

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.
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. I like the addition of the arrows pointing to sidebar and next/prev.
Navigation and operation labels/icons	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.
Navigation and operation controls location	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.
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. LOVED the arrow moving across What, Why, and How! So simple but so effective.
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. No progress bar or clock but the sidebar navigation menu makes it clear how much is remaining.
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. I like the color scheme. Soothing and pensive.

Other Notes:

On the checks for understanding, consider setting to unlimited attempts so they can learn from their mistakes. Also, by using the QuizMaker activities, the feedback area for right or wrong answers is pretty small. When you have an extended explanation (like on

the “What is Math Talk” slide) either shorten it so it can be read (ended up being about 3 pt font - <http://goo.gl/zFHsbI>) or use an interactive PPT slide instead.

Adjust the timing on the Other Resources slide under WHY. Set to user controlled instead of after a few seconds.

Instead of opening the Teaching Channel videos in another tab, I’m wondering why you didn’t just embed them.

Not sure if you have played around with the edit audio feature in Articulate. I only recorded myself talking on one slide (love your audio by the way) but found it helpful to remove the clicks of my mouse. In that editor you can highlight the click and then click on “Silence” and it replaces the noise with silence without changing the timings of the annotations.

While you could have embedded the Google Form, I like that this opened in another tab since the page is so long. Given time, you could have also using QuizMaker to reformat the assessment. In the text shown after submission, consider including something like “You can now close this tab to return to the module.”