



Evaluation Method

***Usability and Usefulness
Evaluation Tool***



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Usability and Usefulness Evaluation Tool

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Description of method

This online Collaboration Questionnaire has been developed as part of the OnCreate project in order to provide a diagnostic tool for problems related to usability and usefulness in online collaboration. The first ten questions are based on the System Usability Scale (SUS). The SUS provides a simple, yet reliable tool for measuring usability. It was originally created by John Brooke in 1986 and allows you to evaluate a wide variety of products and services, including hardware, software, mobile devices, websites and applications. The next sections extend this basic and established usability measure, including the areas mobility, assistance, accessibility, hierarchy, and effort.

Why to use (especially in context of creative online collaboration)

The usability and usefulness evaluation tool provides a combination of established evaluation methods specifically designed — but not exclusive to — creative online-collaboration. The evaluation's base is one of the most established and tested methods (SUS) to ensure comparability to other evaluation efforts.

This base is then extended to include issues that are particularly important in creative collaborative settings that are mediated in online environments. The following areas are covered:

- Mobility
- Assistance
- Accessibility





- Hierarchy
- Effort

The wording of the questions further establish a deeper diagnostic of the usability and usefulness especially regarding mobility usage of the tools used in the evaluated course.

How to analyse

The scales and figures can be processed statistically. For non-statisticians we recommend using scatterplots for exploring possible correlations, which is not sufficient for a scientifically rigid analysis, but gives enough insights to be used for course improvements.

How to interpret and use for improving online collaboration

In online learning, students are confronted with different combinations of online tools in each course. This combination makes the particular “platform” of the course, which often today is a mash-up. Learning and using these platforms can take away a lot of attention from the course content / activities.

The effort (sunk costs) to learn to use all parts of the platform should be in good balance with the course results. So look in the replies for the following: do the students have the feeling of spending too much time with the platform itself?

The elements (tools) of the platform should integrate well to minimize mental load of jumping between or watching multiple platforms, it should be very clear what to do on which tool (some might have overlapping functionality). How the students rate the subjective suitability of platform choice?

Mobility might also be a big plus or hinderance to the suitability of tools





chosen. Are mobility-related issues sufficiently reflected in the choice and use of technologies in the course?

Availability of technologies is another crucial area: do the chosen technologies reflect working environments of the students based on technological requirements and/or learning-curves involved to master the technology?

Material

Addendum: *Usability and Usefulness Evaluation Questionnaire*

Literature

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Usability and Usefulness - Basic

This questionnaire is developed by the OnCreate project in order to provide a diagnostic tool for problems related to usability and usefulness in online collaboration.

* Required

System Usability Scale (SUS)

Consisting of ten questions, the System Usability Scale (SUS) provides a simple, yet reliable tool for measuring usability. It was originally created by John Brooke in 1986 and allows you to evaluate a wide variety of products and services, including hardware, software, mobile devices, websites and applications.

1. **I think that I would like to use this system frequently.** *

Mark only one oval.

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

2. **I found the system unnecessarily complex.** *

Mark only one oval.

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

3. **I thought the system was easy to use.** *

Mark only one oval.

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

4. **I think that I would need the support of a technical person to be able to use this system.** *

Mark only one oval.

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

5. I found the various functions in this system were well integrated. **Mark only one oval.*

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

6. I thought there was too much inconsistency in this system. **Mark only one oval.*

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

7. I would imagine that most people would learn to use this system very quickly. **Mark only one oval.*

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

8. I found the system very cumbersome to use. **Mark only one oval.*

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

9. I felt very confident using the system. **Mark only one oval.*

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

10. I needed to learn a lot of things before I could get going with this system. **Mark only one oval.*

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

Usability and Usefulness - Extended: Mobility

These questions will help further establish a deeper diagnostic of the usability and usefulness especially regarding mobility usage of the tools used in your course.

11. Were "low-tech" alternatives available for access?

Mark only one oval.

- Yes
 No

Usability and Usefulness - Extended: Assistance

These questions will help further establish a deeper diagnostic of the usability and usefulness especially regarding the issue of assistance in the use of the tools used in your course.

12. Was there help available?

Mark only one oval.

- Yes
 No

13. When - if at all - was support available?

14. Where you trained in the use of the required software?

Mark only one oval.

- Yes
 No

Usability and Usefulness - Extended: Accessibility

These questions will help further establish a deeper diagnostic of the usability and usefulness especially regarding accessibility of the tools used in your course.

15. Do you feel you can express yourself via the online tool(s)?

Mark only one oval.

- Yes
 No

16. How did you exchange information and/or communicate with other students?

17. Was the platform accessible?*Mark only one oval.*

- Yes
- No

18. It was easy to use the tools required for the course*Mark only one oval.*

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

19. It was easy to collaborate with others creatively*Mark only one oval.*

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

20. The design model helped me to achieve the objective(s) of the course*Mark only one oval.*

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

21. Was it easy for you to access the learning material?*Mark only one oval.*

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

22. Was it easy for you to take part in the test(s)?*Mark only one oval.*

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

23. Thinking about your experience: what could have made access easier for you?

24. Was there a "hierarchy" of students present in your course?

Mark only one oval.

- Yes
- No

Hierarchy present

25. In your view, should this hierarchy be addressed for a better learning experience?

Mark only one oval.

- Yes
- No

26. What would you suggest to address the hierarchy structure in the course?

Usability and Usefulness - Extended: Effort

These questions will help further establish a deeper diagnostic of the usability and usefulness especially regarding the effort required to perform well in your course.

27. Did you have trouble using the technology (in course)?

28. Would you have preferred to use other tools? If so, which ones?

29. Was the platform easy to use?

Mark only one oval.

- Yes
- No

30. It was easy to work effectively .

Mark only one oval.

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

And finally...**31. Please add any attribute that you would use to describe your decision making process that was not mentioned above.**

32. Are there any additional comments about the usability and usefulness of the questionnaire itself?

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