

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 |
| User interface with explicit course structure | 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. The organization is thoughtful. If someone already knows WHAT it is they can easily move to the WHY or the HOW. Left sidebar remains visible so the user can change their approach at any time. |
| Tutorial to explain navigation & operation | 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. |
| Navigation and operation labels/icons | None of the navigation and operation controls are clearly and consistently labeled. | Few of the navigation and operation controls are clearly and consistently labeled. | Some of the navigation and operation controls are clearly and consistently labeled. | Most of the navigation and operation controls are clearly and consistently labeled. | All of the navigation and operation controls are clearly and consistently labeled. |
| Navigation and operation controls location | Almost no controls are located in the same place | Few controls are located in the same place throughout the | Some controls are located in the same place throughout the course. | Most controls are located in the same place throughout the course. They are located in the same place in the layout but | All controls are located in the same place throughout the course. |

| | | | | | |
|---|--|---|--|---|---|
| | throughout the course. | course. | | because of the varying length of the pages, they do not appear in the same coordinates on the screen. | |
| Operation of controls | 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. |
| Learner's location (system feedback) | 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. |
| Arriving at a location | 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. Page headings are very clear. Consider adding to the title tag of the page as well. Helps when a user bookmarks the page. Right now, regardless of the page they bookmark, it would by default say Math Talk. Maybe expand like... Math Talk: Standards. May not be so important in this project but something to consider on bigger projects. |
| Estimated time | Time estimates are never provided. | Time estimates seldom provided. | Time estimates are sometimes provided. | Time estimates are usually provided. | Time estimates are always provided. |
| Screen Design | 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. Look is clean and font is interesting while still being legible. Consider adding a little space between letters to help with legibility. You can do that by adding something like the following to stylesheet.css. You could apply to the body or just the p or div. letter-spacing: 0.03em; I find http://typecast.com/ helpful when tweaking the way a Google Font appears. |

Other Notes:

- I hadn't see thenounproject.com before. I like it. My usual go-to for icons is icons8.com which I like because you can change the color of the icon right in the website UI and easily grab different sizes.
- Page11.html paragraph 4. "As you teacher" should be "As a teacher"

- Page15.html paragraph 1. “you'll use a serious of Math Talk Moves” should be “you'll use a series of Math Talk Moves” AND at the end of that paragraph you probably want to capitalize math.
- Page19.html number 1 item C. “Repear” should be “repeat”
- After submitting the Google Form, you can customize the text and change it from “Your response has been recorded” to something more connected to the lesson. Maybe a link back to the lesson or just a thank you message.

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.