

### Interface Rating Form

User interface is concerned with how the instructional content is presented to the learner, how the learner moves through the content, and how the learner experiences the instructional activities. In general, the user interface should be designed to make things easier for the learner (i.e., it should be learner-centric). Also, this form only addresses the interface and its relationship to the learner and content. It does not specifically address the quality of the content, relevance of the interactions or assessments, or the meaningfulness of the media. While these criteria below are appropriate for most interfaces, a simple interface may not include all of these criteria or may include only simplified versions. As an instructional designer, it is at your discretion to determine the value of each criterion to the learner.

**Directions:** Evaluate the user interface based on each criterion, where 1 is lowest or unavailable and 5 is highest or optimal. Add your comments in each box you select. For instance, if the project scores a 4 on “user interface”, add a comment inside the “4” box. **Use the color green so your comments are easily identified.**

CRITERIA	LEVELS OF QUALITY				
	1	2	3	4	5
<b>User interface with explicit course structure</b>	No course structure is shown on user interface.	Basic course structure is shown on user interface (e.g., course outline), but does not help learner understand how course segments fit together and support one another.	Basic course structure is shown on user interface (e.g., course outline). Summaries or other methods are used to help the learner understand only how the major course segments fit together and support one another.	Detailed course outline (expandable as needed) is shown on the interface. Summaries or other methods are used to help the learner understand only how all course segments fit together and support one another.	Detailed course outline (expandable as needed) is shown on the interface. Summaries or other methods are used to help the learner understand only how all course segments fit together and support one another. When instructionally useful, the interface allows learner to easily move to different segments of the course.
<b>Tutorial to explain navigation &amp; operation</b>	No tutorial is provided.	Tutorial explains only a few of the navigation and operation features.	Tutorial explains some of the navigation and operation features.	Tutorial explains most of the navigation and operation features.	Tutorial explains all of the navigation and operation features.  I like the use of the arrows pointing to sidebar and next/prev.
<b>Navigation and operation labels/icons</b>	None of the navigation and operation controls are clearly and	Few of the navigation and operation controls are clearly and	Some of the navigation and operation controls are clearly and	Most of the navigation and operation controls are clearly and	All of the navigation and operation controls are clearly and consistently

	consistently labeled.	consistently labeled.	consistently labeled.	consistently labeled.	labeled.
<b>Navigation and operation controls location</b>	Almost no controls are located in the same place throughout the course.	Few controls are located in the same place throughout the course.	Some controls are located in the same place throughout the course.	Most controls are located in the same place throughout the course.	All controls are located in the same place throughout the course.
<b>Operation of controls</b>	None of the controls operate consistently.	Few of the controls operate consistently.	Some of the controls operate consistently.	Most of the controls operate consistently.	All of the controls operate consistently.
<b>Learner's location (system feedback)</b>	Very difficult to determine location in course.	Difficult to determine location in course.	Somewhat difficult to determine location in course.	Easy to determine location in course.	Very easy to determine location in course.
<b>Arriving at a location</b>	Very difficult to determine how one arrived at a location in the course.	Difficult to determine how one arrived at a location in the course.	Somewhat difficult to determine how one arrived at a location in the course.	Easy to determine how one arrived at a location in the course.	Very easy to determine how one arrived at a location in the course.  I like the return of the 4 blocks at the start of each section. Adds consistency.
<b>Estimated time</b>	Time estimates are never provided.	Time estimates seldom provided.	Time estimates are sometimes provided.	Time estimates are usually provided.	Time estimates are always provided.
<b>Screen Design</b>	None of the screens are aesthetically pleasing.	Few of the screens are aesthetically pleasing.	Some of the screens are aesthetically pleasing.	Most of the screens are aesthetically pleasing.	All of the screens are aesthetically pleasing.

Other Notes:

Check wording in last sentence of slide one of Why It's Important.

On Moving beyond the measures, maybe fade out the main text when you start adding the text bubbles.

How do you do it > Check for understanding – maybe make NOT stand out a bit.

On References slide, remove the NEXT button.

Adapted from Hayes, R.T., Stout, R. J., & Ryan-Jones, D.L. (2005, June). *Quality Evaluation Tool for Computer- and Web-delivered Instruction* (Technical Report Number 2005-002). Orlando, FL: Naval Air Warfare Center Training Systems Division.