me. Yes, I wasn't right on board, but I actually think it makes sense.

L: Okay, yes well then we can go on.

D: Laura, what exactly did we have to do there in columns? We've made some adjustments there too, haven't we?

L: Yes, so you can just remove a column from those columns, or say you hide it.

D: Ah yes, maybe that's what I think, that I don't really see the difference between filtering and columns. Because you could say that under the filter is also the visibility or something, or under columns as well, you know? I've also been looking in columns for filtering for now.

L: yes, so columns is, so to speak, yes the columns in the overview, so that you have that 'type' or 'organization' that you just don't see. Yes, that you can remove it, so to speak, so that your entire overview becomes a little smaller, a little less wide. And that filter is more about, yes the modules that you see. Actually, the filters are the rows, and the columns are the columns.

D: I get it, but I don't think that's clear. Because you should have something like 'visibility columns' or something, because if you say delete a column, that could also be a filter, you know? Or don't you think so? What I'm really saying is that for me that's also filtering of I put it visible or I don't put it visible.

L: yes okay.

D: So I don't think the difference between filter and columns is clear. Then it should be visibility columns or delete columns. Or you could also put an eye next to each column title that you can turn on, but then you can't click back of course.

L: Yes, because column is not just the visibility, but you can also change the order of the columns, for example.

D: Yes. Actually, for me it's Laura, 'filter columns' and 'visibility columns', you know, those are of course long names.

L: Yes just filtering that's not about the columns, the filter is about the modules themselves, so then you only show the modules that are in those particular organizations.

D: Ah yes yes yes yes. Yes, but you do filter by a title in the columns, don't you? On one type or on one, what an organization and language it was.

L: Yes, but you then filter the modules by type. We're not there yet, shall we maybe go through it a little faster?

D: yes, sorry I'm way too detailed.

Open question

Are you missing any filter options?

Answer: Okay!

D: Are you missing certain filter options, I didn't really look at that.

L: Yes, there is also a picture of it on the right.

D: Oh yes sorry. Type okay, published unpublished, global students, Dutch English. Maybe learning path, but if it belongs to multiple learning paths, but I've never experienced that, so. No, that seems okay to me.

L: Okay. Yes, you have to fill in something, so you can also add a dash or something, then it's good.

D: Okay, next.

Prototype test

Find out which learning paths the 'Research Methods' module is in.

D: Find out which learning paths the 'research methods' module is in. Okay. Which learning paths the research methods module is in. So learning paths. Ah wait. I expected that I would be able to learn paths here, ah no but wait. And that was the visibility.

L: Yes, so you actually have to look for the 'research methods' module, which is in the list, and look at that.

D: Ah yes, so here. So that's in 4 learning paths.

L: Yes, like that. So then you can see in the info which learning paths it is in.

D: Oops, I wasn't really into that either, was I? I didn't realize that you could press those numbers.

L: Yes, you can actually, so then you actually click on that whole bar. So if you were to click on the title, you would end up there.

D: yes yes yes, okay then it makes sense. Then it makes sense. yes, okay then it makes sense.

Prototype test

Create a new self study.

D: Create a new tutorial, create a new tutorial. Fill in the information in module tile without clicking edit in preview. Yes, I'm going, because that text stays there, doesn't it?

L: Yes.

D: Okay. Create a tutorial. So I would think that's a module then. Then fill in the information at module tile without clicking edit in preview. yes, so I don't know, then I have to make something here?

L: yes, you can't type there, so you can just click instead of typing and then it fills it in.

D: Yes, 'how do you write a thesis?' voila. The duration is so long. I select an image. Then click on edit in preview. Tile. Header. That's all already filled in, I notice. Here are some more details.

L: Yes, not everything above that has been filled in yet, by the way. The first one is filled in, so this [tile] and that title is also here [header]. But, for example, the introduction text and the image have not yet been filled in.

D: Yes, yes. So that's okay. Yes, but I would know that otherwise. And then the image. Title of the conclusion, the text of the conclusion. Okay. I think I'm there now, is that possible?

L: Yes, I think so.

D: I think that's very clear, but I've already done that, I've already done that. Can I move on to the next one?

L: Yes

Opinion scale question

Which option do you prefer to use?

(Scale 1-5: 1 = Not Preview, 3 = No Preference, 5 = Preview)

Answer: 5

D: Which option do you prefer to use? Whether I want the preview or not.

L: Yes

D: Yes, I really want the preview.

L: Okay.

D: Yes, I think that's super handy, that you can see what that looks like. Yes, you still notice mistakes, don't you?

Open question

Explain your answer to the previous question.

Answer: Then you often notice mistakes or you can make something clearer/more beautiful.

D: You still notice mistakes, or you can make something more clearly beautiful. I think that's a really handy one. For the rest of the questions, you get to choose whether to use the preview option or not. Okay.

Prototype test

Show how you would also make an English version of this module. (no need to fill in completely).

D: Show how you would make an English version of the module.

L: Yes it scrolled down for a while, if you scroll up again you will get there again.

D: yes, yes okay. Here, English and then I think I have to fill in everything again. So the lyrics and all that, huh? So then I have to do edit I guess?

L: Yes, it also said you don't have to fill in everything, but just how you would do that.

D: Yes, voila. Yes, I've already done that, so that's why I knew I had to click on English at the top. .

L: Yes, because English was first at the bottom right of your book, there were those language buttons, so to speak. So I've put them at the top now.

D: Yes better, that's better, yes so better at the top than at the bottom yes.

L: yes, okay.

Prototype test

Add a chapter item to the module.

D: Add a teaching method to the module. Then I think here and add a working method. Yes, then I can point that out. yes, so that's very clear as well. Next.

Multiple choice question

Which chapter items do you understand what it entails when you look at the icons and information?

Answer: Suggestion, Deep dive, PDF Download, Slider, Open-ended question, Tick question, Multiple choice, Quote, Text with audio, Text with video, Text with landscape image, Text with portrait

image

D: Of which working methods do you understand what it entails when you look at the icons and the information.

L: Yes, I think you can also make it bigger if you click on the image.

D: Text with portrait image, text with landscape image, text with video, text with audio, quotes, multiple choice, check question, open question. Flip cards I'm a bit doubtful. Slider, question with number or a range of numbers as an answer by scrolling in a visual tool. Hidden Hotspot. Yes, what I understand least well, flip cards I think is that you see something of such a card on the back. Slider I should see. Ask with a number or a range of numbers as an answer, by sliding ah so so, yes yes I get it, by sliding. Hotspot, one or more locations on an image as a source of information, okay. But that hidden hotspot, what is indicated on an image where something is. Maybe hotspot and hidden hotspot is not so clear, the difference isn't it.

L: Okay, yes. I think the question is which one do you understand, so the other way around.

D: Ah yes sorry, so I understand very well text with portrait, landscape, text with audio, quote, multiple choice question, tick question, open question, flip cards I doubt a bit, slider I understand, PDF download, deep dive, suggestion. Yes, that's clear too. So that might be the only thing I have some doubts about, and I think I know those flip cards too.

L: Okay, yes.

Open question

Explain your answer to the previous question.

Answer: I don't really understand the difference between hotspot and hidden hotspot. The explanation at hotspot was okay, but then I didn't really understand the difference with hidden. With Flip cards I have a hunch, but I would like to see it first to be sure.

D: Ah, explain your answer. Yes, I don't really understand the difference between hotspot and hidden hotspots. The explanation at hotspot was okay, but then I didn't really understand the difference with hidden. And then with flip cards I have a vermoden, but I'd like to see it first to be sure. So.

L: yes, okay.

Prototype test

Create flip cards as a working method in the module. Make sure that there is no correct answer and that there are three flip cards.

D: Create flip cards, here you have them, as a working method in the module. Make sure that there is no correct answer and that there are three flip cards. Create flip card, so I think I'll then, add work form, then flip cards. Make sure that there is no correct answer and that there are three flip cards. So I'm going to get rid of those four. So I have to do everything, enter a title, a text

L: Yes.

D: Then select image. Research question, but then that there is no correct answer. So that's not correct. Select image, text. And I think if I don't point out correctly, that's so okay. Create a teaching method.

L: Yes, there's a check mark up there somewhere.

D: This right here, just informative?

L: Yes. So that means. Oh you have to remove the fourth one.

D: Did it come back, ah yes. That was clear, I doubted about that correct, but now I understand, yes if it's the right one, it's correct and otherwise it's not correct, right?

L: Yes, so if it's just informative, if it's on, then there's no correct answer, because then it's informative.

D: yes, yes okay. That is good.

L: But does it make sense to have that slider, or that it automatically becomes informative if you don't click on a correct answer, for example?

D: Yes, yes indeed. I see it's 12:04, but I might just have my next meeting and tell that person I'm coming.

L: Okay.

D: Just a little bit in the meeting, I'm coming.

Open question

Do you have any comments (tips/tops) about the redesign of the flip cards?

Answer: I doubted 'correct' for a moment, but I was intuitively right!

D: Dan, do you have any comments, tips, about the redesign of the flip cards? Do you mean what they look like?

L: Yes, or how it works.

D: Ah no, I thought that was intuitive.

L: Okay.

D: I doubted 'correct' for a moment, but I was intuitively right. Okay, next.

Prototype test

Create a hotspot teaching method in the module. Make sure that there are two hotspots in this method, the second of which is correct.

D: Create a hotspot teaching method in the module, make sure that there are two hotspots in this teaching method, the second of which is correct. In other words, a working method. Hot spot. Of which the second is correct. Hotspot, here, here. I'll do that too. Select image. Wait, but I'll have to add hotspot then. Ah yes, so it seemed to me like here in the beginning that that was already the first hotspot, but that's hotspot general and then you do hotspot 1 and hotspot 2, like this. Title, text here. And of which the second is correct, so title, so, correct. So, ah yes now I see indeed. Do I have to do the same here? Hotspot to the right one.

L: No, yes normally yes, but not in this example. And why, for example, did you turn on the informational only?

D: I did that because I had to last time.

L: Yes, because last time the assignment was that there was no right answer, no correct answer. That's why informative is turned on and in this case there is a good answer, so it's not just informative.

D: Ah yes yes, I don't think that's clear.

L: Okay. Because, for example, there is also an i's behind it with if all goes well, if you hover it with your mouse.

D: Ah yes yes yes, very good, very good. So here I find it just confusing that the title 'hotspot' that already seemed to me to be a hotspot 1, so maybe there, don't know, 'hotspot general' or something, I don't know, or 'introduction hotspot' or something.

L: Yes

D: So yes, I'd introduce hotspot or something

Open question

Do you have any comments (tips/tops) about the hotspot redesign?

Answer: The first title 'hotspot' is unclear. I would make it introduction hotspot or intro hotspot, or

hotspot general.

D: Yes, the first title 'hotspot' is unclear. I would make it 'introduction hotspot or intro hotspot, or hotspot general'.

Prototype test

Create a slider teaching method in the module.

Laura, now I have to get out. Is that a problem or do we just have to hurry, I don't know how many there are?

L: Yes, which might also be possible, for example, you could leave this on and finish it yourself later?

D: Ah yes, yes I can do that.

L: And then, for example, yes then it's a bit of talking to yourself, but if you also say out loud what you think about it, then I can listen to that, for example.

D: yes, but then he's still going to keep recording all the time and I probably won't be able to finish it until 5 o'clock or so.

L: Oh yes, so maybe if we make this slider for example, if there's a question for example, just an open-ended question or something, then, it doesn't include open-ended questions.

D: Ah yes, so now let's move on.

L: Yes, so now I just need this slider.

D: Create a slider format in the module. So add a teaching method. Slider, okay. So then again title, text. The initial value, then maybe 0 and the final value is going to be 10 or so, ah yes or 35,000, unit words, minimum correct value, exactly correct value, maximum correct value. Correct. Feedback incorrect. Yes, I think I've filled it all in. Create a teaching method. Yes, that went very fast now, didn't it? I'm like that now, the minimum value is, what that should indicate your minimum and that what your maximum should indicate and then what the correct answer is.

L: Yes

D: Yes, yes. The recording stops when you click continue.

L: It doesn't say continue at all, but yes next one indeed.

Open question

Do you have any comments (tips/tops) about the redesign of the slider?

Answer: Clear

D: Do you have any comments? No, that actually went smoothly.

L: Yes, so if you don't click next now, it will stop recording.

D: Are you sure?

L: Yes, because in this piece he doesn't include everything, only in the

D: yes okay, so then we can stop here first.

L: Yes, I do have 1 more question if you have some time.

D: One more?

L: No, just by yourself. Because earlier you said that you liked that editing in preview better, but for example you don't do this command in preview.

D: Ah, I would always do that if I do it myself, but because it went fast. Only that we had to go fast, I didn't do it, yes.

L: No okay, that's good to know yes. So if you would like to finish the rest later.

D: I'm going to do that today. Laura, shall I send you an email when I've done it?

L: Yes is good, and if you have any further comments, yes you can write here again of course.

D: yes okay, that's good, that's good.

L: Okay, thank you very much then.

Part 2: individually via Maze.

[From here on only recordings of participant in prototype test questions and no recordings in other questions]

Date: 25-10-2023

Prototype test

Publish the module in Dutch and English in the organisation 'Students' and visible to everyone.

D: Publish the module in Dutch and English in the organisation 'Students' and visible to everyone. Wait, that question is going to stay now, isn't it? So. Then I think it will be 'Publications'. So in the organization 'Students' and visible to everyone. So I do it in Dutch first and then I do it in English as well. Visible. Voila. What I know, because I've done that many times with a training, is when it's done, there are those ticks behind Dutch and English. And now it seems that, I don't know if it's really in Dutch, ah no yes I can see that at the bottom, sorry, sorry Laura, responded too quickly. I do indeed see 'Dutch', 'English' at the bottom, so that has been published. No, that's clear, my comment doesn't apply. I was a bit confused by when we publish training courses on the LXP, then there is a check mark after Dutch and English and then you know for sure that you have done it, but that is probably because I have done that before, so voila. No, that was good.

Prototype test

Go to learning paths.

D: Go to learning paths. Okay, so then I have to go to the left at 'Type of content', so that's basically, huh, that's going to be content form, I'm going to go to learning paths. Okay, so I knew that, we had already seen the different shapes there, so I knew from yesterday that that was there. Okay, that was clear.

Multiple choice question

Which columns would you like to see in the learning path overview?

Answer: Other: assigned to everyone or to a specific group; i.e., is it visible to everyone?, Lock, Updated on, Created on, Number of times completed, Languages, Organization, Published, Supplementary material (toolkit items), Trainings, Modules (essentials/learning blocks), Title

Prototype test

Create a standard learning path and add the latest module ('How to write a thesis?') in a content section called 'Writing'. Also include the additional material 'Academic Writing'.

D: Create a standard learning path and add the latest module 'how to write a thesis' in a content section called 'Writing'. Also include the supplemental material 'Academic Writing'. Oh yes then I have to take a moment, I'm going to go on 'Let's get started'. And then I'm going to read the question again. Create a standard learning path, so that's undoubtedly the green bar 'create learning path'. It's a standard learning path, okay. Ah now I suddenly think, Laura, in the previous question you asked what I would like to see in the overview. And with type, I said that I didn't want to see that, because I didn't know what other types were there besides a standard learning path, but apparently you also have a dynamic and an interactive one. Yes, maybe I shouldn't know that in the overview, no. So here I'm going for a standard learning path. Okay, let's see. I'm going to edit in preview. So learning path, select an image, I'll probably have to do all that first. Voila, a title to go with it. Okay, academic skills. Header, Academic Ability, Select Image, Introduction Text. Well, that all appears. So then we've had the header. Details, I don't know now do I have to enter the search terms or is that not important, no I don't think so. Otherwise, I'd probably do that that enter search terms. Ah yes, and add the latest module. But that's 'afterwork module'. I actually want a module that is in the learning path, don't you? Academic Skills Learning Path. Okay. So now I'm thinking, I'm a little distracted because it says 'post-work modules' and I would assume that the modules are not post-work, but. So I'm going to do 'select

modules' for a while. So that's 'how do you write a thesis?' Voila. Oops, I can't pinpoint that exactly. How to write a thesis. That's weird. I clearly see 'how to write a thesis?' here, but I can't tick it. 'add it in a content section called'. Ah wait, 'and add the latest module in a content section called 'writing'. Also include the supplementary material'. Wait, I think I'm doing it wrong. I was already a bit through that afterwork. Now I miss you, don't you, Laura, because then you can tell me what to do. Header, okay. Well, that's what I have to find here. "In a content section called 'writing.'" So here I'm confused huh. Because it's not the afterwork. I'm going to get rid of the preview for a moment, maybe it will be clearer then. So the title, okay. Select image, okay. The header, yes. Introduction text. Select image. Ah it's like the same thing. Allé, come on [name], what are we doing wrong here? So I can't add that 'how do you write a thesis?', but it's also postwork. Yes, I'm going here anyway. A bit of searching. Learning path, tile image. Ah yes so look and 'after completing the learning path the module should be 'course registrations''. So that's the one, it should actually come in as an afterwork, right? 'This learning path has no search terms and no certificate'. Yes, I should have read everything. But damn, how do I see now, why can't I add modules to this. You're probably losing your temper too, Laura. I'm going to go back, I'm going to have a look. In a content section, in other words. And add the latest module in a content section called 'writing'. But am I crazy now? Bon, I'm going to go back to the modules for a moment. Ah no I can't go back to that. So it's going to have to be here, wait. No title, tile image, header. Okay, image, details. Laura, I'm stuck here. I don't know how to add the latest module in a content section called 'writing'. All I see is that you can add modules to the post-work and that's the course registrations. Yes, so those course registrations, that's what I added. Damn. So that's not a problem, but how can I add the latest module in a content section called writing. I don't know, I'm going to end the task. Yes, you now write 'we recommend trying'. Yes but I have anyway, I'll try one more time. Damn it. Certificate should not. I'm going to look at that preview again. So learning path indeed, title. Then learning path 'academic skills', okay, the text is in yes. Then you didn't have to search terms, tags 'academic skills'. So, afterwork module is storing those course registrations, voila. Certificate didn't have to. No, I give up. I don't know where to add that. Yes. Okay. So end task. Sorry Laura, I don't know. So yes, I didn't get it. I assumed that I could just add modules to that learning path and I really only saw an option to add the modules in the post-work. Hey, that was the course registrations, so I didn't see where to write the content and that. I don't know I might be very stupid now, but I didn't see it. I didn't see it, apologies.

Prototype test

Add a challenge with a multiple-choice question to the learning path. Also add a knowledge check and use the same question for this.

D: Add a multiple-choice challenge to the learning path. Also add a knowledge check and use the same question for this. Okay, let's get started. Okay, then. Now I see, right, that the content section title is there. So add a multiple-choice challenge to the learning path, okay. So add one, I think that's, wait. Material. It says 'challenge' and 'knowledge check', but I would think. Wait, I'm going to click on that challenge/knowledge check. 'No challenge'. So yes, you have to put it in first. Oops, now I can't go back to 'manage content'. Wait, edit. Oh well, now I can't go back to that 'managing content'. Oops oops oops, wait. Save. Switch on. Ai I did something wrong, I can't go back. Oops, oops, wait. Laura I did something wrong, I can't get back to 'managing content'. I probably did something wrong. Wait, can I go back? Damn. So we're at learning paths. Yes, if I click on 'knowledge check' that doesn't work, I can press 'lock'. Damn. I'm not doing the right thing, am I? Wait, 'pause', can I go back like this? I can't get back into it, how is that possible? I can't click on 'manage content'. Yes, I did something wrong. Yes I wanted to pause for a moment to see if I could go back, so I can go back to 'manage content'. So yes you see, it wasn't really clear to me to add a challenge with a multiple choice question to the learning path, because I first clicked on that 'challenge / knowledge check' and I shouldn't have done that. I probably should have just added it in the manage content tab. And I can't go back to that page now. So when I click on 'manage content' nothing happens, so I have to close here as well. But I was confused by the tile at the top 'challenge', because there, now I see that it is 'knowledge check', but I was distracted by the word 'challenge'. Maybe it should just say 'knowledge check' I think now. Yes Laura, I didn't do this right either. Just because I couldn't go back to 'manage content', because I think if I could have gone back to that page I probably would have done it. But I had doubts, so because of that 'challenge' at the top, I doubted.

Multiple choice question

In which context do you prefer to make challenges and knowledge checks: within a module (essential / learning block) or within a learning path?

Answer: Module

Open question

Explain your answer to the previous question.

Answer: When you create a module, you want to finish everything for that module, including the knowledge check. In a learning path, I really only want to be able to add finished modules and then publish them, but I don't want to make any more substantive adjustments there. This may be done at module level.

Opinion scale question

How would you rate the overall redesign compared to the current admin panel?

(Scale 1-10: 1 = worse than current admin, middle = as good as current admin, 10 = can't be improved)

Answer: 6

Open question

Do you have any other comments or suggestions about the total redesign?

Answer: I think there are cool and user-friendly things in there, but I still find a lot of things ambiguous or unclear, so I didn't immediately know how to find the solution. So it's kind of fifty-fifty for me.

K.4 Transcript Usability Test Loyens & Loeff – Translated

Interviewer: Laura van den Berg (L)

Interviewee: Innovation Advisor Loyens & Loeff (L&L)

Date: 24-10-2023

Location: Google Meet

[Introduction]

Multiple choice question

How much experience do you have in creating and managing essentials and learning paths in the current LXP admin panel? (also known as learning blocks and modules)

(Answer options: (1) created an essential or learning path never to a few times, (2) regularly worked with essentials and learning paths for up to 3 months. (3) More than 3 months regularly working with essentials and learning paths.)

Answer: More than 3 months regularly working with essentials and learning paths.

L&L: Let's see, how much experience do you have in creating and managing essentials and learning paths in the current LXP admin panel? Let me see. yes, I don't think so necessarily time-bound. In the past year, yes experience with it, let me put it that way. Well then I'll put it on this one.

L: Okay.

Prototype test

Select 'media library' from the menu.

L&L: Select media library from the menu. Media library, let's see. Type of content? No. Oh there, content tools, media library. The 'highs' and 'lows', you just want to hear that, don't you think?

L: Yes, there will be a question about this as well, but yes.

L&L: Okay, what I do notice right away is that you have to think about media library for a moment, then I think, okay that is indeed content, but whether it is type of content or content tools, I noticed that I had to puzzle out where I had to be.

L: Yes.

L&L: Well, after two clicks I was there, let's put it that way.

L: Yes

Opinion Scale Question

subheadings in the menu (content collections, type of content, content tools and user management) clearly describe the corresponding menu items.

(scale 1-5: 1 = strongly disagree, 5 = strongly agree).

Answer: 2

L&L: Then subheadings in the menu clearly describe the corresponding menu items. So I would say no, I think that could be a little clearer.

L: No, okay.

L&L: So you actually have type of content, content tools, then I don't really know the difference. Then you also have content collections.

L: yes, so the idea was actually to break it down a little bit into, for example, type of content really the essentials, learning paths

L&L: Yes, that's the point, it's all called content, so you have content on your own platform, you have content that you use in the backend to put together that learning path of course. And then

some.

L: Yes. And for example, a media library, that's not an essential itself, it's not something that ends up on the platform, but it does help to create it.

L&L: Yes, exactly, and that's how you get to tools.

L: Yes, but if you have any other suggestions or ideas about it?

L&L: Yes, I'm thinking for a while. Because you have, I'm used to a lot of Wordpress myself, let's see. I don't know what they call it there. Yes, they also say tools, media. Yes, 'media' is where you can put your images and stuff and then you have your pages, that's where you just edit your page. Of course, you could also say that you say 'this is media', your media library, your rules of interest, your tags and then you say the other things, that you say content. And then you have content collections and type of content, what's the difference between them?

L: yes, you just have one type of content, which is the essentials, learning paths, things like that. And that content collection is, yes I had called it homepage first, because it is, yes a slider, a collection of learning paths for example or essentials that are then on the homepage. It's just that in the future it probably won't just be on the homepage, so that's why it couldn't be there.

L&L: What I would do then, because I think the content sliders, learning path groups, I think that's more the structure of your pages, or the structure of your environment. While then indeed your type of content, which is mainly your content and then you have content tools, which is mainly your media so to speak.

L: Yes

L&L: I think if you were to set it up as structure, content and media, it would be clearer. Then you also get rid of three times content.

L: Yes, of course you might wonder if tags and surveys also fall under media, but at least the point that there is not content everywhere is perhaps a good one.

L&L: Yes, media and sources maybe, yes something like that. But those are the, indeed the parts that you use to eventually embellish the content and the page structure, so to speak.

L: yes, okay yes obviously.

L&L: So that, yes I wouldn't call it all content in any case, in summary, but I would give it all other names.

L: Yes

Open question

Do you have any suggestions/comments about this menu structure?

Answer: Change the name so that they don't all have content in the name. Enable you to fold/unfold everything.

L&L: Do you have any suggestions/comments about this menu structure? Yes, what I'm just pointing out. I also think it's handy that you have icons everywhere. Can you automatically unfold or fold it all?

L: Yes normally, if you unfold one then, say say one is already unfolded and then you click on another one that you unfold, then the first one closes again, so to speak.

L&L: Okay. I would like to be able to just unfold everything and close everything again.

L: Okay. Yes, then it gets very long, and then you have to keep scrolling, so to speak.

L&L: Yes, it is. But then you have that if you are looking for something that you can just immediately click and then you can say where was that again.

L: Yes, yes.

L&L: That's more my thinking behind it. Furthermore, yes obviously.

L: Okay, yes you can write it down in a few key words, but I also recorded it.

L&L: so name, not just content so that they don't all have content in the name. Enable..

L: yes, okay obviously.

Open question:

What do you think of the term 'module' instead of 'essential'? Do you have any other suggestions?

Answer: Easier since this is closer to what you are used to (from study, for example).

L&L: 'What do you think of the term 'module' instead of 'essential'? Do you have any other suggestions?' Module or essential. So with us it's called an essential and then it becomes a module. Yes, I think that module is easier in the sense that you are also, from the study you are also used to learning modules, so I think this is closer to what people are used to than an essential.

L: Yes

L&L: I did find it difficult to think 'a toolkit item, an essential, what are we talking about again'. I think that's easier with a module.

L: yes, okay.

L&L: So 'what do you think of the term'. Easier since this is closer to what you are used to.

L: Okay.

L&L: Then, next.

Open question

What do you think of the term 'additional material' instead of 'toolkit item'? Do you have any other suggestions?

Answer: More self-explanatory. The addition of "additional" makes it easier to distinguish between the module and the former toolkit items. Material could possibly be given a slightly more modern name or be equated with 'module'

L&L: 'What do you think of the term 'supplementary material' instead of 'toolkit item'? Also easier to see what it is compared to a module. Because it is complementary, as it says right from the start. I just think that 'material' might not be packaged so sexy.

L: yes, yes it sounds a little bit, yes.

L&L: Yes, this is just material that you need or can use, good luck with that. I would say 'additional modules', is perhaps a very obvious one. I find it easier to find 'additional' easier, let me put it that way. I think that's a good one. Additional modules, additional information, no, then I would go for 'additional modules' maybe.

L: yes, okay, at least something that sounds better than 'material'. Okay, clear.

L&L: 'Material could possibly be given a slightly more modern name'. Alright, here we go again.

Prototype test

Go to the 'modules' page and check at which organisation and in which language the module 'Sustainability at the UT' has been published.

L&L: Go to the module page and check at which organisation and which language the sustainability module has been published at the UT. Go to modules. Check with which organization and which language. Page 'modules', so then, this is your content slider, so then here. Then, sustainability UT.

L: Well, right the first time.

L&L: Oh, well look great. Yes, that went very quickly. I think that's clearly the case.

L: yes, okay nice.

L&L: Because you basically see here that you have selected NL and not English, but you can do both.

L: Yes, and so this is where it was published, so it was published in Dutch and not in English.

L&L: Yes, yes.

Prototype test

Hide the column 'Type' in the module overview.

L&L: Okay, and then 'hide the column type in the module overview.' Type. Is it just like that? Or is that what it says here? No.

L: So it's not just about 'sustainability at the UT', but just in general.

L&L: Oh in general. Oh that's what you mean, yes.

L: Yes, yes.

L&L: No, I get that, then it was more the instruction than what I had to do.

L: yes, no okay.

L&L: Yes, that's clear. Columns and then turning it off with such an eye, that works fine for me.

L: Beautiful, yes.

Multiple choice question

Which columns would you like to see in the module overview?

Answer: Lock, Updated on, Created on, Last completed, Number of times completed, Languages, Published, Title, Other: Who last updated

L&L: 'Which columns would you like to see in the module overview?' So, title of course, a type, tutorial. Are there fixed types or can you determine them yourself?

L: Yes, you have per module or essential, yes I think it's at Loyens & Loeff it's always a self-study or isn't it?

L&L: Yes, I think so too, right? Yes, so if it's always the same, then I basically don't have to show a type.

L: No, that's not relevant to you then.

L&L: No, no exactly. So then, published, yes of course you want to know if it's open or if it's online. Organization? Well, that's us, so it doesn't matter. Languages? Yes, if you could possibly do an English version, a Dutch version, that would be possible, but of course we only have English in principle, but I can imagine that this is valuable. In learning paths, oh where it comes back.

L: yes, so that's about the amount of learning paths that it is in.

L&L: Amount of learning paths, oh. Wait a minute, learning paths are in modules or modules are in learning paths?

L: Yes, modules are in learning paths.

L&L: And so now it's coming, one module appears in multiple learning paths.

L: It could be, yes.

L&L: Yes, we don't have that, we just have, you have a learning path and then you have a module in it.

L: yes okay, so that's not really relevant to you guys.

L&L: No, no. Number of times completed, that's by users I assume?

L: Yes

L&L: Yes, of course, I find that kind of data very interesting. Recently completed, yes that's also very interesting. Because then you also know whether people go through it in one go, or whether some things are just really used a lot less. There is a certain chronology in our story, but I think this is, yes, useful to have. Created on, yes can. If you do have the space, it might be useful to know. I think updated on might be better, because then you also know when the last time it was updated. Locking, of what?

L: Yes, that's for example, that it won't be unlocked until you've created another module first, or completed something else first.

L&L: Oh okay. Yes, it is very important, yes, definitely. Other than that, yes I can imagine you might say who modified it. Because you have multiple user accounts in any case, which can work in the back end, that can be interesting. Let's think. I can maybe think that you use tags, or that you know from here is the quiz in or here, well then you can basically expand huh?

L: Yes, that expand is only for where it's published, but if you want to know what's in it, you should really go there. Unless you want to have that in the overview here as well.

L&L: Well I don't know how, then you go into great detail. Maybe you have tags like 'this is a tag 'there's a quiz in it', 'this is a tag', yes wouldn't know why actually. No, I'd keep it that way.

Prototype test

Sort the list of modules by last updated.

L&L: Sort the list of modules by last updated. Sort the list of modules, by last updated. Filters. Published? No. Oh, wait then you'd put it here, and then like that.

L: yes, great.

L&L: Yes, no, obviously. I was in those filters for a while, but I do understand that you can also filter on this. That's very chill by the way, that you can do it that way.

Prototype test

Filter the list of modules by published in organization 'Global'.

L&L: Filter the list of modules by published in organization 'global'. Well that's where I put it. And then, organization global.

L: Yes

L&L: Yes, well that goes without saying.

Open question

Are you missing any filter options?

Answer: no

L&L: Are you missing any filter options? Uhm. No, no.

L: Okay, that's good.

L&L: Not as far as I can think right now.

Prototype test

Find out which learning paths the 'Research Methods' module is in.

L&L: Look up the learning paths in which the research methods module is located. Well this is just in front of it, this can go. Research Methods.

L: Yes, so first you had to, if you want to know what learning paths it puts in, you actually had to go to learning paths and then, yes actually actually go through almost every learning path to see if it's in there.

L&L: yes, what I did, what struck me is that you, you have an arrow like that, I wanted to click on it,

but that arrow wasn't clickable.

L: No, that's because this is just a prototype now, so this doesn't work, so to speak, but normally you would open it up and then you see where it was published, but it doesn't say in which learning paths it is located, only where it was published.

L&L: No, obviously, then I understand that it will be in the real version. Yes, because you intuitively go to that arrow.

L: Yes.

Prototype test

Create a new self study.

L&L: Okay, create a new tutorial. "Create tutorial, fill in the module tile information without clicking edit in preview, then click preview and fill in the rest." Will I be able to see this again later?

L: Yes, that's what you'll see below.

L&L: Okay, create a tutorial, then I'll start with that.

L: Oh, he's scrolled a little crazy or something.

L&L: Well, maybe that's because of my computer, that's possible. "Fill in the information for module tile without clicking edit in preview."

L: yes, so the first one, the first three.

L&L: So I don't click on it. Yes, 'how to write a thesis', that's my own, of course. 10 minutes, select image.

L: Yes, and now on edit in preview. If you scroll up.

L&L: What do you say?

L: Say, that was the part without 'edit in preview', and now it is.

L&L: 'Then click on', then oh yes and then. But then you can already see what it will look like, so to speak.

L: Yes.

L&L: Yes great.

L: And then you can fill in the rest here.

L&L: How do you write a thesis? Oh yes, nice.

L: Yes, so you can also change that text, and that image.

L&L: Module completed. Introduction text. Yes, you can do that right here in the.

L: yes, that's not everywhere so now, but normally, then that would be the idea yes.

L&L: Yes, no looks good. And then, you can just adjust this of course. yes, well that actually looked pretty clear. I think it's nice if you can make it visual. Especially if you can't imagine what it will look like, it certainly helps to make it visual. Because then you don't have to constantly switch from one tab to the other to see what it will actually look like in the end. Seems like a nice addition.

Opinion scale question

Which option do you prefer to use?

(Scale 1-5: 1 = Not Preview, 3 = No Preference, 5 = Preview)

Answer: 3

L&L: Which option do you prefer? Yes, well, well, I'll say that, I've worked a lot with Wordpress, so I can easily translate for myself 'the title is here' and then it will look like this there. So I think I'd go

for speed, then I'll go for this regular, normal way. I think especially if you create such a module for the first time and you don't quite know what it will look like, you will go for this version.

L: Yes, yes, so actually they're both useful.

L&L: Yes, both handy on a different one. And maybe you'll switch for a while, that you just start filling it in and that you click once 'hey preview, let's see what it will look like' and then publish. So I don't think it's a black and white answer. I think both. Yes, it's not that it stands alone, it's two functions that together make it possible to create a module in a quick way.

L: yes okay, so a combination actually.

L&L: Yes, so I'm actually saying 'no preference'. But yes, preference for both.

L: Yes, yes indeed.

Open question

Explain your answer to the previous question.

Answer: No preference doesn't quite cover it. I would set up a first module in the preview. Later modules can be created faster in the normal impression and then check how it looks in the preview before publishing.

L&L: 'For the rest of the questions, you can choose whether to use the preview option or not' okay, great.

Prototype test

Show how you would also make an English version of this module. (no need to fill in completely).

L&L: 'Show how you would also make an English version of this module, no need to fill in completely.' Okay.

L: yes, I think it scrolled down a bit.

L&L: Oh yes I see. So English version, then you click on that. Edit.

L: Yes, it was.

L&L: Oh, well, great, yes obviously. You can also clearly see what language you have. I think that's very nice. Self-explanatory.

L: Okay, yes.

Prototype test

Add a chapter item to the module.

L&L: 'Add a teaching method to the module'. Teaching methods. Add a teaching method.

L: Yes

L&L: Yes, very clearly, it's right at the top, isn't it? So you can easily access it, yes obviously.

Multiple choice question

Which chapter items do you understand what it entails when you look at the icons and information?

Answer: Deep dive, PDF Download, Hotspot, Slider, Flip cards, Open-ended question, Tick question, Multiple choice, Quote, Text with audio, Text with video, Text with landscape image, Text with portrait image

L&L: Which teaching methods do you understand what it means when you look at the icons and information?

L: I think you can also zoom in if you click on the image.

L&L: Yes, I can still read it, it's going well. Text with portrait image, text with landscape image. Yes, I have an idea of what it looks like of course. Yes, seems clear to me. Text with video, text with audio, that's all pretty clear. Quote the same. Multiple-choice question too, tick question, 'question with multiple correct answers'. I would find that somewhat confusing. I find the icon easy, because you can see this is a circle and this is a square. Only with a multiple-choice question do I have the feeling that you have, yes you have more choices, but maybe also more options. Tick question, the title, yes I don't know if that's the normal wording

L: Yes, that's what it was called, but normally there was no explanation or icon.

L&L: Yes, you say, yes multiple choice that is indeed multiple choice

L: Oh yes, what it was called with you.

L&L: well I don't know, no but I mean more of what, in Google Forms for example what kind of choices you give, multiple choice question and a

L: Oh yes.

L&L: Look, in principle it's clear, because you can see this, but I had to think about which two of them are. Open question, well that's obvious. Flip cards, yes also obviously. Slider, yes okay. Hotspot, image as information, oh yes. Hidden hotspot? 'Indicate where something is on an image', I wouldn't know what that is, but that might be more up to my knowledge.

L: yes no, I don't think it's used everywhere either.

L&L: Yes, I'll leave that open for now. PDF download, clear. Deep dive, extra links to documents, yes okay. Suggestion, 'suggestions can be made by other users' oh yes, so then you get a kind of word web or something.

L: Then I think you just get that others can see what other people have put there, from reactions to it.

L&L: Oh yes, yes.

L: But indeed such a hotspot and hidden hotspot. One is just that you can choose which one, yes that you just have multiple locations that you can click on anything. And hidden hotspot means that you can move it yourself as a user.

L&L: Okay, well then I'll leave that open for now. But with that suggestion, I also find that a little more vague, let me put it that way. Because a suggestion, then I would think, someone can make a suggestion for us, so we receive that, as a kind of feedback on the tool or feedback on, as it is with us about innovation of, hey do you have any ideas that can be improved or something. While now I do indeed understand that it is also, yes more public suggestions. Maybe you would call it 'open suggestions' then.

L: Yes, yes that's better. Yes, I think suggestion is something that is only used by Loyens & Loeff.

L&L: Oh yes, because it says 'can be read and liked by other users who create the module'. So then I assume that it's open, so then I would say those are open suggestions. If you have a closed version, those are suggestions.

L: yes, okay.

L&L: That's just my idea.

Open question

Explain your answer to the previous question.

Answer: I don't know hidden hotspot. Suggestions I would make "open suggestions" given the description under the title and a "suggestions" that is not visible to everyone separately. I had to think for a moment what the difference was between the multiple choice question and the tick question given the name.

L&L: Yes, I don't know what I'm saying 'hidden hotspot'. I would make suggestions "open suggestions" given the description under the title and a "suggestions" that is not visible to everyone separately'. So.

L: yes okay.

L&L: 'I had to think for a moment about the difference between the multiple-choice question and the tick question given the name'.

L: Yes.

Prototype test

Create flip cards as a working method in the module. Make sure that there is no correct answer and that there are three flip cards.

L&L: Okay, 'create flip cards as a working method in the module. Make sure there is no correct answer'. So, flip cards, fill in a nice title. Yes, yes. Not a correct answer. Then we just do it like this, four options, three options also well. Just images. And then, background color may remain light. Informational only?

L: Yes, only it says that there are three flip cards, so.

L&L: Let's see, what do you mean?

L: yes, so the fourth one can go, that's the idea.

L&L: Oh, you have to, okay you just have to do it.

L: Yes

L&L: yes okay, I see. Then it can be created, yes okay. The latter was not very clear, that you have to delete in order to actually create three. I would actually say that you might want a selection before you dive into that content, where you say how many flip cards, and then you just say 1/2/3/4, 5/6, I don't know how many there can be, and that you get the amount of flip cards based on that.

L: Oh yes, yes.

L&L: That you don't have to delete it yourself, because I'm sure people will forget that and then they might have a blank flip card in it, I don't know what happens technically.

L: Yes, yes I think, because if you first click on how much and later you think 'oh I actually still have an answer option', then you would have to create it again.

L&L: Yes, but then of course you can also say that then, yes well if you have filled in four and you accidentally go with three, that you will lose content. Then you may need to implement a 'are you sure' question.

L: Yes, or that if you save it when there is no content in it that you also say 'there is still content missing' for example.

L&L: Yes, there's still a flip card empty, you should say that too. Yes, I would do something like that to catch that you don't see a blank flip card.

L: Yes, yes.

L&L: Now I didn't know, without you telling me, that I had to remove it in order to show three.

L: yes, okay.

L&L: Or you have to say 'hey, there's just one flip card' and you immediately give the suggestion of add another flip card and that based on that you can get as many flip cards as you want, but yes you can lose something like that technically.

L: Yes, because normally in the present, the way it is now, then it's always four, so then you can't take away at all or do more, then you just have to do four flip cards all the time.

L&L: Yes exactly, yes so it's useful if you can make three of course and then he automatically scales it to 'it's three'. Yes, you need to know that.

L: Yes.

Open question

Do you have any comments (tips/tops) about the redesign of the flip cards?

Answer: Just make it clear that you need to remove blank flip cards or otherwise select the amount of flip cards in advance.

L&L: Okay, 'do you have a comment, tips/tops, about the redesign of the flip cards'. Of course, I haven't seen the new design yet.

L: Yes, just what was just there, so to speak.

L&L: Yes exactly, no not so much. So that's what I'm saying, I haven't seen it yet, working, I've only seen the back now.

L: Oh yes, but I mean, that's what the question is about as well, I mean what do you think about

L&L: oh okay, about the redesign of

L: The back of

L&L: Making flip cards

L: Yes, that's what I mean.

L&L: No, apart from what I just mentioned, not really. I think it's otherwise clear. And so you have a preview, don't you?

L: Yes, that's this one.

L&L: Yes, edit in preview, yes that's nice. Yes, that you can just see him next to each other again.

L: Yes, so only with the removal and addition of flip cards

L&L: Yes, 'making it clear that you need to remove blank flip cards'.

L: Yes.

Prototype test

Create a hotspot teaching method in the module. Make sure that there are two hotspots in this method, the second of which is correct.

L&L: 'Create a hotspot teaching method in the module, make sure that there are two hotspots in this teaching method, the second of which is correct'. Hot spot. Nice title. Two hotspots, add. Here you have it indeed, two hotspots.

L: Oh here you start from scratch indeed, so then you can, yes.

L&L: Yes, then you just know you have to add so many yourself, because I want so many myself. I assume you, yes you can also remove them again of course. Accompanying the image.

L: yes, normally you want to be able to drag those dots, those hotspots yourself of course, but this is just a prototype, so then they are bound to be yes.

L&L: Yes, no exactly, I understand that you are limited in that in a prototype now. Have a look, then background color can stay light. The second one is correct, so this one. And then we're there. Well that was obvious actually. Yes, that is exactly the point I just mentioned. I think it's clearer there how many you need to add.

Open question

Do you have any comments (tips/tops) about the hotspot redesign?

Answer: Show the image in the full width and below that the hotspots.

L&L: Do you have any comments on the redesign? What I might do, look the image is front and center and now it's kind of side by side. That looks a bit sloppy, so I might do the image and then the hotspots. So show the image in the full width and hotspots underneath.

L: Okay, yes. Then you'll have it a little bigger.

L&L: Yes, now when I see hotspot on the left, image on the right, yes it gets a bit busy. I would just give it plenty of space, because if it's very small and you want to have something in exactly the right place. Well then the image is a bit bigger, and then you can place the hotspot underneath.

L: yes, okay.

L&L: Okay, I'm going to go through it a little bit faster, because I really have to leave at 4 o'clock and we still have a few things to go I think.

Prototype test

Create a slider teaching method in the module.

L&L: Create a slider format in the module. Then I'll go back for sure, info, slider. Create a slider teaching method in the module, oh that's another teaching method, okay yes.

L: Oh he might be back now. Well, no, maybe it can.

L&L: Yes, we'll see, he's gone again.

L: No, but I think it will be fine.

L&L: Slider. Background color may remain light. Tada. Well, that was obvious.

L: Yes, you just didn't fill in those things.

L&L: As in the title and so on.

L: Yes, the values and so on, but.

L&L: Okay, yes, but that's pretty self-explanatory. If you just follow this and you press from top to bottom.

L: Okay, yes.

Open question

Do you have any comments (tips/tops) about the redesign of the slider?

Answer: No further feedback.

L&L: 'No further feedback'. No, that seems clear to me.

L: Okay.

Prototype test

Publish the module in Dutch and English in the organisation 'Students' and visible to everyone.

L&L: Publish the module in Dutch and English in the organisation 'students' and visible to everyone. Okay. English, that's all ready, isn't it? Publish. No.

L: Oh, can't you go to, maybe you should go back to teaching methods first, maybe it's not linked from info.

L&L: Okay, working methods.

L: And can you click on publications from here? Oh, then you'll probably have to make that slider again.

L&L: Okay, slider. Initial value, final value. Yes. This is how we work with a working method. Now it is. Okay, English. Dutch and English in organization. So it's in Dutch, organization students, publishing. And then you also have it in English, publishing. Tada. Okay, well, apart from the fact that that equally technical prototype was of course a bit of a search, I understand that you press publications, because I wanted to click on that right away.

L: He went to info somehow, yes.

L&L: Yes, no, but otherwise very clear how you publish it and where. That's very nice. No, otherwise very clear.

L: Okay.

Prototype test

Go to learning paths.

L&L: Go to learning paths. I can do that.

L: Yes, this is really just an introduction to the next question.

L&L: Yes, yes, that's clear.

Multiple choice question

Which columns would you like to see in the learning path overview?

Answer: Lock, Updated on, Created on, Last completed, Number of times completed, Languages, Published, Supplementary materials (toolkit items), Training, Modules (essentials/learning blocks), Title

L&L: Which columns would you like to see in the learning path overview? Title, number of modules: yes. How many workouts for sure. Supplementary material linked, yes certainly too. Type, yes we don't use that very much.

L: No, I think you only have one type.

L&L: Published for sure, organization is not that important to us either. Languages do. Number of times completed, last completed as well. Well that could indeed be the case, and so could the lock.

Prototype test

Create a standard learning path and add the latest module ('How to write a thesis?') in a content section called 'Writing'. Also include the additional material 'Academic Writing'.

L&L: Create a standard learning path and add the latest module 'how to write a thesis?'. Okay. Create a standard learning path. Learning path, standard. Well that works fine. And then a title. Image. Hi, oh that [search terms] don't have to. 'Add in a content section called'. Do I need to do something with this?

L: Yes, that's what the text underneath it, in grey.

L&L: 'After completing the learning path, the course registrations module must be unlocked.' After completing the learning path, the module should have course registrations. Oh here's this one.

L: Yes

L&L: What do I do exactly, rework modules, unlocked. Oh okay, that comes next, yes. Add to a content section called writing, but am I in that right now?

L: No, that will come later.

L&L: Oh okay, then create learning path. And then 'how to write', content section. Managing content, I think.

L: Yes

L&L: Then this is the content section. Do you still have to click on this for the prototype?

L: It doesn't matter, no.

L&L: Oh it doesn't matter, okay. Add module or training. And then, this one was it, how do you write a thesis. Then it's in there.

L: Yes, then there is the additional material.

L&L: Oh yes, then add module. No.

L: Yes, it says underneath.

L&L: Oh sorry here, oh huh. yes wait, it's very difficult to scroll. So. Then academic writing. Okay. That's a bit of a puzzle, but yes, I think once you've gone through that, you know how it works. And I also think it's still very clear that it's just up there, that you have to establish hierarchy. Well, this is a part that I think just requires a bit more of a learning curve from the person who goes through it. Other than that, the buttons are clear.

L: yes okay, because I had that, for example, I had put it in one assignment because normally it might make more sense to add the modules that are really in there first and then the afterwork for example.

L&L: Yes, exactly. Well, what I just notice here is that I have to think about 'what are we talking about' also in terminology. So, we have content section, what are we talking about again. Anyway, yes that's what I'm saying, you just have to get the hang of it.

L: Yes, because would you here, this doesn't include a preview right now, but would this be better with a preview? That you can also see what a content section is, for example, what it looks like?

L&L: Well maybe that could help, yes. Yes possibly, I wouldn't know what that looks like exactly, but maybe it appeals even more to the imagination if you can make this visual, for sure.

L: yes, okay.

Prototype test

Add a challenge with a multiple-choice question to the learning path. Also add a knowledge check and use the same question for this.

L&L: Okay, add a multiple-choice challenge to the learning path. I'm going to do that first, add a challenge. Challenge. Edit. No challenge? Challenge.

L: Yes, there's a hint to that it's. The one below.

L&L: 'When locking, choose challenge as unlock behavior to add challenge questions.' Oh so then you have to do that locking first. Edit. And that's this, mandatory assignment?

L: No, underneath that, yes.

L&L: Oh yes here, challenge. And then. You then have to complete that. And then you can turn on the challenge, okay. That's tricky. Just from the first point of view. Here's where you'll want to edit. Let me see. Add challenge item, multiple choice. Can I click on that?

L: If it's good, yes, but sometimes it doesn't, maybe if you click up a bit more, because sometimes it moves a bit. Yes, if you click a little direction edit in preview? I think he still is, that he then.

L&L: Oh yes, here he takes it. So. Answer. So, method. Add answer, one more.

L: Doesn't he do it?

L&L: Yes, I'll get there. He's struggling. And so again. No image or video. Well then here we are. And then save.

L: yes and then, oh it's already saved.

L&L: Yes, here I find the mix between locking and challenge, of course you see it very briefly above, I think it's complex.

L: Yes

L&L: Because you want to take the challenge, do you actually want to, yes you actually want to arrange it almost in one overview. Because yes, if you start working on a challenge, you can in principle also link it directly to your lock. Or that you say, if you get started with your lock and you say that you want a challenge there, that it will also unfold the challenge. yes, so that's unclear that you have to go to one first and then the other.

L: Yes, because that one rings, because with locking there are of course even more options, it's not just challenge.

L&L: No, exactly, but maybe you can say that if you choose challenge, it will automatically say 'oh then you have to go from there to challenge overview'. Because now it's here as two buttons,

as two options. But there's no sequence in those buttons. In fact, one is here and the other is only here after another button.

L: Yes, so maybe for example at challenge you can still click from 'go to lock to adjust it' and then you can go straight away.

L&L: Yes exactly, that you make something like that clearer indeed, because now I was like 'hey I can't click on it, why is that?'. And then you actually had to jump in to indicate that.

L: Yes, because I did add one of those information things, but you don't go there so quickly.

L&L: No, I mean no, actually, I don't in practice anyway.

L: No, okay.

L&L: I just want to be helped through it.

L: Yes, and part of the assignment was actually to, underneath that is a knowledge check, to use the same questions there. That was skipped now, but.

L&L: Okay, oh that wasn't clear to me.

L: Yes, but at least there was a check button that you could click on and then it would use the same question.

Multiple choice question

In which context do you prefer to make challenges and knowledge checks: within a module (essential / learning block) or within a learning path?

Answer: Learning Path

L&L: In what context do you prefer to make challenges and knowledge checks, within a module and within a learning path?

L: Yes, because now they are made within modules, or essentials, and then you don't really see them, because then you make them with an essential, but you only see them come back to a learning path that contains that essential.

L&L: Yes, you want to see him back what you're doing, so in the smallest, so you would say in a learning path, right?

L: Yes

L&L: That's the smallest thing, yes, that's what he'll come back to in the end.

L: Yes, that made sense to me. But the disadvantage of this is that it is not necessarily linked to a particular module.

L&L: No, exactly.

Open question

Explain your answer to the previous question.

Answer: In the smallest possible part of the hierarchy.

L&L: In the smallest possible part of the hierarchy. So I have to keep going for a while because I have a really hard stop.

L: Yes, it's almost done.

Opinion scale question

How would you rate the overall redesign compared to the current admin panel?

(Scale 1-10: 1 = worse than current admin, middle = as good as current admin, 10 = can't be improved)

Answer: 8

L&L: How would you rate the redesign compared to the current admin panel? Yes, I think it's good.

L: Okay, yes.

L&L: I think you certainly have points that can be improved, but I also think that it has advantages, yes.

Open question

Do you have any other comments or suggestions about the total redesign?

Answer: Always keep in mind that one wants to be helped by the sequence of steps.

L&L: Do you have any comments or suggestions about the overall redesign?

L: This is the last question, by the way.

L&L: Yes, top notch. I will always keep in mind that one wants to be helped through the steps, the sequence of steps. That's what I'd say.

L: Yes

L&L: That's it, great.

[Completion of the interview]

K.5 Transcript Usability Test DPG Media 2 – Translated

Interviewer: Laura van den Berg (L)

Interviewee: Coordinator Learning and Development DPG Media (D)

Date: 25-10-2023

Location: Google Meet

[Introduction]

Multiple choice question

How much experience do you have in creating and managing essentials and learning paths in the current LXP admin panel? (also known as learning blocks and modules)

(Answer options: (1) created an essential or learning path never to a few times, (2) regularly worked with essentials and learning paths for up to 3 months. (3) More than 3 months regularly working with essentials and learning paths.)

Answer: created an essential or learning path never to a few times.

D: Yes, I really haven't created essentials yet.

L: Okay.

Prototype test

Select 'media library' from the menu.

D: Select media library from the menu.

L: Yes, you can click that away. It's small though.

D: Yes it is small. I don't really understand what the purpose of this is. What should I look for, in the menu should I search media library?

L: yes, so it's laid out a little differently than what it was. Let's see, is your screen zoomed out or something, that it's so small? Because with others it was bigger. Could you perhaps take a look at those dots in the top right corner of your Chrome? Oh yes, there it is 100%. No, I don't know why it's so small.

D: No, that's the only thing that's going to be big.

L: Well, that's how it will be.

D: Yes, I can't click on it myself.

L: Oh how crazy, because you would indeed have to click on that, on that one.

D: Nothing really happens.

L: Yes, not everything is supposed to work, but you should be able to click those content tools. But that doesn't work?

D: No. Yes, content tools do. No, don't watch now.

L: And if you click that other, type of content, back first. Oh, well.

D: Oh that's weird. That you have to close everything before you can do that.

L: Yes, I think there's a wrong link somewhere with the prototype, but well, I hope the rest does.

D: Okay.

Opinion Scale Question

subheadings in the menu (content collections, type of content, content tools and user management) clearly describe the corresponding menu items.

(scale 1-5: 1 = strongly disagree, 5 = strongly agree).

Answer: 4

D: But that's really not doable, I can't read that myself.

L: I think you can, this is a picture, so you can click on this and then zoom in.

D: Ah yes okay. And what is the question, the subheadings in the menu clearly describe the corresponding menu items.

L: yes because, at first it was just a long list, which it is now, so I thought, maybe it makes sense to break it down a bit more into subheadings. So it could just be 'content' and 'user management', but then content is also very long. So I have some other subheadings, but whether it's really clear is the question.

D: yes, I don't really have a problem with what the LXP looks like at the moment.

L: Okay.

Open question

Do you have any suggestions/comments about this menu structure?

Answer: No

Open question

What do you think of the term 'module' instead of 'essential'? Do you have any other suggestions?

Answer: Definitely ok

D: Do you like the term module instead of essential? Oh for me that doesn't really matter. It's just how you know what is meant by it. If module means the same as essential, that's certainly okay with me.

L: Yes, so just whatever you're used to, so to speak.

D: yes, so that.

L: Okay.

Open question

What do you think of the term 'additional material' instead of 'toolkit item'? Do you have any other suggestions?

Answer: OK

D: Supplemental material, yes I'm saying it, for me that's all, it doesn't make that much difference to me.

L: Yes.

Prototype test

Go to the 'modules' page and check at which organisation and in which language the module 'Sustainability at the UT' has been published.

D: Go to the modules page and check at which organisation and which language the sustainability module has been published.

L: Yes, it's already listed here.

D: Ah okay. Which language. I don't see any help from language actually.

L: Yes, you have to be able to click on something first. Yes, there. So yes, the idea is indeed, first you had to click all the way on different modules or essentials before you could see where it was published. So yes, what do you think about it if it's just in this overview? With those drop-down menus.

D: I don't think that's very useful.

L: No?

D: No. I didn't think it was clear that you could click on that just now. Because that's not the case in the LXP, that's something I don't find very useful.

L: Okay. And why not?

D: Because I didn't think it was clear. It wasn't clear that you could click on that. I think it would be more useful if there was another column here with that language, for example. Not that you have to open everything to see.

L: Yes, because for example now it's published in two organizations, so the idea is that you can then click open and you can see per organization which language and so on and where it is published. So if you just add a column then, yes then you can only put one organization there.

D: Yes, I see. Okay.

L: But you'd rather have it than if it wasn't there, for example, and that you just have to click on each one separately.

D: Yes, but that's definitely allowed, I mean we're only just working with this, so just what it looks like is okay for us. You just have to know. Whether you call it that or call it that, I don't think it matters much.

L: yes, okay.

Prototype test

Hide the column 'Type' in the module overview.

D: Hide the column 'type' in the module overview. That was it, wasn't it?

L: Yes, do you have any comments on that, or was that clear?

D: Okay, well I thought that was very clear yes. Sorry.

L: Okay, that's nice.

Multiple choice question

Which columns would you like to see in the module overview?

Answer: Created on, Organization, Languages, Published, Type, Title

D: Yes anyway title, type too, published yes I also find useful, organization yes yes, learning paths maybe less so. I think this.

L: Okay.

Prototype test

Sort the list of modules by last updated.

D: Sort the list of modules by last updated.

L: Yes, beautiful. A bit of a detour, but in the end it worked. But a bit of searching and then finally it is clear.

D: Yes. What I don't find so clear here is, you have to take your word for it to see that the arrow is coming.

L: Yes.

D: You don't see, if you just see the overview, you don't see that you can do anything with those titles.

L: Yes. Of course there is already one, so the one 'created on' there was now an arrow next to it, because if there is an arrow everywhere then you don't know which one is sorted on it.

D: Yes, that's true.

L: Yes.

Prototype test

Filter the list of modules by published in organization 'Global'.

D: Filter the list of modules by published in organization 'Global'.

L: Yes, that's easy.

D: Yes, that's easy. But yes, it's also just by working with it now that it.

L: Yes, then of course you've seen it before and then yes.

D: Yes, it is.

Open question

Are you missing any filter options?

Answer: No

D: Are you missing any filter options? This is where I miss training

L: Yes is a training, is that also a training one, that is not with modules or with essentials?

D: No. Ah yes, that's just about the essentials.

L: Yes, yes.

D: Ah, okay okay.

L: Yes, by the way, my research or my improvement is only focused on the essentials and the learning paths. So I didn't really focus on training.

D: Ah okay. Yes.

Prototype test

Find out which learning paths the 'Research Methods' module is in.

D: Look up the learning paths in the research methods module.

L: **Yes, it's** here too, it's somewhere at the bottom. Yes, so instead of, first it was if you want to know which learning path he was in, you actually just had to go through each learning path to see if it was in it. So I thought, yes it can be done in the overview but then that list becomes very long,

D: Yes.

L: So I thought by just here at the info page maybe.

D: Okay, good.

Prototype test

Create a new self study.

D: Fill in the information under 'module tile' without clicking on edit in preview.

L: Yes, so the rest of this page can be previewed. So now if you go back up.

D: What?

L: The rest of this page, or the rest of this tutorial, is in preview editing. So now if you go back up, it says, that yes.

D: Here. Do I have to click on that?

L: Yes, now I do. And then, yes, fill in the rest here. Yes so you can also fill in the image above, yes

for example that image.

D: Yes, pf.

L: Yes, back to Dutch, though.

D: Yes, but what do I have to fill in?

L: Okay, so now edit in preview, for example with that header, there you also have an image and some text. And that title and text. Yes, so now you can create it.

Opinion scale question

Which option do you prefer to use?

(Scale 1-5: 1 = Not Preview, 3 = No Preference, 5 = Preview)

Answer: 3

D: I don't really care.

Open question

Explain your answer to the previous question.

Answer: Both are ok to work in

L: Because, for example, is it often now, because you often work in training I think?

D: Yes, in training yes.

L: And there is a clear where, or there it was also clear at the beginning where everything ended up and so on?

D: Yes, yes actually yes.

Prototype test

Show how you would also make an English version of this module. (no need to fill in completely).

D: Show how you would also make an English version of this module.

L: yes, it scrolled down a little bit, if you scroll up again it comes back there.

D: Ah okay.

L: Yes, yes, so if you see that preview again when you're not in editing, then it might seem like you can already edit it there?

D: hm?

L: Let's say if you clicked on English first, it might seem like you can change it right there.

D: Ah yes, yes.

Prototype test

Add a chapter item to the module.

D: Add a teaching method to the module.

Multiple choice question

Which chapter items do you understand what it entails when you look at the icons and information?

Answer: Suggestion, Deep dive, PDF Download, Hidden hotspot, Hotspot, Slider, Flip cards, Open-ended question, Tick question, Multiple choice, Quote, Text with audio, Text with video, Text with landscape image, Text with portrait image

[All Possible Answers]

D: Which teaching methods do you understand what it entails?

Open question

Explain your answer to the previous question.

Answer: Clear

D: Obviously.

L: Yes, so it's already clear from the name?

D: Yes, but look, I also make websites so I know them.

L: yes, okay. So basically, I've added the text and icons, but for you, if there were only titles then you would understand?

D: Yes I do, but probably not everyone.

L: No, but yes, well, handy anyway.

D: Okay.

Prototype test

Create flip cards as a working method in the module. Make sure that there is no correct answer and that there are three flip cards.

D: Create flip cards. Oops, I pressed wrong.

L: Oh can't you go back?

D: No.

L: Maybe if you click on teaching methods again. Oh, I think if you click on info and then back to teaching methods. Yes now it's back, it's a bit of a prototype thing.

D: Ah sorry huh.

L: No, it doesn't matter. Yes, it says in the assignment that there is no correct answer.

D: Ah, no correct answer, sorry didn't read. Make sure there's no correct answer and there are three flip cards, okay. I was too fast.

L: Yes, it doesn't matter. Yes, so at the top there is a check thing somewhere

D: This?

L: Yes, and I don't know if you understand what that means?

D: No, I don't know.

L: Yes, can you find out, or shall I foretell it?

D: Ah not correct or incorrect, that shouldn't be turned on, so what haven't I filled in yet?

L: Yes, it has to be turned on, so because there is no correct answer, it is only informative.

D: Ah yes

L: Oh and now the fourth one has come back. And now it is, yes now you can move on.

D: Okay.

L: yes what did you think of, oh yes that's what the next question is about by the way, so you can go on now.

D: What?

L: Yes, you can go ahead now. I was going to ask a question, but it will come next.

D: Okay.

Open question

Do you have any comments (tips/tops) about the redesign of the flip cards?

Answer: Choice informational not clear. Can also be done via left open checkmarks.

D: Notes on the redesign.

L: yes, so what did you have, what did you think of it, was it obviously just?

D: I didn't find that very clear informatively.

L: No

D: Because you can also just use your taps.

L: Yes that you leave it blank?

D: Yes.

L: Yes. Yes, of course you don't want to accidentally create a correct answer, but there may always be some kind of warning of 'are you sure there is'.

D: Yes, yes.

Prototype test

Create a hotspot teaching method in the module. Make sure that there are two hotspots in this method, the second of which is correct.

D: Create a hotspot teaching method in the module. Make sure that there are two hotspots in this method, the second of which is correct. Light.

L: Yes top

Open question

Do you have any comments (tips/tops) about the hotspot redesign?

Answer: Clear

D: That's clear.

L: Okay.

Prototype test

Create a slider teaching method in the module.

D: A slider format in the module

L: Yes, he's back. Yes, it is.

D: Ah yes I saw it.

Open question

Do you have any comments (tips/tops) about the redesign of the slider?

Answer: No

D: That's clear too.

L: Okay. And do you also understand a bit what it entails, for example that minimum exact value, maximum exact value and so on?

D: I know that, yes. I am well aware of that.

L: Okay.

Prototype test

Publish the module in Dutch and English in the organisation 'Students' and visible to everyone.

D: Publish the module in Dutch and English in the organisation 'students' and visible to everyone.

L: Okay, that was all clear too?

D: Yes, that's just from publishing in the training courses.

L: Yes, yes. Yes it was a bit of a different layout at first, it was a bit more vague at first, but this just works yes.

Prototype test

Go to learning paths.

Multiple choice question

Which columns would you like to see in the learning path overview?

Answer: Created on, Languages, Organization, Published, Trainings, Modules (essentials/learning blocks), Title

L: Yes, that might be a good question. Someone else who thought that, for example, training could also be part of a learning path. Well, of course you work with training. Do you think that would be useful if that was also included in a learning path?

D: Yes, I think so, yes. I think so.

L: Because, why?

D: What do you mean why?

L: Yes, let's say, now training courses are a bit on their own, why does that have an added value if it is part of a learning path?

D: That would be added value if we could put that into a learning path, possibly if the trainer wants to, that's what I mean.

L: Oh yes, and then, for example, that you can combine essentials.

D: Yes, the fact that essentials can be viewed before or after the training, for example, can certainly be an added value.

L: yes, okay.

Prototype test

Create a standard learning path and add the latest module ('How to write a thesis?') in a content section called 'Writing'. Also include the supplemental material 'Academic Writing'.

D: Create a standard learning path. And add the latest module 'how to write a thesis'

L: Yes, so first I have to scroll up again. Normally that won't be the case, but in this prototype it is. Yes, so that text at the bottom.

D: Wait, huh. After completion. yes, I don't know.

L: yes okay, so the post-work modules, do you know what that entails?

D: No.

L: Okay, so that's it's, it's also there, unlocks after passing the learning path. So then those course registrations have to be unlocked. After this module has been passed.

D: And where can I find that?

L: So underneath that, wherever you were just sitting, it says post-work modules, you can select a module there. And after this, those course registrations must be unlocked. Yes

D: This one?

L: Yes.

D: And then this one? No.

L: No, so that's next. So now you can create it. And now you can add that module from just now.

D: Amai, that's really not clear.

L: Okay, so there's, so you have to go to another page of this learning path to add that module. It is within this learning path.

D: Yes, what should I do?

L: So managing content.

D: Yes sorry, I have a really busy schedule. I feel like I'm wasting my time right now. Sorry about that.

L: Oh okay, no sorry. yes I didn't want to give too many hints so to speak, because I want to look like, yes you get it a bit, so to say everything for you. But I'll be here now. So managing content, that's up.

D: Yes.

L: And then those, yes it's up there, how do you write a thesis, add those. Yes, so first the title.

D: This one?

L: Yes, it doesn't matter. Add those. And then additional material, so that's underneath that. And then that second yes. Okay, so almost, a few more questions, so this is the last assignment so to speak.

Prototype test

Add a challenge with a multiple-choice question to the learning path. Also add a knowledge check and use the same question for this.

D: What then?

L: Yes, it says that it's next to 'no challenge' is a bit of a hint of where you need to go. So one below. So next to 'no challenge', there's an i, yes. I don't know if you can read that.

D: When locking, choose 'challenge' as the unlock behavior. When locked, choose a challenge. Uhh, phew. I don't know.

L: yes, so underneath that is unlocking behavior. You're already on the right page.

D: Yes

L: And you can change that, to challenge. Oh no, so back to locking. Then edit. And then underneath that is unlocking behavior. And it's now set to 'content groups are unlocked', but instead of being unlocked, it's unlocked by a challenge. Yes.

D: That's really not clear.

L: And now you can add a challenge.

D: Okay.

L: Yes, so you can ask now. Yes it sometimes doesn't work, if you click slightly upwards so about edit in preview. Or click somewhere near it. yes, oh yes there I think, well, it's a little crazy at times. Yes, you can still add answers and then save them. And then the knowledge check, has the same questions. Yes so there was also a check mark with 'ask for reuse', I don't know if you saw it.

D: No, I think it's really confusing. Click on titles, click on this, click on that.

L: yes, okay.

D: I'm kind of losing interest at the moment.

L: No, yes, I see.

D: Yes, no it's not well put together.

L: And what exactly is not well put together?

D: It's really not clear. You've got to go to this, you've got to go to that tab, then you have to click on a title, then you've got to click on something else.

L: Is that because of the way it was asked? That the assignment was of 'do this' or was it really

D: I don't think it's clear how you should do it. You don't see it on the titles, it's not clear that you can click on that, yes, I don't like it, it's not very user-friendly in my.

L: Okay, yes, do you know any ways to improve that or something that you think

D: Make it clearer which steps you need to take, huh. If you have to go back there again, and there and then tick something and then this and then again.

L: yes, so actually in the same tab of that challenge, that you can create it right in that challenge instead of going to lock it first.

D: I think that would be an improvement.

L: yes, the thing was indeed that if you want to add a challenge, it has to do with the way it's locked, so to speak, so then, but yes.

Multiple choice question

In which context do you prefer to make challenges and knowledge checks: within a module (essential / learning block) or within a learning path?

Answer: Module

D: In what context do you prefer to make challenges and knowledge checks? I don't know.

L: yes, so first you had, a challenge is so to speak, that's in a learning path and there are a few questions. Say every essential that has in the learning path, they have a few questions and then they put them all together and at the beginning of the learning path all those questions are asked.

D: Yes.

L: And then, for example, the questions that you get right about a certain essential, then that essential is unlocked, so to speak, and then you can make it. So in the beginning, first all those questions were made with the essentials. So this question belongs to that essential, those questions belong to that essential. But then you didn't really see it back, when you went to that essential, you thought huh where do those questions come back. You don't see them anymore, and it's only when you go to a learning path that you see 'oh, here are the questions of that essential'. But then the question is, where do you create that in the admin panel? Are you going to make it with an essential, while you only see it on a learning path, or are you only going to make it on a learning path, because you see it there, but then it is not linked to an essential.

D: Yes, I think I would choose this.

Open question

Explain your answer to the previous question.

Answer: Seems more logical to me.

L: So it's linked to a module or essential?

D: Yes. With the explanation you gave, it seems more logical to me to link that to that.

L: Okay.

Opinion scale question

How would you rate the overall redesign compared to the current admin panel?

(Scale 1-10: 1 = worse than current admin, middle = as good as current admin, 10 = can't be improved)

Answer: 6

L: Yes, I don't know if you had any experience with what it looked like before.

D: Yes, I'm not very good at comparing, so maybe also because I'm not really used to it yet. But for me, it doesn't make that much of a difference at the moment.

L: No, because for example, you don't really care about the preview whether you do or not.

D: No. I found both of them. I thought that was very clear, but I really didn't find that last part clear.

L: No, okay yes.

Open question

Do you have any other comments or suggestions about the total redesign?

Answer: Sometimes a lot of steps to take and not clear what to click on.

D: Yes, sometimes a lot of steps to take.

L: Yes, that's true for now. If it is really made of course, then you can click on everything and then you can also see, what does what, this is of course a prototype, but certainly good point yes.

D: Yes yes yes, definitely. Yes.

L: Well that was the end.

D: yes no sorry, but it's sometimes, I certainly don't want to be difficult or anything. I'm allowed to stop sharing, right?

L: Yes.

D: But oh well, that doesn't give me much added value now, while my schedule is actually a bit overflowing.

L: Yes, no, I see.

D: But you can't do anything about that, you can't do anything about it. But well done, yes.

L: Well thank you very much anyway, and yes also thank you for your time when you're so busy. And I certainly got something out of it. Just things that weren't clear, or I can always look back at where you click and stuff and also good to see that some things are just very clear. That's just nice too.

D: Yes, definitely. Only that last part, I lost it a bit. Maybe I did, if I just had more time now, I would have taken it easy, but yes it's so busy here that then a bit like 'ai I have to move forward'.

L: Yes, I understand that. Yes, no, but then I also know that I just have to pay a little more attention to that and other people also have a little more trouble with that question, so that also makes a lot of sense.

[Completion of the interview]

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