Evaluator: ___Reza Chowdhury_____ Project Evaluated: ____StoryLine2_____ Date: ____10/2/2015_____

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.

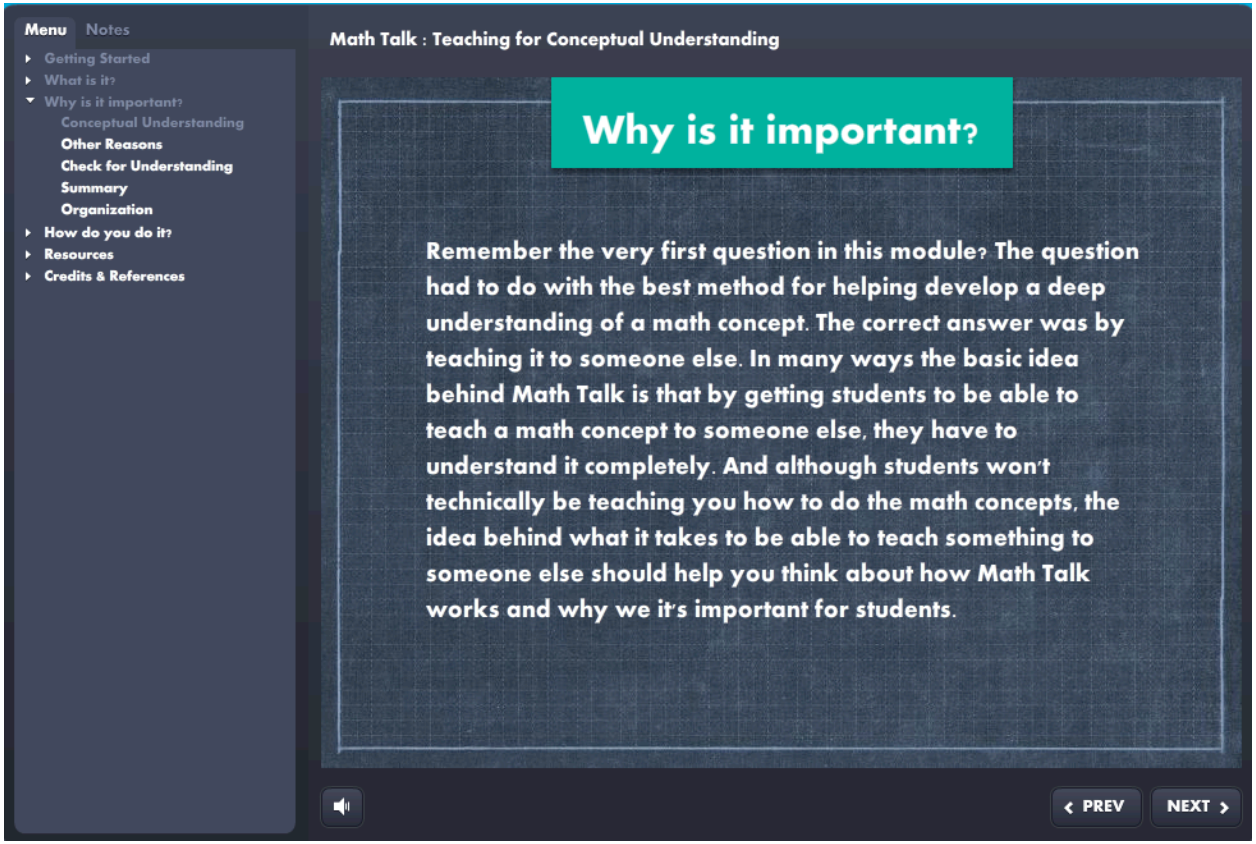
CRITERIA	LEVELS OF QUALITY				
	1	2	3	4	5
User interface with explicit course structure	No course structure is shown on user interface.	Basic course structure is shown on user interface (e.g., course outline), but does not help learner understand how course segments fit together and support one another.	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 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.

					Tutorial explains all of the navigation and operation features easy understandable way.
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. All of the navigation and operation controls are clearly and consistently labeled and functioning as expected.
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. 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.

					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. 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. Very easy to determine how one arrived at a location in the course.
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. Time estimates are set upfront in the instruction.
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.

					All of the screens are aesthetically pleasing

Other Notes: Outstanding Job!!!! Very professional and effective.



"Why is it important?" – Title is showing up after the text. May a timing issue in the slide timing by object? Please have a look.

I would recommend to have the movie as a video within the storyline instead of sending the learner to a different site. The transition is also abrupt and disjointed; while we are listening your voice another browser is opening up and we are out of your storyline presentation. Also closing the video tab doesn't automatically send back the learner to the storyline module.

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.