



“First Hour” User Test Findings

May 2017

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Contents

1. **Introduction**
2. The Test Process
3. Global Findings
4. User Test Findings
5. Summary and Next Steps

edX: Free courses online from the world's best universities

About your offerings:

- a non-profit that brings open-sourced Massive Open Online Courses (MOOC) to new learners around the world

Business goals:

- edX's goal is to bring high-quality education to "1 Billion" learners
- This project is focused on on-boarding and reasons for attrition within the "first hour" of use



Positives: Content & Accessibility

Worldwide Community

- Thousands of courses from top Universities around the world
- Courses are offered in multiple languages
- Flexible learning and community engagement across time zones

Financial Options

- Audit courses for free
- Verified courses (with small fee)

Project Goal

Identify and understand first-time user pain points and reasons for drop-off to make the edX onboarding process for new learners simple and painless; ensure edX clearly communicates the value and benefits of the free platform.

Goals for User Testing

Expectations vs. Reality

- *What are users' expectations for their edX experience?*
- *How does the current edX experience fall short or misalign with these expectations?*

Step-by-Step Process

- *What obstacles do new users experience during each step of the first-time edX use process?*
- *Where do users experience friction when registering for edX, searching for and selecting a course, registering for a course and beginning the course?*

Reasons for Attrition

- *At which points in the onboarding process do users falter or hit resistance?*
- *What causes them to abandon edX during first-time use?*

Course Logistics & Format

- *How do first-time users approach the course process and logistics for edX courses?*
- *Does the process and format meet their expectations? If not, why?*
- *What opportunities are there to help first-time users better understand the edX experience and process?*

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DG MACK's Review Process

STEP 1



Individual Expert
Reviews

STEP 2



ER Findings &
Recommendations

STEP 3



Test Plan
Development

STEP 4



User Testing
Sessions

STEP 5



UT Findings &
Recommendations

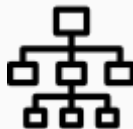
STEP 5: User Test Findings & Recommendations

STEP 5.1



Analyze Results by
capturing in Google
Forms

STEP 5.2



Group by New Findings
Positive and Negative,
Validated ER Findings

STEP 5.3



Prioritize and
Rate Findings

STEP 5.4



Develop
Presentation

User Testing Logistics

Test Sessions:

- 75 min sessions
- Testing took place between March 28 - April 14
- Participants received \$50 Amazon Gift Card as well as edX Certificate for Verified Course
- Requested that the participants use think aloud as they were performing tasks

Individual Session Details:

- 6 in-person (4 at Bentley UXC)
- 6 remotely using GoToMeeting
- 4 at Bentley UXC video recorded
- 8 were audio recorded using GoToMeeting

Participants: Advancing Professionals

12 participants with Pre-Screener:

- Participants were colleagues, family and friends
- All fit “Advancing Professional” persona
- 11 of 12 had not used edX previously



Motivations:

- Interested in advancing their career by learning new skills
- Has a timeline or clear goal in mind

Demographics:

- English-speaking (Native or ESL)
- Age range: 25 - 40

Participants:

Gender	
Male	Female
5	7

OS	
Mac	Win
6	6



ESL	
Yes	No
6	6

Age Group		
25 - 29	30 - 34	35 - 39
7	3	2

Used edX before	
No	Yes
11	1

Participant Results

Gender	
Male	Female
5	6

OS	
Mac	Win
6	5



ESL	
Yes	No
6	5

Age Group		
25 - 29	30 - 34	35 - 39
7	2	2

Used edX before	
No	Yes
11	1

First-time edX User Journey



First-time edX Test Overview



Task 1: First impressions

Task 2: Search & browse courses,
evaluate alternatives

Task 3: Register & view dashboard

Tasks 4 & 5: Begin a course

Task 6: Terminology (Global)

Overall Impressions & SUS

User Testing Goals for First-time edX User Journey

Task 1: First impressions

Understand users' first impressions of edx.org and how they interact with content.

Does the homepage help new users understand what edx is all about and how to get started?

Task 2: Search & browse courses, evaluate alternatives

Uncover users' preferred methods for finding a course that meets their needs, including browsing, searching and search result refinement tendencies.

Task 3: Register & view dashboard

Does the registration process create obstacles for first-time users? Can it be streamlined?

Tasks 4 & 5: Begin a course

Task 6: Terminology (Global)

Overall Impressions & SUS

First-time edX User Journey

Task 1: First impressions

Task 2: Search & browse courses,
evaluate alternatives

Task 3: Register & view dashboard

Tasks 4 & 5: Begin a course

Understanding how the course content and process compares to user expectations for online learning.

Which aspects of the course formatting cause such a high number of users to create accounts and enroll in courses but never start taking the course?

Uncover how users approach courses with a future start date and whether or not the inability to immediately begin a course is cause for user abandonment.

Task 6: Terminology (Global)

Does the user understand edX's terminology? Identify disconnects between system and user language.

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Positive System Usability Scale (SUS)

72



1. I think that I would like to use this website frequently.
2. I found the website to be simple.
3. I thought the website was easy to use.
4. I think that I could use the website without the support of a technical person.
5. I found the various functions in this website were well integrated.
6. I felt the website was consistent.
7. I would imagine that most people would learn to use this website very quickly.
8. I found the website very intuitive.
9. I felt very confident using the website.
10. I could use the website without having to learn anything new.

Findings & Severity Scale

- ! **5 Global Findings:** pervasive issues that significantly impacted first time user journey
- ✓ **9 Good:** positive finding, should be retained or expanded in any redesign
- ! **11 High Severity Usability Problem:** important to fix, so should be given high priority
- ! **8 Medium Severity Usability Problem:** fixing this should be given medium priority
- ! **8 Low Severity Usability Problems:** lowest priority, included in appendix.

Key Finding: No significant differences between demographic groups, including Native English speakers and English language learners.

<Severity w Color> Issue#. <Title of Issue>



Global 1. edX's Core Value Proposition is Unclear



High 1. Course Modifiers Don't Aid Users in Decision-Making



Medium 3. Unclear Relationship Between Courses & Programs

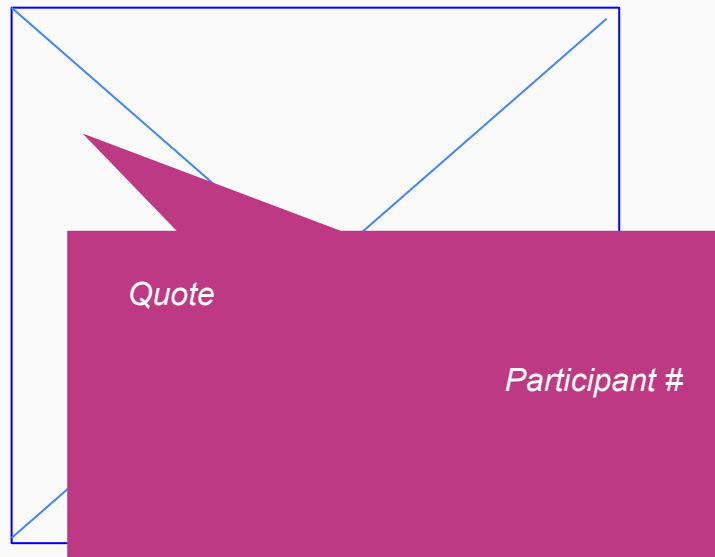
A description of the problem

Why is it a problem:

The reason it is a problem

Recommendations :

The recommendation is generally on the 2nd slide, for ease of readability.



Global Issue 1) edX's Core Value Proposition is Unclear

What the issue is:

Many users were unclear about what edX offers and how the course process works, including the timing of courses, whether or not they're online, and synchronous or asynchronous.

Where it occurs:

Questions arose about edX throughout the entire user journey. The biggest opportunities to clarify the brand value proposition occur in *First Impressions* and *Search & Browse*.

Why it matters:

If users don't understand edX or how the process works, they are likely to make incorrect assumptions. When expectations are not met, users can become frustrated and abandon the site.

"I'm not sure... if these are all online? What's the format of them? I think there's more information that could be added."

Participant #4

"It seems like a lot of programs start in the future and are not courses that I can take now. I didn't notice that before."

Participant #6

Global Issue 2) Course pricing is unclear

What the issue is:

Users did not understand the pricing of courses or add-ons like certificates. Course pricing was not made clear until too late in the shopping experience when users had already made certain assumptions.

Where it occurs:

First Impressions; Search & Browse; Evaluate Courses

Why it matters:

If users expect courses to be free and invest time in finding a course that costs money, they may become frustrated and look elsewhere for free courses, even if there are “free to audit” alternatives on edX.

“I didn't know it had a price? Oh it's for the certificate.”

Participant #11

Global Issue 3) Too Many Choices & Paths Overwhelm New Users

What the issue is:

Users are overwhelmed by too many choices and too many different potential paths to take. Users need more assistance in decision making when selecting and beginning a course for reassurance that they are doing the right thing.

Where it occurs:

Search & Browse Courses; Evaluate Alternatives; Begin A Course

Why it matters:

First-time users need more assistance than experienced users in decision-making. Next steps should be more obvious when selecting or taking a course. The “paradox of choice” explains how too many choices causes anxiety and abandonment for shoppers.

“There are too many decisions to make and much more work to do [than with Coursera].”

Participant #6

Global Issue 4) Personalized Help and Support is Lacking

What the issue is:

Because of the overwhelming amount of information and confusion created by issues 1 and 2, users would like more assistance in decision making. They want responsive chat or chatbot to answer their specific questions.

Where it occurs:

Search & Browse Courses; Evaluate Alternatives; Begin A Course

Why it matters:

First-time users facing confusion want fast, specific answers, rather than self-help options. Because they are already overwhelmed, they want a simple way of getting clarification or assistance.

“There are some websites that offer online support like a chat window. That would be nice if they can help me refine my search and find things faster or just find it for me.”

Participant #12

Global Issue 5) Site Uses Vague, Confusing Terminology

What the issue is:

While edX uses familiar language throughout the site, in many instances the meaning is unclear for first time users so users operate based on their interpretation of the meaning.

Where it occurs:

Homepage Impressions; Search & Browse Courses; Evaluate Alternatives; Begin A Course

Why it matters:

Users are unable to successfully differentiate between its different offerings. Users have unmet expectations based on their interpretations of the terminology.

“Courses are single and not associated with one another. With the programs you can get a certificate.”

Participant #8

Global: Terminology

Global: Terminology

Why it matters: EdX uses a range of terms that might be unclear or vague to first-time users.

Because edX uses common and accessible language, users guess at their meaning and may make incorrect assumptions.

Operating on false assumptions can negatively impact a first-time users' experience with edX and may deter them from using the site in the future.

Goal: Determine if users noticed instances of edX-centric terminology that was used and understand how they interpreted the language used.

Scenario: After the user had completed all tasks, we returned to certain pages they visited and asked specific questions about terminology.

- *Did you notice the banners on course thumbnails? What is your interpretation of their meaning?*
- *What do you think the difference is between Courses and Programs?*
- *What do you think “starting date” means?*
- *What do you think “archived” means?*

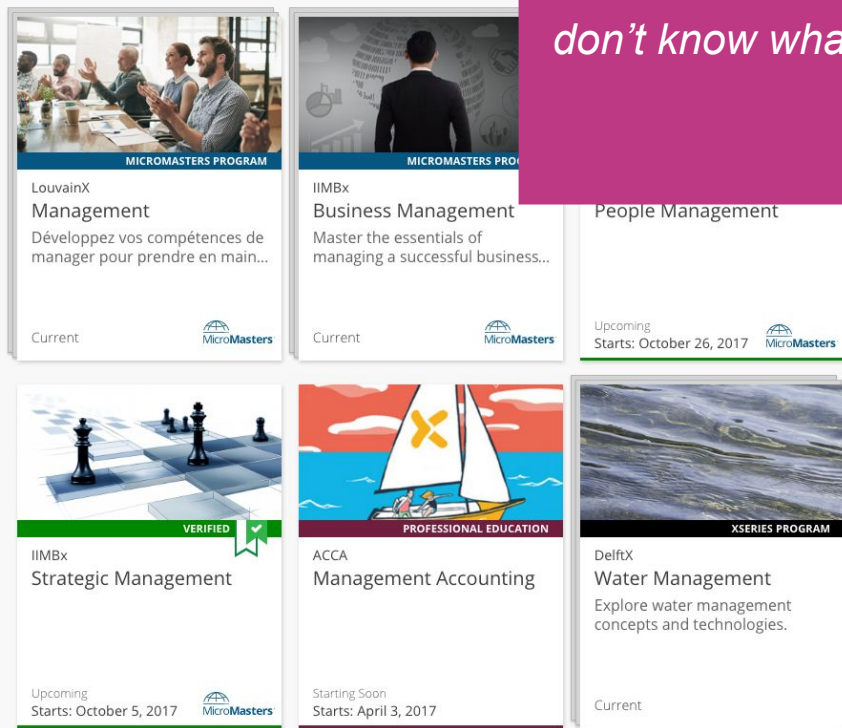
! 1. High: Course Modifiers Don't Aid Users in Decision-Making

Problem Description

Users noticed the visually appealing banners during the course search process, but were unable to determine the differences in the meaning behind the banners. Many users misinterpreted the meaning of “verified.”

Why is it a Problem?

Users are noticing the banners but don't understand the meanings, creating wasted effort and confusion for first-time users. Again, terminology confusion prevents users from finding what they need.



“They make it known that there are different categories, I just don’t know what they are.”

Participant #4

! 2. High: “Availability” Terminology Causes Course Format Confusion

Problem Description:

Process, timeline of edX courses unclear. Users did not understand the meaning of archived, self-paced or current. There was confusion between upcoming and starting soon.

Why is it a Problem?

Terminology ties to the process and brand experience. Users may expect to begin taking courses immediately and misunderstandings around future start dates or course timelines could be causing attrition with first-time users.

“Can I sign up for current courses? If it's not ok then they shouldn't be at the top of the search results.”

Participant #3

Refine your search

Availability

Current	19
Starting Soon	9
Upcoming	9
Self-Paced	20
Archived	19

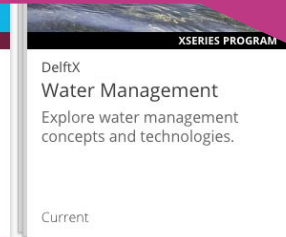
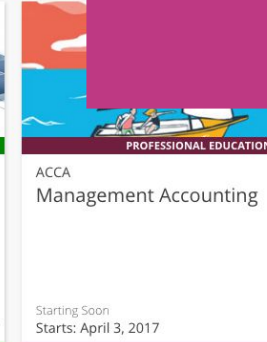
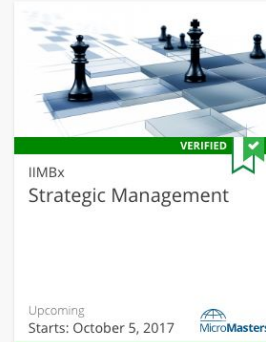
! 3. Medium: Unclear Relationship Between Courses & Programs

Problem Description:

Participants were uncertain of the difference between courses and programs. When pressed, most participants could guess the relationship between courses and programs, though some could not.

Why is it a Problem?

By not having a clear communication of the value proposition, there could be a potential waste of the user's time, that could turn into false expectations.



"I don't know the difference between programs and courses. Or if some of the courses are also inside the programs. I don't know. It's tricky."

Participant #11

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Task 1: First impressions

Task 1: First impressions

Why it matters:

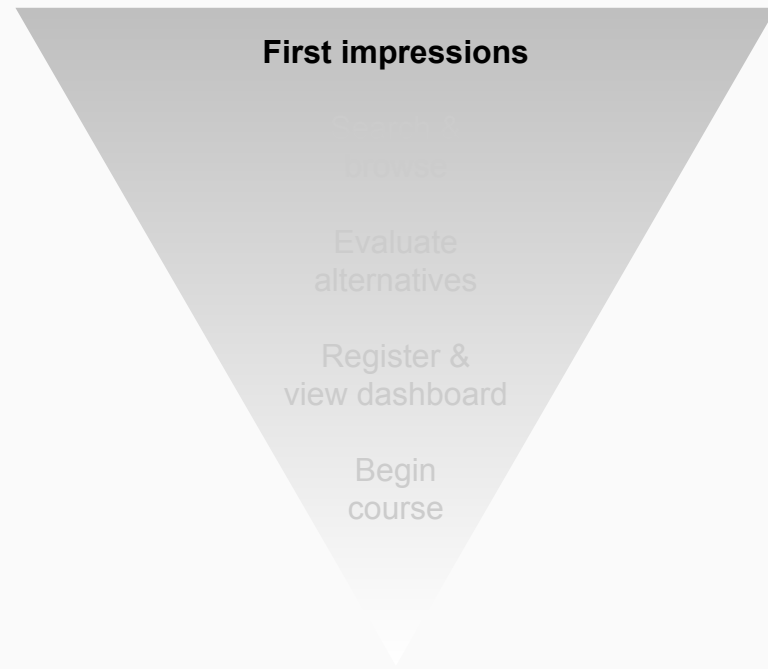
Numerous studies (1) have prove that visual appeal can be assessed within 50 milliseconds. With such short time, users build notions about the site that will influence their experience. Reason why having a “poor” first impression, could have a negative impact.

Goal:

Discover what are the user’s first impressions and expectations, and if they match the message edX is trying to deliver.

Scenario:

You want to take an online course, and a friend told you about the edX website. You decide to take a look at it. Without clicking anything yet, feel free to explore this screen as you normally would.





Browsing allows discoverability

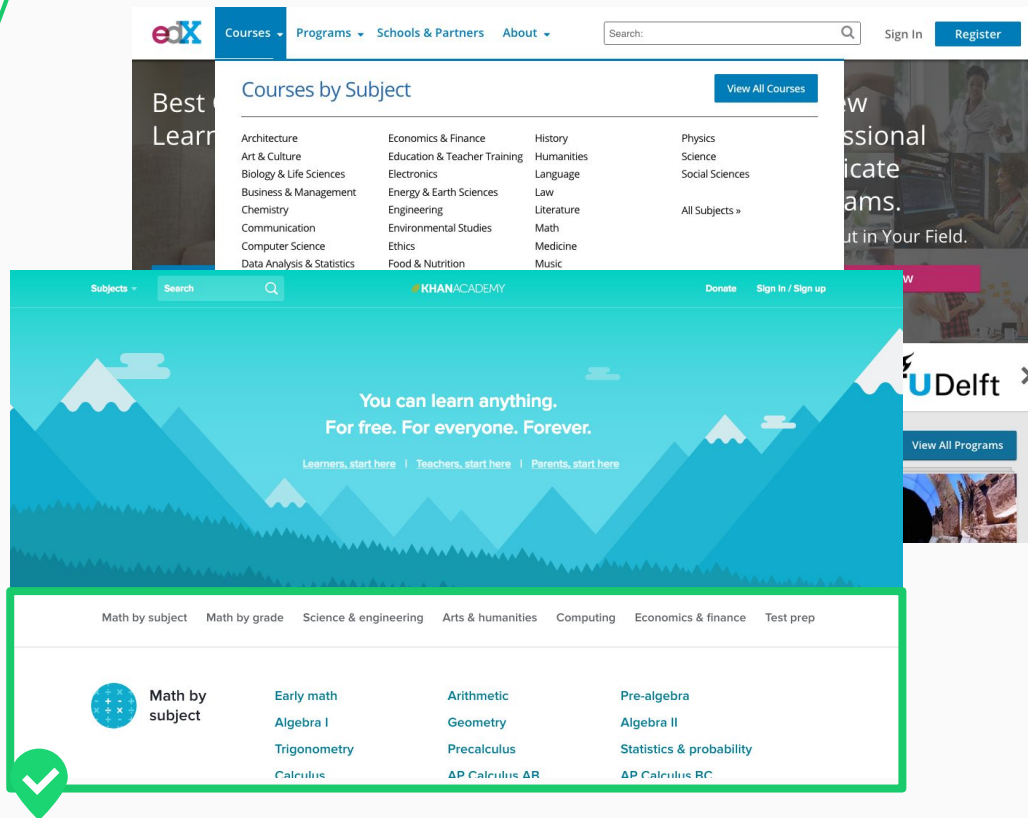
Some participants hovered over the top navigation menu to explore the contents of the site, and this resulted in a better understanding of edX's offerings.

Why it's good:

Supporting browsing enables potential users to find what they are looking for.

Recommendation:

Not all participants browsed, but scrolled. By having the contents straight forward we can help them engage with the content. (See example from Khan Academy).

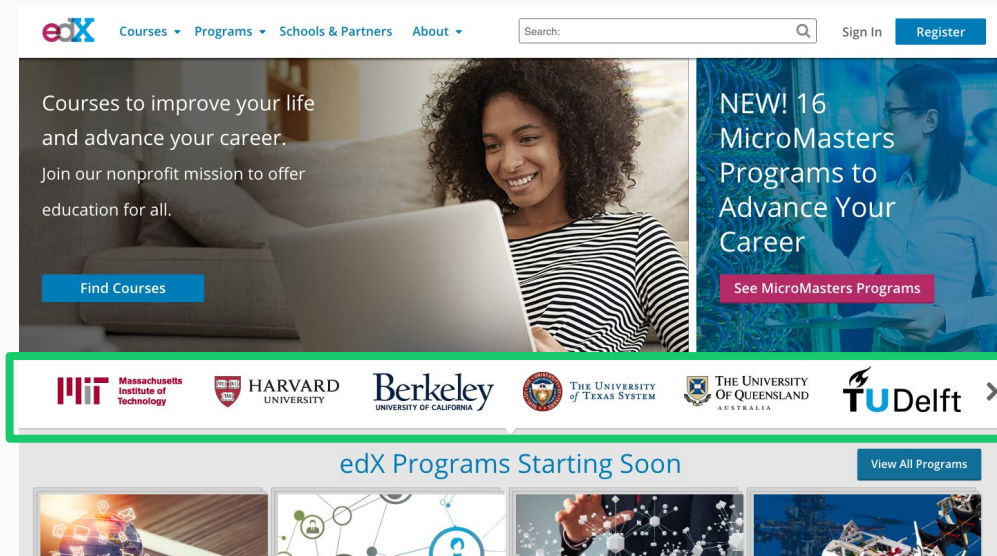


✓ University logos build trust and credibility

Participants mentioned that the logos from Ivy league and recognized universities, provided them with a sense of trust and professionalism.

Why it's good:

Trust and credibility are two important factors that cause a positive experience as well as a good first impression. Without trust, visitors will be less likely to convert and turn into users.



! 4. Medium: School Logos Seemed Static/unclickable

No obvious indication that the school logos are clickable.

Why is it a Problem?

Some users who trust the prestigious institutions displayed did not believe that the logos were clickable, yet wanted to learn more about the offerings of each institution.

edX Courses ▾ Programs ▾ Schools & Partners About ▾

Courses to improve your life and advance your career.
Join our nonprofit mission to offer education for all.

[Find Courses](#)

"Partnering schools are quite impressive. It would be great to be able to click on the logo and find courses from Harvard."

Participant #3

Career
[See MicroMasters Programs](#)

Massachusetts Institute of Technology HARVARD UNIVERSITY Berkeley UNIVERSITY OF CALIFORNIA THE UNIVERSITY OF TEXAS SYSTEM THE UNIVERSITY OF QUEENSLAND AUSTRALIA TU Delft !

edX Programs Starting Soon [View All Programs](#)

! 4. Medium: School Logos Seemed Static/unclickable

Recommendation #4

Change the background color of the university logo when the user hovers over it, or add a section title such as “Explore courses by Schools & Partners”.

edX Courses ▾ Programs ▾ Schools & Partners ▾ About ▾

Courses to improve your life and advance your career.
Join our nonprofit mission to offer education for all.

[Find Courses](#)

“Partnering schools are quite impressive. It would be great to be able to click on the logo and find courses from Harvard.”

Participant #3

Career
[See MicroMasters Programs](#)

MIT Massachusetts Institute of Technology **HARVARD** UNIVERSITY **Berkeley** UNIVERSITY OF CALIFORNIA **THE UNIVERSITY OF TEXAS SYSTEM** **THE UNIVERSITY OF QUEENSLAND AUSTRALIA** **TU Delft**

edX Programs Starting Soon [View All Programs](#)

TASK 1: FIRST IMPRESSIONS

"There's a lot on the page. I wouldn't know where to look at first. I looked past a lot of this."

Participant #4

"I seriously doubt that the Dean of my university will validate these courses."

Participant #12

"I don't know if the courses are online or in person? Are they free?"

Participant #11

! 5. High: Unclear Value Proposition

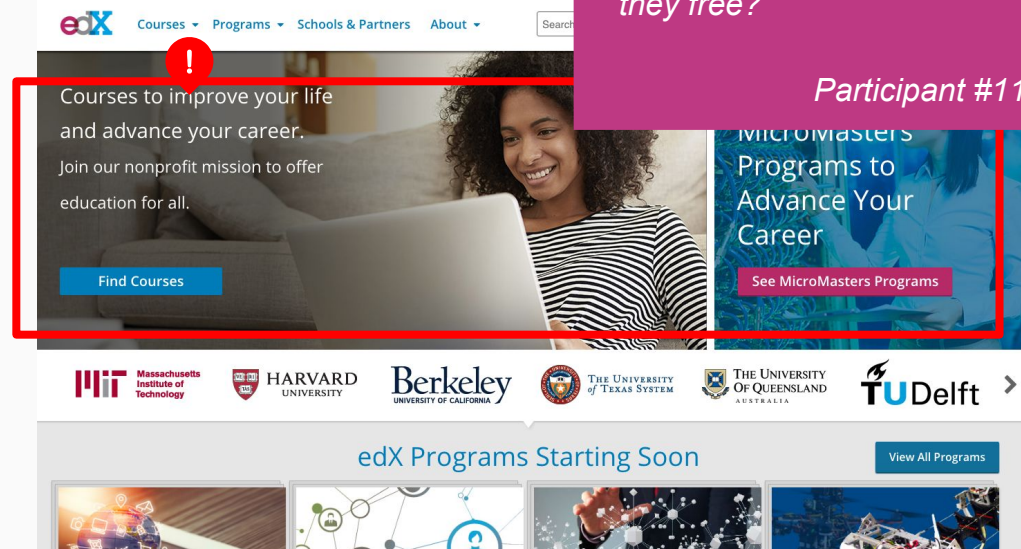
Why is it a Problem?

By not having a clear communication of the value proposition, there could be a potential waste of the user's time, that could turn into false expectations.

Creating false expectations could translate into frustration and lack of interest or engagement with the system.

"I don't know if the courses are online or in person? Are they free?"

Participant #11



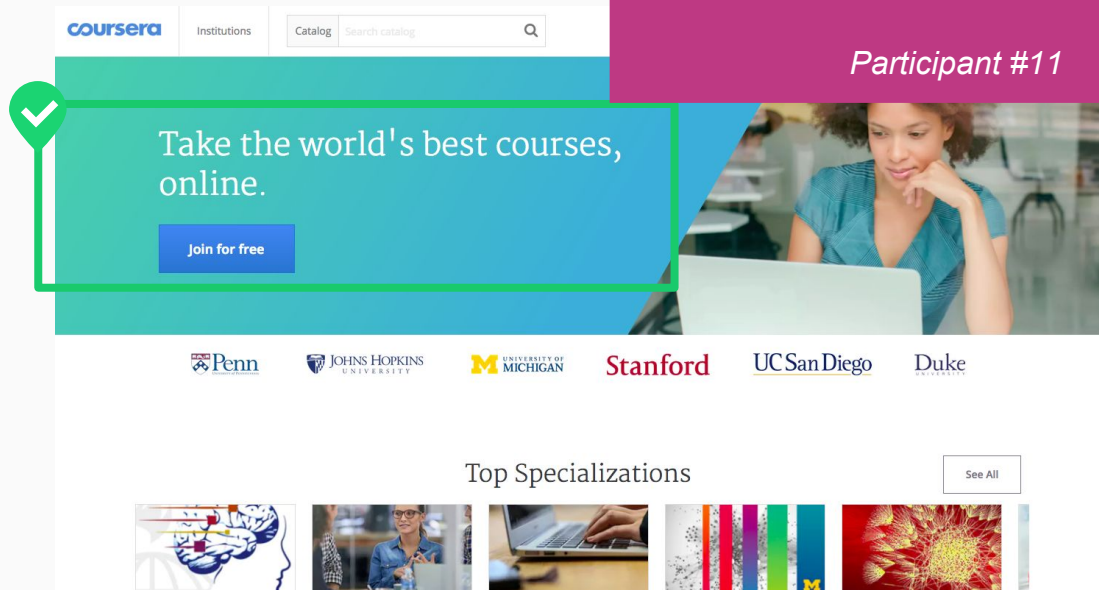
! 5. High: Unclear Value Proposition

Recommendation #5

Clearly communicate what edX is in the banner of the homepage. (See example from Coursera).

"I don't know if the courses are online or in person? Are they free?"

Participant #11



! 6. Medium: Unclear Terminology for Courses and Programs

Why is it a Problem?

Most participants were guessing about the differences between Courses and Programs. Some participants thought that *Programs* were the only way to get a certificate. This confusion could cause the loss of interest in upcoming *Courses* that as well provide the option for certification.

The screenshot shows the edX website header with a navigation bar containing 'Courses', 'Programs', 'Schools', 'Partners', and 'About'. The 'Programs' link is highlighted with an orange box and an exclamation mark icon. A purple callout box contains a participant's quote: "I wouldn't know if one has an advantage, or if one has more for me. I'm also unfamiliar with XSeries program. So I wouldn't know how to compare them." Below the quote is the attribution "- Participant #3". On the right side of the website, a 'Career' section features a button labeled 'See MicroMasters Programs', which is also highlighted with an orange box and an exclamation mark icon. The footer of the website displays logos for MIT, Harvard, Berkeley, The University of Texas System, The University of Queensland, and TU Delft, followed by a section titled 'edX Programs Starting Soon' with a 'View All Programs' button.

edX Courses Programs Schools Partners About

Courses to improve your life and advance your career. Join our nonprofit mission to offer education for all.

Find Courses

Career

See MicroMasters Programs

- Participant #3

MIT Massachusetts Institute of Technology HARVARD UNIVERSITY Berkeley UNIVERSITY OF CALIFORNIA THE UNIVERSITY OF TEXAS SYSTEM THE UNIVERSITY OF QUEENSLAND AUSTRALIA TU Delft

edX Programs Starting Soon View All Programs

! 6. Medium: Unclear Terminology for Courses and Programs

Recommendation #6a

Rethink the labeling for Courses and Programs, and whether another wording could be used to make clear the differences.

Recommendation #6b

Make clear the message that either Courses or Programs can provide a certification.

The screenshot shows the edX website's navigation bar with 'Courses' and 'Programs' dropdown menus. An orange box highlights these two options, with an exclamation mark icon above it. A purple callout bubble points to this area, containing a participant's quote. Below the navigation bar, the main content area features a 'Find Courses' button. To the right, a 'Career' section has a 'See MicroMasters Programs' button, also highlighted with an orange box and an exclamation mark icon. The footer displays logos for partner institutions: MIT, Harvard, Berkeley, The University of Texas System, The University of Queensland, and TU Delft. Below the logos is a section titled 'edX Programs Starting Soon' with a 'View All Programs' button and a row of four program preview images.

"I wouldn't know if one has an advantage, or if one has more for me. I'm also unfamiliar with XSeries program. So I wouldn't know how to compare them."

- Participant #3

Find Courses

Career

See MicroMasters Programs

MIT Massachusetts Institute of Technology HARVARD UNIVERSITY Berkeley UNIVERSITY OF CALIFORNIA THE UNIVERSITY OF TEXAS SYSTEM THE UNIVERSITY OF QUEENSLAND AUSTRALIA TU Delft

edX Programs Starting Soon View All Programs

Recommendations Checklist

- ☐ #4: Have the background of the university logo change color when the user hovers his mouse over it, or add a section title such as “Explore courses by Schools & Partners”.
- ☐ #5: Clearly communicate what edX is in the banner of the homepage. (See example from Coursera).
- ☐ #6a: Rethink the labeling for Courses and Programs, and whether another wording could be used to make clear the differences.
- ☐ #6b: Make clear the message that either Courses or Programs can provide a certification.

Task 2: Search, Browse & Evaluate Courses

Task 2: Search, Browse, & Evaluate Courses

Why it matters:

It must be easy for users to find THE course that best fits their needs. That means finding relevant courses, and being able to easily compare them to select the best option.

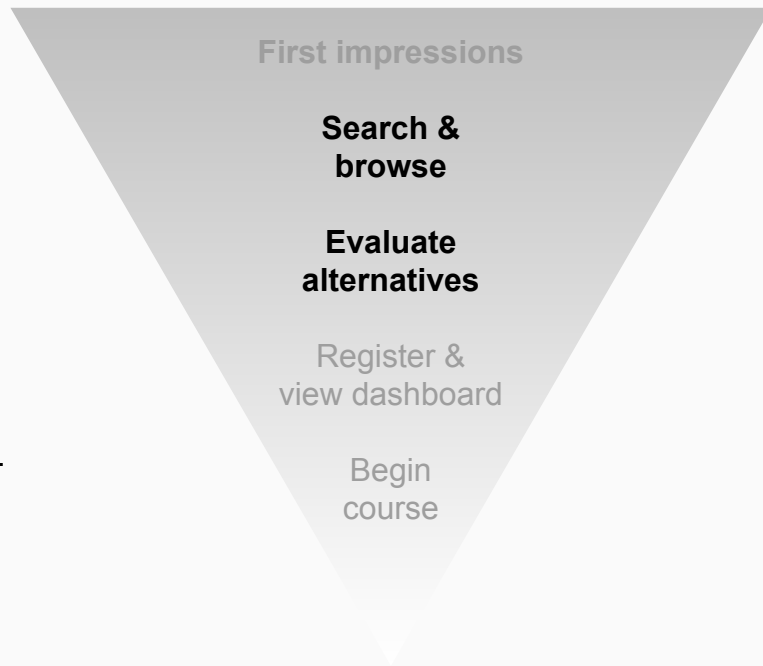
If a user selects a course that doesn't adequately fit their needs, the user can become frustrated, abandon the course, and have a lesser chance of returning to edX in the future.

Goal:

Identify if users could find a course that adequately meets their needs.

Scenario:

Find a credible introductory accounting course that they could complete within the next 2 months.

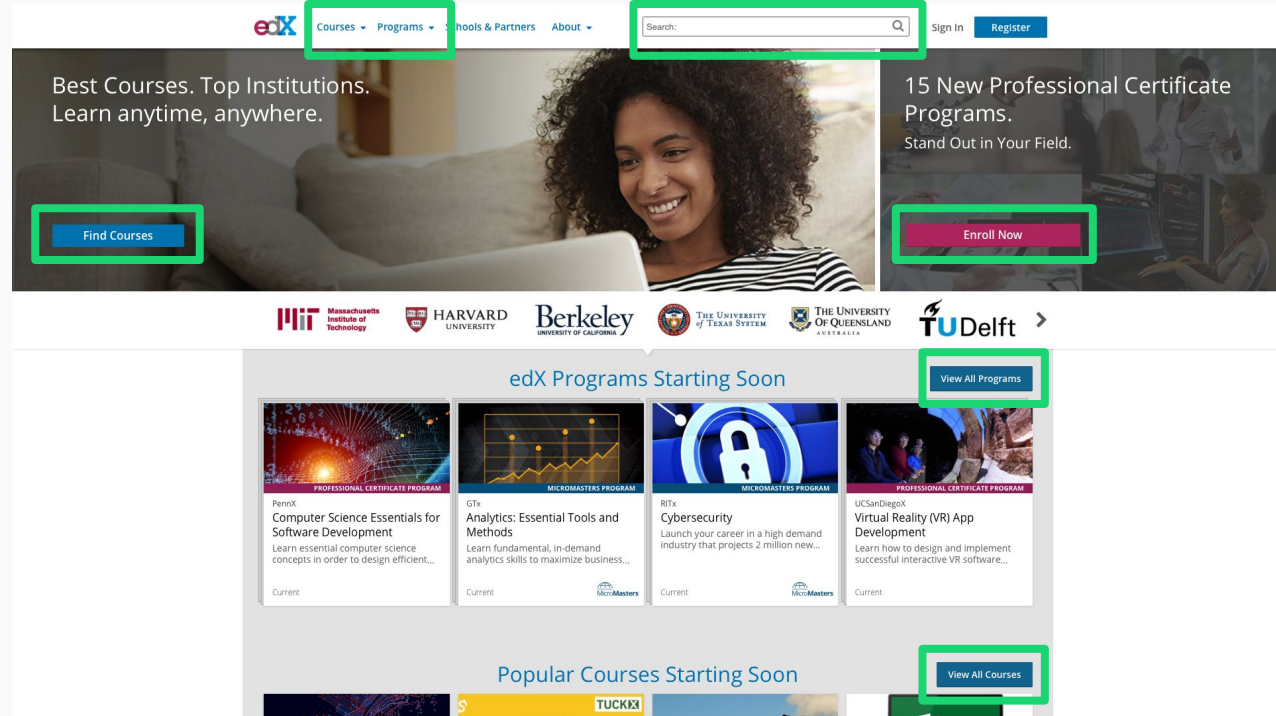


✓ Can search OR browse

User's can either search for a course using the search box, or browse courses using the top navigation dropdowns or any of the CTO links.

Why it's good:

Caters to different needs. Search box is for users who know what they're looking for, and browse functions are for users who want to explore their options.



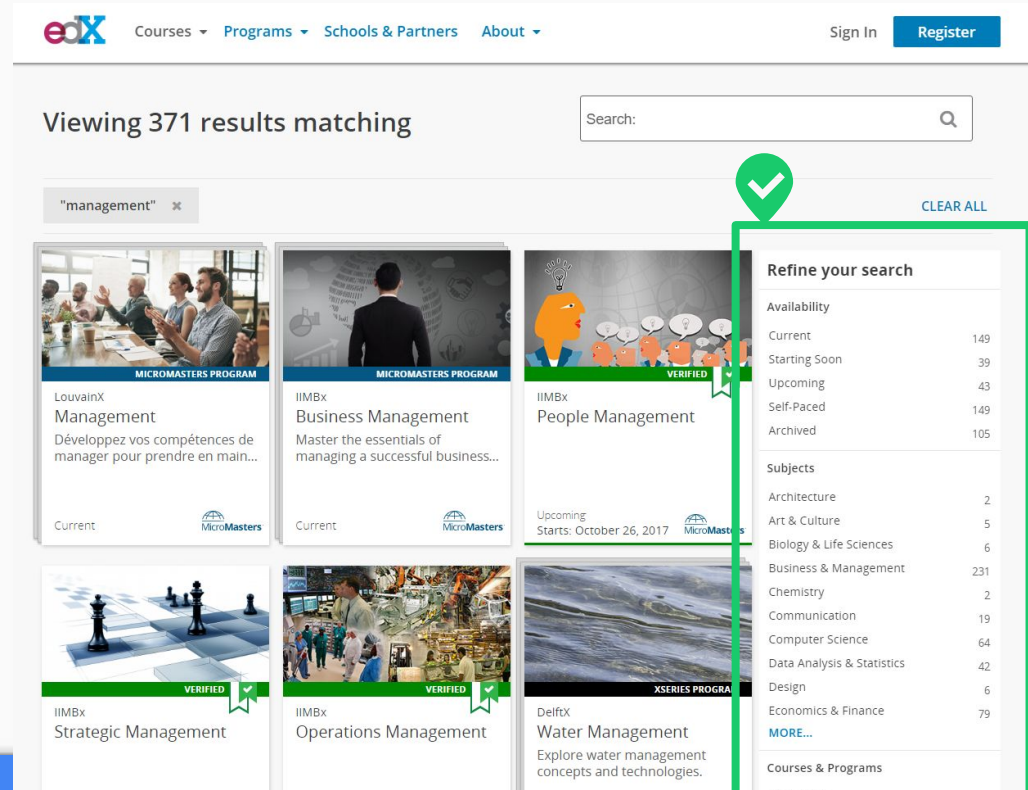


Refine search results by a range of categories

Search results can be refined by a number of important categories including availability, language, subject, school and level.

Why it's good:

Providing users with course options can help them more quickly find what they're looking for, or understand the range of options during the search process, even before hitting enter.



edX Courses ▾ Programs ▾ Schools & Partners About ▾ Sign In Register

Viewing 371 results matching

Search:

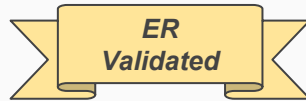
"management" ✕ CLEAR ALL

Refine your search

Category	Count
Availability	
Current	149
Starting Soon	39
Upcoming	43
Self-Paced	149
Archived	105
Subjects	
Architecture	2
Art & Culture	5
Biology & Life Sciences	6
Business & Management	231
Chemistry	2
Communication	19
Computer Science	64
Data Analysis & Statistics	42
Design	6
Economics & Finance	79
MORE...	
Courses & Programs	

Course Cards:

- LouvainX Management** (MICROMASTERS PROGRAM): Développez vos compétences de manager pour prendre en main... Current
- IIMBx Business Management** (MICROMASTERS PROGRAM): Master the essentials of managing a successful business... Current
- IIMBx People Management** (MICROMASTERS PROGRAM): Upcoming Starts: October 26, 2017
- IIMBx Strategic Management** (MICROMASTERS PROGRAM): VERIFIED
- IIMBx Operations Management** (MICROMASTERS PROGRAM): VERIFIED
- DelftX Water Management** (XSERIES PROGRAM): Explore water management concepts and technologies.



Visual display of important course information

Quick glance box provides an organized visual overview of the course's details.

The institution's logo is also prominently displayed.

Why it's good:

Gives users quick and direct access to important course overview details, so they don't need to spend time sifting through the more extensive course description text.

The school's prestige helped users make informed decisions, and validate the credibility of the course.

Home > All Subjects > Computer Science > Introduction to Computing using Python



Introduction to Computing using Python

Learn the basics of computing and python programming, including fundamentals of procedural programming, control structures, and data structures.



In Session
Started on Self-Paced

Enroll Now

☒ I would like to receive email from The Georgia Institute of Technology and learn about other offerings related to Introduction to Computing using Python.

About this course

5 Reviews 5/5 ★★★★★

In this computer science course, you will learn about foundational computing principles, such as how to write and read computer code and how to run and debug code.

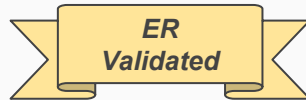
You will learn about programming concepts in Python and how they demonstrate computing principles and domain applications that use programming concepts and computing principles in real-world applications.

[See more](#)

What you'll learn

- General principles of programming: procedural programming, control structures, and data structures
- Programming in Python, including variables, operators, loops, conditionals, functions, error handling, and advanced data structures
- Applications of programming to computer graphics and human-computer interaction

🕒 Length:	16 weeks
👤 Effort:	10 hours per week
💰 Price:	FREE Add a Verified Certificate for \$99
🏛️ Institution:	GTx
📖 Subject:	Computer Science
⚙️ Level:	Introductory
🗣️ Languages:	English
📺 Video Transcripts:	English



Course reviews

Course pages include user reviews of the course.

Why it's good:

Reviews were a large factor in the decision-making process of many users when finding a course that met their needs.



Course Reviews

8 Reviews 4.5 / 5 ★★★★★

Omar Ahmed 5 months ago ★★★★★
I recommended for anyone Who has passion for UX to continue this course to the end it's comprehensive course. I think you not find any course related to this field like that.
[Hide](#)

student 6 days ago ★★★★★
Loved this class. My favorite part was the 10,000 elevator exercise where it really challenges your mind to come up with at least 10 different design ideas. I got a lot out of that exercises that 5 months later it is still with me and a needed skill for UX Design. The instructor, Mark Newman, is excellent. He clearly explains what ever topic he is talking about. Mark teaches the next two classes and they are equally as good. I am totally looking forward to the next few classes. My knowledge base in UX Design wouldn't be as good if it wasn't for this Univ of Michigan micro-masters. I am forever grateful.
[Hide](#)

Isabela Rapetti 3 weeks ago ★★★★★
i would say it 's the best introductory course on the subject .Interesting. short engaging videos easy to understand with many precise examples. hoping for the next moocs in the micromaster to be released
[Hide](#)

student 3 weeks ago ★★★★★
The course covers both the research and design elements of UX. The lectures are clear and informative. The "elevator" assignment is something I enjoyed and will remember for a long time. I'd recommend this course to UI/UX designers, but also to marketers and front-end developers who are close to the UX process.
[Hide](#)
[See more](#)

[Write a review](#)

"[It's like] finding a needle in a haystack..."

Participant #2

"There wasn't any organization to it. It seemed like they took all of the courses and just threw them on a page, and it's up to the user to figure out."

Participant #4

! 7. High: Filters not available when browsing (versus searching)

Usability Problem #7:

Filters and search refinement options are not available on all course listing pages, like when users browse rather than search. Users should have the option to further refine search results from any screen that displays a list of course options.

Why is it a Problem?

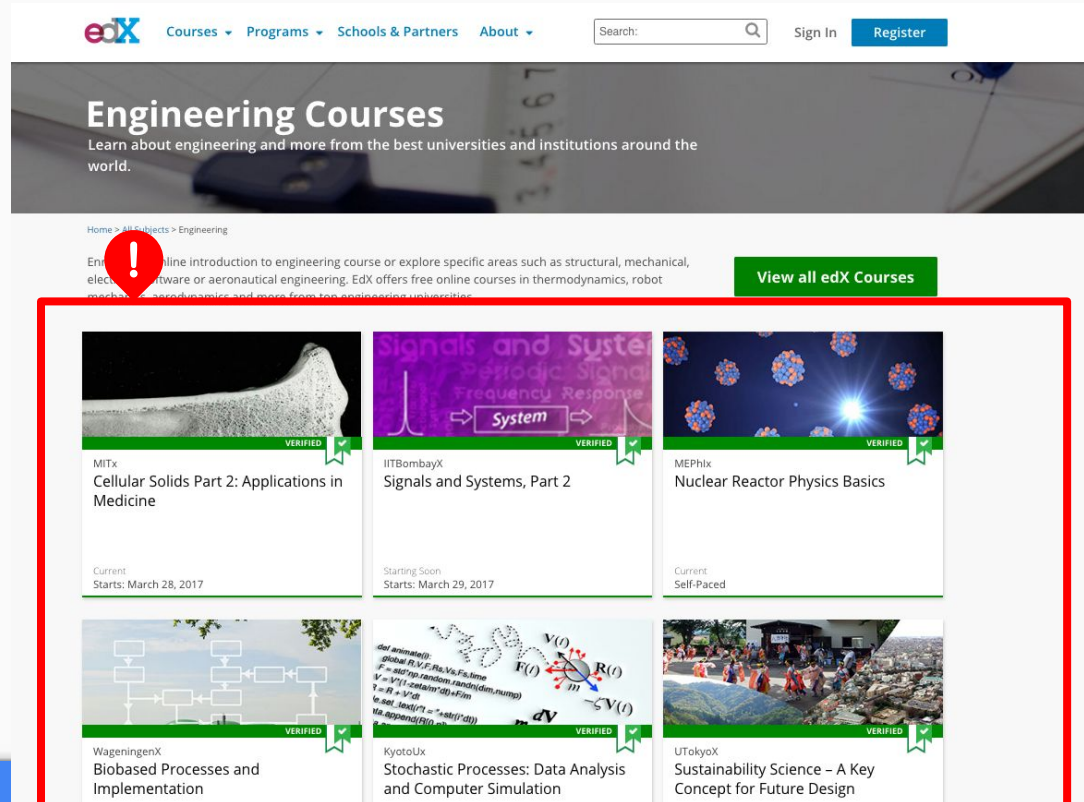
Categories like Engineering have more than 200 courses. Scrolling through the entire page to find a specific course is time-consuming and arduous for users. As edX aggregates more and more content, this will be an increasingly important user problem.

The screenshot shows the edX website's 'Engineering Courses' page. The header includes navigation links for Courses, Programs, Schools & Partners, and About, along with a search bar and Sign In/Register buttons. The main heading is 'Engineering Courses' with the subtext 'Learn about engineering and more from the best universities and institutions around the world.' Below this, a breadcrumb trail reads 'Home > All Subjects > Engineering'. A red exclamation mark icon is overlaid on the first course card, 'Cellular Solids Part 2: Applications in Medicine' by MITx, indicating a usability issue. The course grid displays six cards, each with a course image, title, provider, and status. The highlighted card is 'Cellular Solids Part 2: Applications in Medicine' by MITx, starting March 28, 2017. Other visible courses include 'Signals and Systems, Part 2' by IITBombayX, 'Nuclear Reactor Physics Basics' by MPEPhx, 'Biobased Processes and Implementation' by WageningenX, 'Stochastic Processes: Data Analysis and Computer Simulation' by KyotoUx, and 'Sustainability Science – A Key Concept for Future Design' by UTokyoX.

! 7. High: Filters not available when browsing (versus searching)

Recommendation #7

Add filter options to all pages which display course options, to help users refine display results and more quickly filter through long lists of courses. Sorting features are also recommended.



The screenshot shows the edX website's 'Engineering Courses' page. The header includes navigation links (Courses, Programs, Schools & Partners, About), a search bar, and 'Sign In' and 'Register' buttons. The main heading is 'Engineering Courses' with the subtext 'Learn about engineering and more from the best universities and institutions around the world.' Below this, a breadcrumb trail reads 'Home > All Subjects > Engineering'. A red exclamation mark icon is overlaid on the first course card, 'Cellular Solids Part 2: Applications in Medicine' by MITx, indicating a recommendation. The course grid displays six cards, each with a 'VERIFIED' badge and a green checkmark icon. The courses are:

- MITx: Cellular Solids Part 2: Applications in Medicine** (Current, Starts: March 28, 2017)
- IITBombayX: Signals and Systems, Part 2** (Starting Soon, Starts: March 29, 2017)
- MEPhix: Nuclear Reactor Physics Basics** (Current, Self-Paced)
- WageningenX: Biobased Processes and Implementation**
- KyotoUx: Stochastic Processes: Data Analysis and Computer Simulation**
- UTokyoX: Sustainability Science – A Key Concept for Future Design**

A green button labeled 'View all edX Courses' is located to the right of the course grid.

! 8. High: No clear prioritization of search results or sorting option

Usability Problem #8:

Search results display order is not explained to users. Also, users cannot manipulate or control search result display order.

Why is it a Problem?

Users were unclear if search results are sorted by most relevant, or if they need to dig through hundreds of results to find the best match.

The screenshot shows the edX search results page for the query "management". The page displays 371 results. A red box highlights the first three results, which are all MicroMasters programs from IMBx: LouvainX Management, Business Management, and People Management. A callout box with a pink background contains a quote from Participant #1: "...Viewing the 64 results... I'm unsure how they filtered the results. Why are these three up here? As opposed to having introductory courses up top."

Participant #1 Quote: "...Viewing the 64 results... I'm unsure how they filtered the results. Why are these three up here? As opposed to having introductory courses up top."

-Participant #1

! 8. High: No clear prioritization of search results or sorting option

Recommendation #8a

Tell the user what order the search results are presented in, e.g. “sorted by starting soon” or “sorted by highest rated” or “sorted by most relevant”

Recommendation #8b

Give the user options for changing the displayed results’ sort order based on the examples above.

Viewing 371 results matching "management"

...Viewing the 64 results... I'm unsure how they filtered the results. Why are these three up here? As opposed to having introductory courses up top."
-Participant #1

availability	
current	149
starting Soon	39
upcoming	43
self-Paced	149
archived	105

subjects	
architecture	2
art & Culture	5
biology & Life Sciences	6
business & Management	231
chemistry	2
communication	19
computer Science	64
data Analysis & Statistics	42
design	6
economics & Finance	79
MORE...	

courses & Programs

! 9. Medium: Unclear terminology hinders users from finding best course

Usability Problem #9:

edX-centric terminology is used throughout the course search and browse process. Users move forward based on guesses or assumptions, which are often incorrect.

Why is it a Problem?

Users are unlikely to find the best course fit for their needs if they don't understand key course differences, including "verified," programs, availability and more.

The screenshot displays the edX course search interface. A grid of course cards is shown, each with a header image, a title, a description, and a status (e.g., 'Current', 'Upcoming', 'Verified'). An orange box highlights the 'Refine your search' sidebar on the right, which contains filters for Availability, Subjects, and Courses & Programs. An orange exclamation mark icon is placed over the grid, indicating a usability problem.

Refine your search

Availability

Current	149
Starting Soon	39
Upcoming	43
Self-Paced	149
Archived	105

Subjects

Architecture	2
Art & Culture	5
Biology & Life Sciences	6
Business & Management	231
Chemistry	2
Communication	19
Computer Science	64
Data Analysis & Statistics	42
Design	6
Economics & Finance	79

Courses & Programs

MORE...

! 9. Medium: Unclear terminology hinders users from finding best course

Recommendation #9a

Short term: Quick tips mouse-over explanation between different refinement categories.

Recommendation #9b

Longer term: Conduct additional user research centered on terminology and redesign edX language to better match user expectations and needs.

The screenshot shows the edX course search results page. An orange box highlights the 'Refine your search' sidebar on the right, which contains the following categories and counts:

Refine your search	
Availability	
Current	149
Starting Soon	39
Upcoming	43
Self-Paced	149
Archived	105
Subjects	
Architecture	2
Art & Culture	5
Biology & Life Sciences	6
Business & Management	231
Chemistry	2
Communication	19
Computer Science	64
Data Analysis & Statistics	42
Design	6
Economics & Finance	79
MORE...	
Courses & Programs	

The main content area displays a grid of course cards. The first row includes:

- LouvainX Management**: Développez vos compétences de manager pour prendre en main... (Current)
- IIMBx Business Management**: Master the essentials of managing a successful business... (Current)
- IIMBx People Management**: Upcoming Starts: October 26, 2017 (VERIFIED)

The second row includes:

- IIMBx Strategic Management**: (VERIFIED)
- IIMBx Operations Management**: (VERIFIED)
- Water Management**: Explore water management concepts and technologies. (XSERIES PROGRAM)

A red exclamation mark icon is placed over the top-left corner of the course grid.

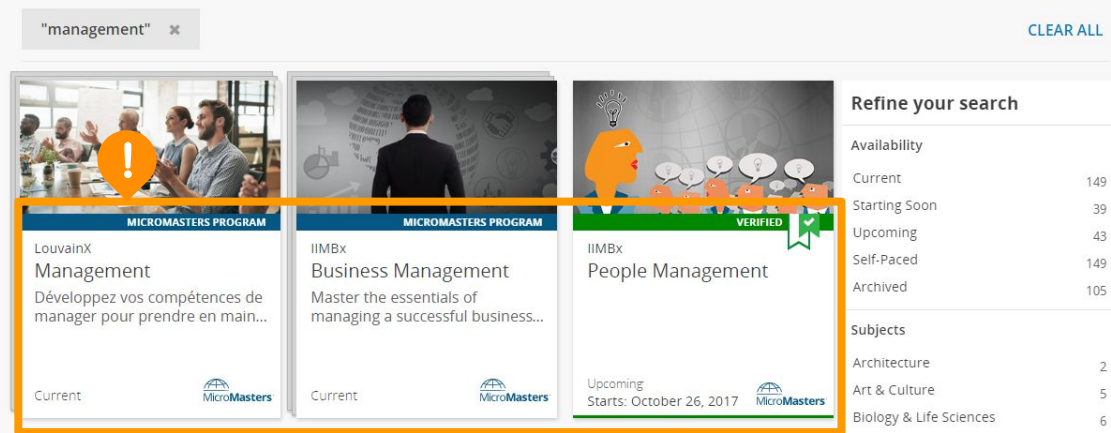
! 10. Medium: Course card information is too limited

Usability Problem #10:

Visual cards are a good way to quickly review course information and compare similar courses, but the information is missing key information that could aid users in making a course selection.

Why is it a Problem?

Prospective students opened multiple courses in new tabs to compare them. Requires effort from users to seek and find the information they need, which may be time-consuming and difficult.



"management" ✕ [CLEAR ALL](#)

MICROMASTERS PROGRAM	
LouvainX Management Développez vos compétences de manager pour prendre en main...	IIMBx Business Management Master the essentials of managing a successful business...
Current	Current

MICROMASTERS PROGRAM	
IIMBx People Management	VERIFIED
Upcoming Starts: October 26, 2017	

Refine your search

Availability	
Current	149
Starting Soon	39
Upcoming	43
Self-Paced	149
Archived	105

Subjects	
Architecture	2
Art & Culture	5
Biology & Life Sciences	6

! 10. Medium: Course card information is too limited

Recommendation #10a

Make course information on cards more consistent, and include more data such as average user ratings, skill level, price, and start and end dates.

Recommendation #10b

“Comparison shopping” tool - users can select multiple courses and compare them in a matrix format across different features or attributes, depending on which matters most to the user.

"management" ✕ CLEAR ALL

Refine your search	
Availability	
Current	149
Starting Soon	39
Upcoming	43
Self-Paced	149
Archived	105
Subjects	
Architecture	2
Art & Culture	5
Biology & Life Sciences	6

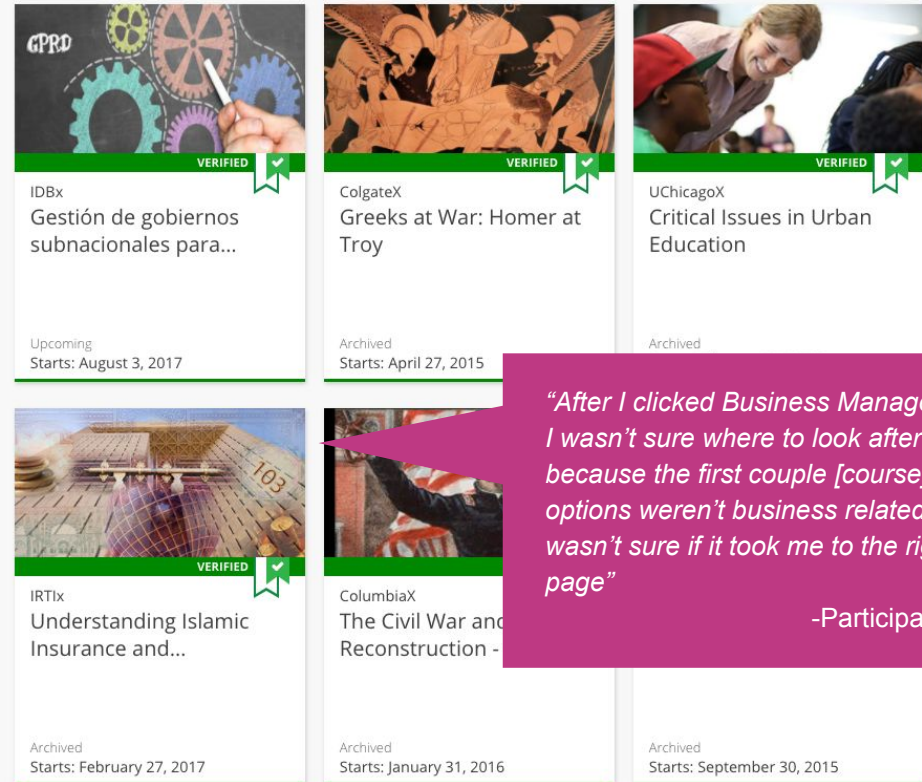
! 11. High: Not all search/ browse results are relevant

Usability Problem #11:

Participants were asked to find an introductory accounting course. All but two participants exclaimed that the results were not relevant to their search/ browsing query.

Why is it a Problem?

Users are presented with an unnecessarily large set of search results. This can overwhelm the user by requiring them to sift through more courses than they need to, and can lead to abandonment.



! 11. High: Not all search/ browse results are relevant

Recommendation #11

Improve the search results algorithm to include only relevant courses and programs.

! 11. High: Not all search/ browse results are relevant

Recommendation #11
Improve the search results algorithm to include only relevant courses and programs.

After I clicked Business Management I wasn't sure where to look after that because the first couple [course] options weren't business related, so I wasn't sure if it took me to the right page"
-Participant #4

! 12. High: Course pricing not introduced until late in the shopping process


Usability Problem #12:

Some users expressed that they were unsure if courses were free to enroll in. Although course pricing is listed on each course page, users were unsure of pricing until after clicking the “Enroll Now” button.

Why is it a Problem?


This illustrates a larger issue where first time users don't understand edX's service and offerings. It's not clearly stated up front how pricing works, and users are left to assume, until very late in the process when it is explained.

Home > All Subjects > Business & Management > Introduction to Investments



Introduction to Investments

Learn about equity markets and security valuation.



Starts on May 4, 2017

Enroll Now

☒ I would like to receive email from Indian Institute of Management, Bangalore and learn about other offerings related to Introduction to Investments.

About this course

2 Reviews 4/5 ★★★★★

When you complete this course, you will become familiar with the general structure of primary and secondary equity markets from a domestic and international perspective. Beginning with introductory finance notions of risk and return, we examine qualitative concepts such as market efficiency and valuation.

[See more](#)

What you'll learn

- To advance the understanding of fundamental concepts of financial markets and market participants.
- To explain the structure of global markets in which equities trade.
- To evaluate the economic and industry environment in which companies operate.
- To develop and employ tools of financial analysis for examining company fundamentals.
- To understand techniques for valuing equity securities.

🕒 Length:	5 weeks
👤 Effort:	5 hours per week
💰 Price:	FREE Add a Verified Certificate for \$25
🏛️ Institution:	IIMBx
🎓 Subject:	Business & Management
⚙️ Level:	Intermediate
🗣️ Languages:	English
📺 Video Transcripts:	English

! 12. High: Course pricing not introduced until late in the shopping process


Recommendation #12a

Ensure that users understand edX's services and value proposition earlier in the process.

Recommendation #12b


Add a search filter for “free to audit” to help users understand and find free courses. Include “free to audit” text on course cards, and on course page near “Enroll Now” button.

Home > All Subjects > Business & Management > Introduction to Investments



Introduction to Investments

Learn about equity markets and security valuation.



Starts on May 4, 2017

Enroll Now

☒ I would like to receive email from Indian Institute of Management, Bangalore and learn about other offerings related to Introduction to Investments.

About this course 2 Reviews 4/5 ★★★★★

When you complete this course, you will become familiar with the general structure of primary and secondary equity markets from a domestic and international perspective. Beginning with introductory finance notions of risk and return, we examine qualitative concepts such as market efficiency and valuation.

[See more](#)

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- To advance the understanding of fundamental concepts of financial markets and market participants.
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- To understand techniques for valuing equity securities.

Length: 5 weeks

Effort: 5 hours per week

Price: FREE
Add a Verified Certificate for \$25

Institution: IIMBx

Subject: Business & Management

Level: Intermediate

Languages: English

Video Transcripts: English

Recommendations Checklist

- ❑ #7: Add filter options to all pages which display course options, to help users refine display results and more quickly filter through long lists of courses. Sorting features are also recommended.
- ❑ #8a: Tell the user what order the search results are presented in, e.g. “sorted by starting soon” or “sorted by highest rated” or “sorted by most relevant”
- ❑ #8b: Give the user options for changing the displayed results’ sort order based on the examples above.
- ❑ #9a: Short term: Quick tips mouse-over explanation between different refinement categories.
- ❑ #9b: Longer term: Conduct additional user research centered on terminology and redesign edX language to better match user expectations and needs.
- ❑ #10a: Make course information on cards more consistent, and include more data such as average user ratings, skill level, price, and start and end dates.
- ❑ #10b: “Comparison shopping” tool - users can select multiple courses and compare them in a matrix format across different features or attributes, depending on which matters most to the user.

Recommendations Checklist (continued)

- ❑ #11: Improve the search results algorithm to include only relevant courses and programs.
- ❑ #12a: Ensure that users understand edX's services and value proposition earlier in the process.
- ❑ #12b: Add a search filter for “free to audit” to help users understand and find free courses. Include “free to audit” text on course cards, and on course page near “Enroll Now” button.

After Scenario Questionnaire (ASQ)*

Strongly Disagree	(1)	(2)	(3)	(4)	(5)	Strongly Agree
-------------------	-----	-----	-----	-----	-----	----------------

1. Overall, I am satisfied with the ease of completing this task. **Avg 3.64**
2. Overall, I am satisfied with the amount of time it took to complete this task. **Avg. 3.82**
3. Overall, I am satisfied with the support information when completing this task. **Avg 3.33**
(on-line help, messages, documentation)

*Only 10 participants took this ASQ

Task 3: Register, Enroll & View Dashboard

Task 3: Register edX Account & Enroll in a Course

Why it matters:

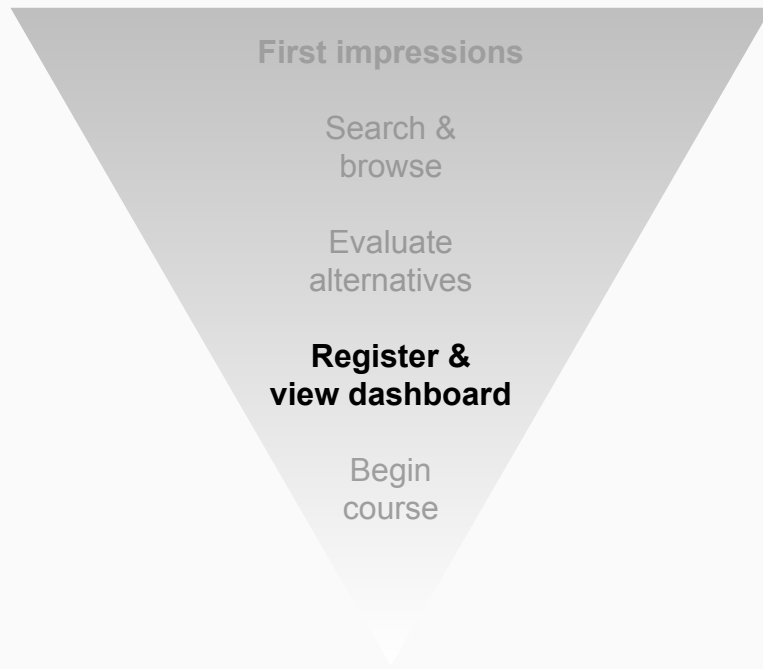
If it takes users too long to sign up for a class or to register an account, they would be less likely to stay with edX.

Goal:

We wanted to gather how users would register their information with edX and enroll in the class.

Scenario:

You ran the course you picked by your supervisor, and he told you he would like you to take this course instead, ICBS001 Accounting Essentials for MBA Success. Sign up for this class and as you sign up, don't use your own information. Instead, just tell me what you would do and I'll provide you with dummy account information to use today.



"It was fast. I mean, I just put in the general information. I didn't feel that they were asking too much."

Participant #12

"A little more challenging than I would have expected for signing up for a course"

Participant #4

"It's a very standard registration format...I think [the process provides] the bare minimum of what [edX] need to sign someone up."

Participant #6



Many users feel the registration process is fast & easy

Several users say the registration process is fast, even after they fill the entire form out (sans the “Why are you interested in edX” text box).

Why it's good:

Users who want to start taking classes right away don't get bogged down by the registration process.

However

This perception only applies if the user encounters limited errors.

The screenshot displays the edX website interface for the 'Artificial Intelligence (AI)' course. The top navigation bar includes links for Courses, Programs, Schools & Partners, and About. The main content area features a course card for 'Artificial Intelligence (AI)' with a description and an 'Enroll Now' button. A purple callout box with the text '“It only takes a minute or two to sign up.”' points to the 'Enroll Now' button. Below the course card, there is a 'Create an account using' section with options for Facebook, Google, and Microsoft, and a 'or create a new one here' link. The 'or create a new one here' link leads to a registration form with fields for Email, Full name, Public users, Password, Country, Gender, Highest level, and Tell us why. Below the registration form, there is a 'Pursue a Verified Certificate' section with a list of benefits. The bottom of the page shows a list of courses, including 'Computer Forensics' and 'Artificial Intelligence (AI)'. A footer section contains links for About, Help for Business, Blog, News, Help Center, Contact, Careers, Donate, Terms of Service & Honor Code, Privacy Policy, Accessibility Policy, and Sitemap.

“It only takes a minute or two to sign up.”

Participant #8

✓ Many users liked the Social Media Options

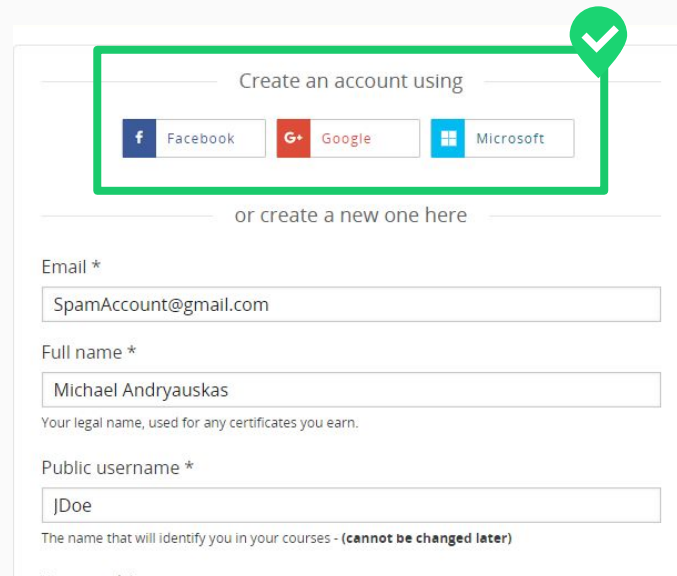
Four users noted that they would use the Social Media Shortcut buttons (especially Facebook) during testing.

Why it's good:

It would allow for the registration process to be even faster for new users.

Recommendation

One user was hesitant to display work-related content on their personal social media feed. Consider adding LinkedIn as a work-related account shortcut method. This will support current edX badging and certifications already present on LinkedIn.



The screenshot shows the 'Create an account' section of the edX registration form. A green rectangular box highlights the 'Create an account using' section, which contains three buttons: Facebook, Google, and Microsoft. A green checkmark icon is positioned in the top right corner of this box. Below the highlighted section, the text 'or create a new one here' is visible. The form continues with fields for 'Email *' (containing 'SpamAccount@gmail.com'), 'Full name *' (containing 'Michael Andryauskas'), and 'Public username *' (containing 'JDoe').

Linked in ?

! 13. High: Public Username Field Confusing

Usability Problem #13:

Users had trouble filling out the Public Username field

- Unsure what characters were valid
- Common for users to pick existing usernames

Why is it a Problem?

Continuous errors may cause stress in users while selecting a username.

We couldn't create your account.

- It looks like JDoe belongs to an existing account. Try again with a different username.

Create an account using

Facebook Google Microsoft

or create a new one here

Email *

Full name *

Your legal name, used for any certificates you earn.

Public username *

The name that will identify you in your courses - (cannot be changed later)

Password *

Country *

Gender Year of birth

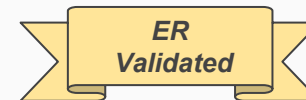
Highest level of education completed

Tell us why you're interested in edX

(After 3 failed attempts)

"Are you for real?!? Oh My God!"

Participant #1



! 13. High: Public Username Field Confusing

Recommendation #13a

If username taken, suggest an available username for the user (“JohnDoe is taken, but JohnDoe1985 is available”).

Recommendation #13b

Provide users with the characters users are able to use in their public username before they type anything in the text box.

Choose your username

crazybanana

That username is taken. Try another.

Available: crazybanana701

A pink callout bubble points from the text "That username is taken. Try another." to the right, containing a quote from Participant #3.

"I would prefer...a system that would suggest a username, which I know some systems do"

Participant #3

ou need
everything Google.

You can use letters, numbers, and periods.

Name

Bob Mackie

Choose your username

dfdfsf| @gmail.com

Create a password

[Empty password field]

! 14. Medium: When error appears, unclear what field needs to change

Usability Problem #14:

Users were unsure what fields to alter if an issue came up.




Why is it a Problem?

Users would try to change valid fields when trying to fix an invalid field.

We couldn't create your account.

- It looks like JDoe belongs to an existing account. Try again with a different username.

Create an account using

 Facebook  Google  Microsoft

or create a new one here

Email *

SpamAccount@gmail.com

Full name *

Michael Andryauskas

Your legal name, used for any certificates you earn.

Public username *

JDoe

The name that will identify you in your courses - (cannot be changed later)

Password *

Country *

United States of America

Gender

Male

Year of birth

1988

Highest level of education completed

Bachelor's degree

Tell us why you're interested in edX



14. Medium: When error appears, unclear what field needs to change

Recommendation #14a

Highlight the box where the error appears.

Recommendation #14b

Provide the error message adjacent to where the error exist.

Recommendation #14c

Have the error appear as soon as the user moves to the next part of the form.

We couldn't create your account.

- It looks like JDoe belongs to an existing account. Try again with a different username.

Create an account using



or create a new one here

Email *

SpamAccount@gmail.com

Full name *

Michael Andryauskas

Your legal name, used for any certificates you earn.

Public username *

JDoe

The name that will identify you in your courses - (cannot be changed later)

Password *

Country *

United States of America

Gender

Male

Year of birth

1988

Highest level of education completed

Bachelor's degree

Tell us why you're interested in edX

! 15. Medium: Language makes some users unsure about enrollment status

Usability Problem #15:

The Verify or Audit course options page says they're enrolled, but the Dashboard page immediately after course registration says they're almost done AND they're enrolled in the class.

Why is it a Problem?

Several users were confused about when they were actually able to take the course.

Step 1:

edX

Congratulations! You are now enrolled in Computer Forensics

Pursue a Verified Certificate
Highlight your new knowledge and skills with a verified certificate. Use this valuable credential to or highlight your certificate in school applications.

Benefits of a Verified Certificate

- **Official:** Receive an instructor-signed certificate with the institution's logo
- **Easily shareable:** Add the certificate to your CV or resume, or post it directly on LinkedIn
- **Motivating:** Give yourself an additional incentive to complete the course
- **Support our Mission:** EdX, a non-profit, relies on verified certificates to help fund free ed

or

Audit This Course (No Certificate)
Audit this course for free and have complete access to all the course material, activities, tests, and not offer a certificate for learners who earn a passing grade.

Step 2:

edX Courses Programs

You're almost there!
There's just one more step. Before you enroll in a course, you need to activate your account. We've sent an email message activation your account. If you don't receive this message, check your spam folder.

Thank you for enrolling in Computer Forensics. We hope you enjoy the course.

edX is a nonprofit bringing high-quality education to everyone, everywhere. Your help allows us to continuously improve the learning experience for millions and make a better future one learner at a time.

My Courses

Computer Forensics
RITx - CYBERS02x
Starts - May 23, 2017

Related Programs: Cybersecurity MicroMasters

Pursue a Certificate of Achievement to highlight the knowledge and skills you gain in this course.
It's official. It's easily shareable. It's a proven motivator to complete the course.

Upgrade to Verified Certificate

! Global Issue 1) edX's Core Value Proposition is Unclear



15. Medium: Language makes some users unsure about enrollment status

Recommendation #15a

Change “Congratulations! You are now enrolled in [course name]” to “One last thing before you’re enrolled in [COURSE NAME].”

Recommendation #15b

Change the “You’re Almost There!” title to “Please Verify your Account”

Recommendation #15c

Change the “Before you enroll in a course,” message to “Before you begin your course”

Step 1:

edX

Congratulations! You are now enrolled in Computer Forensics

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Step 2:

edX Courses Programs

You're almost there!

There's just one more step. Before you enroll in a course, you need to activate your account. We've sent an email message activating your account. If you don't receive this message, check your spam folder.

Thank you for enrolling in Computer Forensics. We hope you enjoy the course.

edX is a nonprofit bringing high-quality education to everyone, everywhere. Your help allows us to continuously improve the learning experience for millions and make a better future one learner at a time.

My Courses

Computer Forensics

RITx - CYBERS02x
Starts - May 23, 2017

Related Programs: Cybersecurity MicroMasters

Pursue a Certificate of Achievement to highlight the knowledge and skills you gain in this course.
It's official. It's easily shareable. It's a proven motivator to complete the course.

[Upgrade to V](#)

Recommendations Checklist

- ☐ #13a: If username taken, suggest an available username for the user (“JohnDoe is taken, but JohnDoe1985 is available”).
- ☐ #13b: Provide users with the characters users are able to use in their public username before they type anything in the text box.
- ☐ #14a: Highlight the box where the error appears.
- ☐ #14b Provide the error message adjacent to where the error exist.
- ☐ #14c Have the error appear as soon as the user moves to the next part of the form.
- ☐ #15a Change “Congratulations! You are now enrolled in [course name]” to “One last thing before you’re enrolled in [COURSE NAME].”
- ☐ #15b: Change the “You’re Almost There!” title to “Please Verify your Account”.
- ☐ #15c: Change the “Before you enroll in a course,” message to “Before you begin your course”.

After Scenario Questionnaire (ASQ)

Strongly Disagree	(1)	(2)	(3)	(4)	(5)	Strongly Agree
--------------------------	------------	------------	------------	------------	------------	-----------------------

1. Overall, I am satisfied with the ease of completing this task. **Avg 4.30**
2. Overall, I am satisfied with the amount of time it took to complete this task. **Avg 4.30**
3. Overall, I am satisfied with the support information (on-line help, messages, documentation) when completing this task. **Avg 3.45**

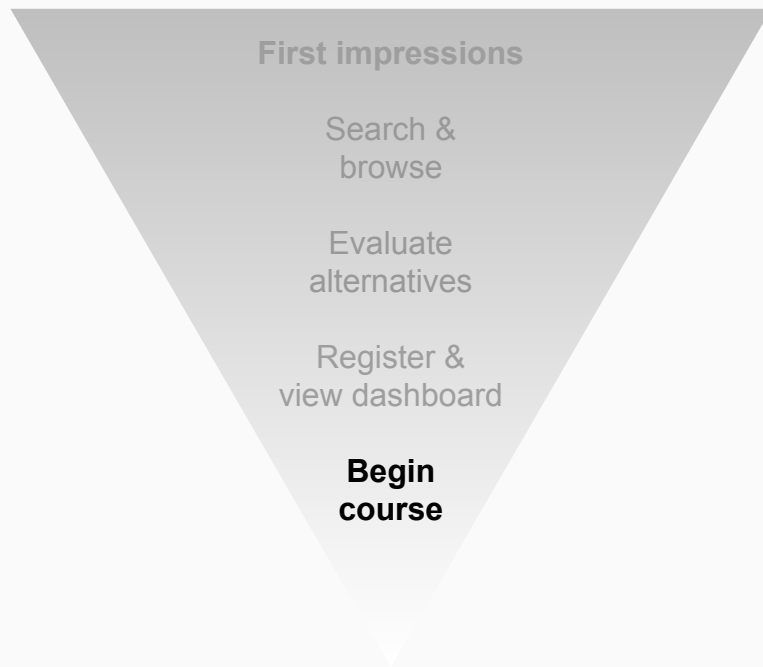
Task 4: Review a Current Course

Task 4: Review a Current Course

Why it matters: Of the people that enter course content, less than 10% engage with more than one item. Why are people dropping off?

Goal: Examining positives and negatives in the initial evaluation of course content.

Scenario: Now that you have enrolled in the course, you want to understand how the course works. Take a few minutes to explore the course.





Syllabus Content

The majority of users found and reviewed the syllabus

Why it's good:

Users get an overview of the subjects they will cover, how they will be evaluated, and the time frame in which they will learn the material



Accounting Essentials for MBA Success *Syllabus*

Background

Want to study for an MBA but unsure of your basic accounting skills? Paving the way for MBA study, this course will teach you the foundational accounting skills needed to achieve success on an MBA program and in business generally.

You will be introduced to the principles of accounting and learn about the basic financial statements, including the income statement, the balance sheet and the cash flow statement. You will learn how to read and interpret this information in order to make informed business decisions.

This course assumes no prior knowledge of accounting. Concepts are explained clearly and regular activities offer you the opportunity to practice your skills and improve your confidence.

Course Outline

- How to create and interpret the three basic accounting statements - the income statement, the balance sheet and the cash flow statement
- How management accounting differs from financial accounting
- How financial information is used on an MBA program and in business to make informed decisions

Assessment

In order to pass this course, you must complete the assessment.

Assessment Matrix	
100%	End of course assessment

! 16. High: Course Introduction Materials and Tools are Dense and Long

Usability Problem #16:

The course description, introduction videos, and Personal Learning Plan (28 questions), are dense and time consuming.

Why is it a Problem?

People may waste time, become frustrated, and/or skip critical information if the introductory materials are too dense or long.

The screenshot shows a course page titled "Course Updates and News" with a date of "March 16, 2017". The main text is a welcome message to the ImperialBusinessX community, followed by a paragraph about the course's purpose and a section titled "Course Structure". The page also includes a sidebar with "Course Dates", "Upgrade to Verified Certificate", "Course End", and "Course Handouts".

"Big, chunky paragraphs."
Participant #6

"Too much irrelevant information."
Participant #12

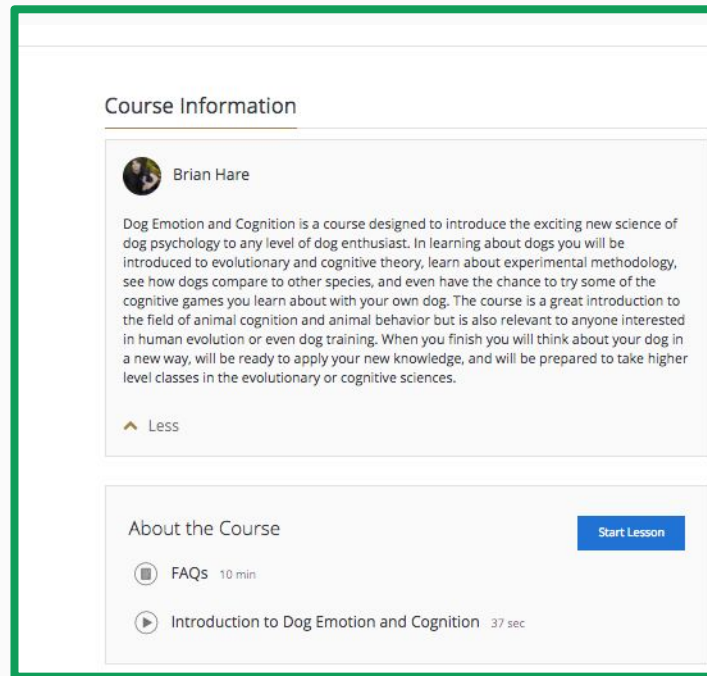
"I wouldn't take this test [the personal learning plan]. It's too long. I just want to start the course and this doesn't seem important."
Participant #11

! 16. High: Course Introduction Materials and Tools are Dense and Long

Recommendation #16

Work with institutions and consider creating a introduction template to increase readability and focus on essential information. Consider shortening introductory videos and questionnaires.

Coursera, a competitor, only has a short paragraph introduction to the course before allowing a person to “Start Lesson.” Users also have options to read FAQ and Introduction Videos before starting the Course.



Competitor (Coursera) Example



17. High: Difficulty Navigating and Finding Specific Information

Usability Problem #17:

Users all use different methods when they begin a course.

As a result people vary in their ability to find specific course content e.g. syllabus and instructor contact information. Some participants did not even use the navigation tabs at all.

Why is it a Problem?

People may waste time or become frustrated if they cannot find the information they are seeking quickly.

"I think there was too much information and there's nothing to guide you. You just go by intuition and try to see where you have to go."

Participant #11

! 17. High: Difficulty Navigating and Finding Specific Information

Recommendation #17a

Make course navigation tabs more prominent with a clear path to the syllabus and instructor contact information.

Recommendation #17b

Add an optional guided walkthrough for the course navigation that show available tools and next steps.

“The tour guides would work really well, it would show the steps across the top, first do this then this. You already know you completed the tour and you know what to do next.”

Participant #11

! 18. Medium: Syllabus Availability

Usability Problem #18:

Several participants stated that they wish they had syllabus specific information prior to registering for a course, when they were searching for a course.

Why is it a Problem?

People sign up for courses based on the short course description page may be unmotivated to continue when they read the syllabus, if the course content doesn't meet their expectations.

“The only thing I’d like to have [on the course description page] is a sample of the syllabus or some expectation of what kind of work would be covered.”

Participant #4

! 18. Medium: Syllabus Availability

Recommendation #18

Add the syllabus to the course description page. Users can then evaluate course-specific information during their course shopping period.

The screenshot shows a course page for 'Introduction to Mathematical Thinking'. On the left sidebar, the 'Syllabus' tab is highlighted with a green box. The main content area on the right, also outlined in green, displays the syllabus details for Week 1 and Week 2. Each week entry includes a description, a video icon with the count '6 videos' and an 'expand' link, and a 'Graded' section with 'Problem Set 1'.

Syllabus

WEEK 1

Week 1

START with the Welcome lecture. It explains what this course is about. (It comes with a short Background Reading assignment, to read before you start the course, and a Reading Supplement on Set Theory for use later in the course, both in downloadable PDF forma... [More](#)

6 videos [expand](#)

Graded: Problem Set 1

WEEK 2

Week 2

In Week 2 we continue our discussion of formalized parts of language for use in mathematics. By now you should have familiarized yourself with the basic structure of the course: 1. Watch the first lecture and answer the in-lecture quizzes; tackle each of the p... [More](#)

6 videos [expand](#)

Coursera Example (Syllabus is on Course Page)

Recommendations Checklist

- ☐ #16: Work with institutions to make the course introduction more readable and focused on essential information. Consider shortening introductory videos and questionnaires.
- ☐ #17a: Make course navigation tabs more prominent with a clear path to the syllabus and instructor contact information.
- ☐ #17b: Add an optional guided walkthrough for the course navigation that show available tools and next steps.
- ☐ #18: Add the syllabus to the course description page. Users can then evaluate course-specific information during their course shopping period.

After Scenario Questionnaire (ASQ)

Strongly Disagree	(1)	(2)	(3)	(4)	(5)	Strongly Agree
-------------------	-----	-----	-----	-----	-----	----------------

1. Overall, I am satisfied with the ease of completing this task. **Avg 4.09**
2. Overall, I am satisfied with the amount of time it took to complete this task. **Avg 3.82**
3. Overall, I am satisfied with the support information (on-line help, messages, documentation) when completing this task. **Avg 3.64**

Task 5: Review an Upcoming Course

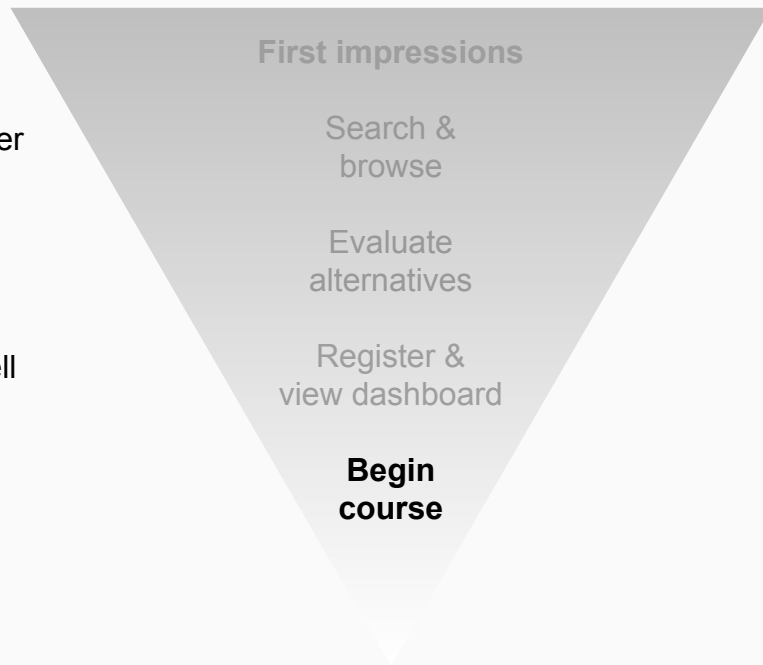
Task 5: Review an Upcoming Course

Goal and Why it Matters:

Learn how users approach courses with a future start date and whether or not the inability to immediately begin a course is cause for user abandonment.

Scenario:

You signed up for two courses yesterday and you have just logged back into your account. Find out the number of hours per week as well as the number of weeks it will take you to complete the course.





19. High: Limited Accessibility for Upcoming Courses

Usability Problem #19:

If a course is upcoming or starting soon, a user cannot click on the title, or “View Course” like they can for current courses (in Task 4). This problem affected every test user and the majority of users abandoned this task.

Why is it a Problem?

Users are unable to access or review the course information pages for upcoming courses, which they previously viewed when signing up for the course.

"I would have expected the same View Course button. If not. I would have expected the title to have a hyperlink. I'm actually not sure where to go from here."

Participant #4

Upcoming Course

Analyzing and Visualizing Data with Excel

Microsoft - DAT206x
Starts - Mar 31, 2017 20:00 EDT

Pursue a Certificate of Achievement to highlight the knowledge and skills you gain in this course.
It's official. It's easily shareable. It's a proven motivator to complete the course.
[Learn more about the verified Certificate of Achievement.](#)

[Upgrade to Verified](#)

Current Course

Accounting Essentials for MBA Success

ImperialBusinessX - ICB5001
Started - Mar 20, 2017

[View Course](#)

19. High: Limited Accessibility for Upcoming Courses

Recommendation #19a

Add “View Course” button and a “course title” hyperlink that allow users to view the original course description.

Recommendation #19b

Clarify what users can expect for courses that start in the future. E.g. “You will receive an email when the course begins”

"I would have expected the same View Course button. If not. I would have expected the title to have a hyperlink. I'm actually not sure where to go from here."

Participant #4

Upcoming Course

The screenshot displays two course cards. The top card, labeled 'Upcoming Course', features a thumbnail of Excel, the title 'Analyzing and Visualizing Data with Excel', the provider 'Microsoft - DAT206x', and the start date 'Starts - Mar 31, 2017 20:00 EDT'. A red box highlights the title, and another red box highlights the 'Upgrade to Verified' button. The bottom card, labeled 'Current Course', features a thumbnail of a line graph, the title 'Accounting Essentials for MBA Success', the provider 'ImperialBusinessX - ICB5001', and the start date 'Started - Mar 20, 2017'. A red box highlights the title, and another red box highlights the 'View Course' button.

Current Course

Global Issue 1) edX's Core Value Proposition is Unclear

Recommendations Checklist

- ☐ #19a: Add “View Course” button and a “course title” hyperlink that allow users to view the original course description.
- ☐ #19b: Clarify what users can expect for courses that start in the future. E.g. “You will receive an email when the course begins”

After Scenario Questionnaire (ASQ)*

Strongly Disagree	(1)	(2)	(3)	(4)	(5)	Strongly Agree
-------------------	-----	-----	-----	-----	-----	----------------

1. Overall, I am satisfied with the ease of completing this task. **Avg 2.40**
2. Overall, I am satisfied with the amount of time it took to complete this task. **Avg 3.10**
3. Overall, I am satisfied with the support information (on-line help, messages, documentation) when completing this task. **Avg 2.11**

*Only 10 participants took this ASQ

Contents

1. Introduction
2. The Test Process
3. Global Findings
4. User Test Findings
5. **Summary and Next Steps**

Usability Test Recap

Task 1: First impressions

Unclear core value proposition; Terminology confusion impacts first time users' understanding of what edX is

Task 2: Search & browse courses, evaluate alternatives

Task 3: Register & view dashboard

Tasks 4 & 5: Begin a course

Task 6: Terminology (Global)

Overall Impressions & SUS

Usability Test Recap

Task 1: First impressions

Task 2: Search & browse courses, evaluate alternatives

*Unclear core value proposition; Terminology confusion; Options overload; Lack of personalized help
All hinder first time users' abilities to find a course or program that best fits their needs*

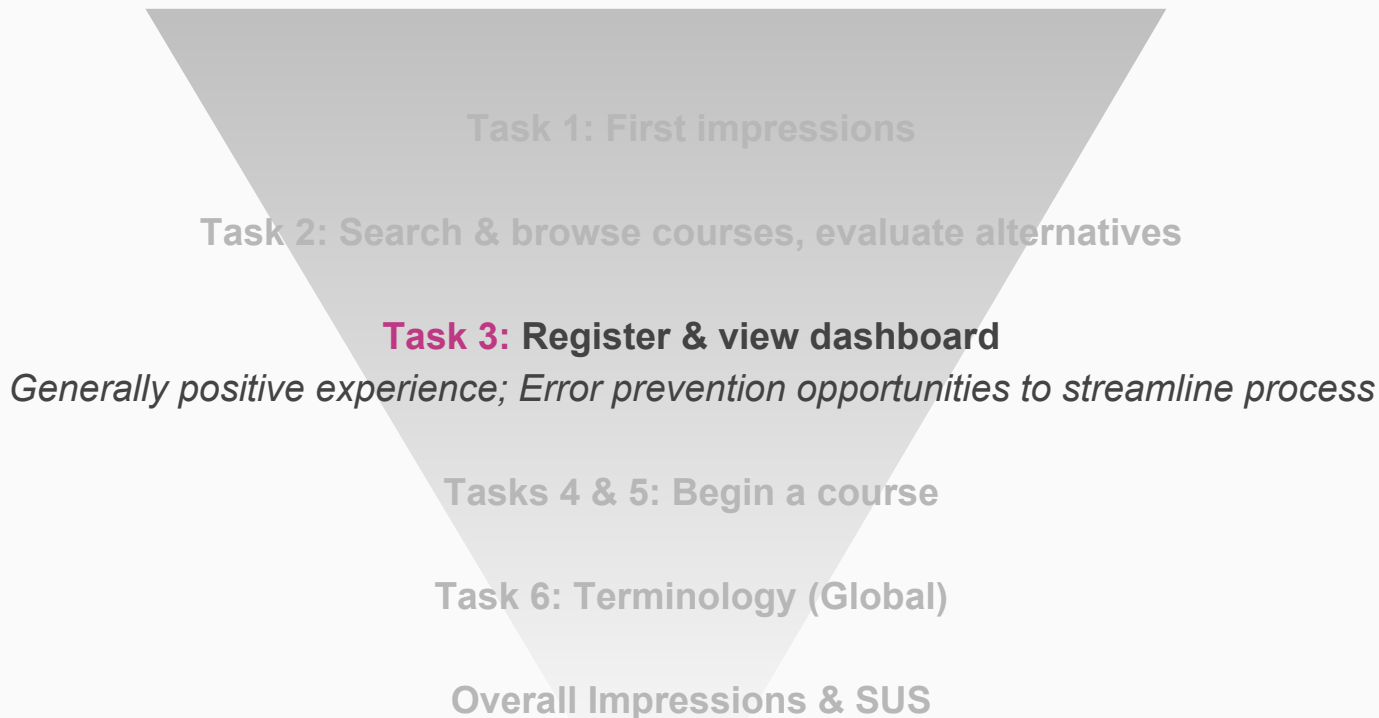
Task 3: Register & view dashboard

Tasks 4 & 5: Begin a course

Task 6: Terminology (Global)

Overall Impressions & SUS

Usability Test Recap



Usability Test Recap

Task 1: First impressions

Task 2: Search & browse courses, evaluate alternatives

Task 3: Register & view dashboard

Tasks 4 & 5: Begin a course

*Too many choices and paths forward confuse users; Help is lacking;
Potential for attrition before users start lesson.*

Task 6: Terminology (Global)

Overall Impressions & SUS

Usability Test Recap

Task 1: First impressions

Task 2: Search & browse courses, evaluate alternatives

Task 3: Register & view dashboard

Tasks 4 & 5: Begin a course

Task 6: Terminology (Global)

*Unclear terminology throughout the site leads users to operate on incorrect assumptions;
Impacts first time users' expectations of what edX is and offers*

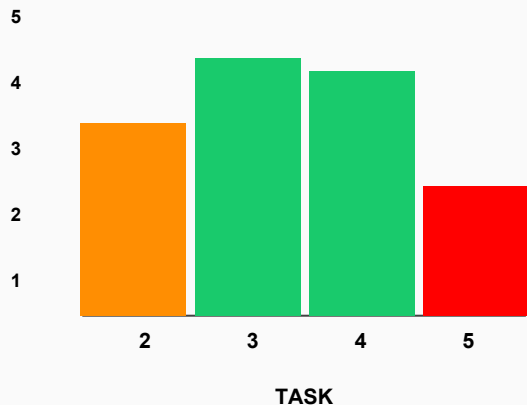
Overall Impressions & SUS

After Scenario Questionnaire (ASQ)

Strongly Disagree (1) (2) (3) (4) (5) Strongly Agree

GLOBAL EASE OF USE

Overall, I am satisfied with the ease of completing this task.



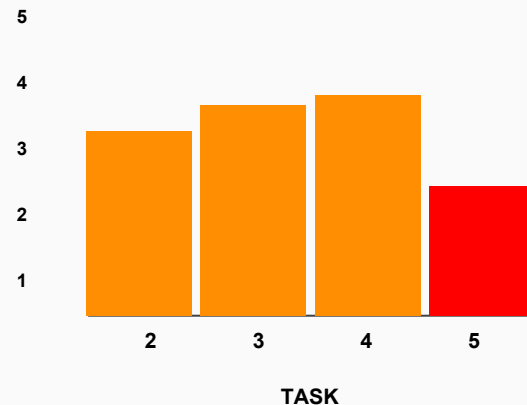
GLOBAL AMOUNT OF TIME

Overall, I am satisfied with the amount of time it took to complete this task.



GLOBAL SUPPORT INFORMATION

Overall, I am satisfied with the support information (on-line help, messages, documentation) when completing this task.

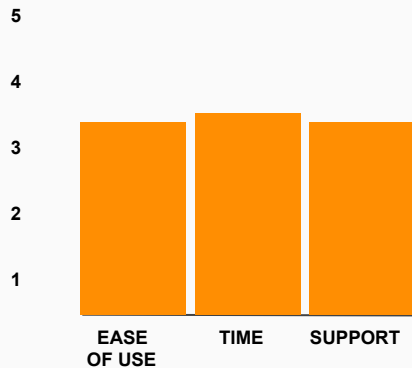


After Scenario Questionnaire (ASQ)

Strongly Disagree (1) (2) (3) (4) (5) Strongly Agree

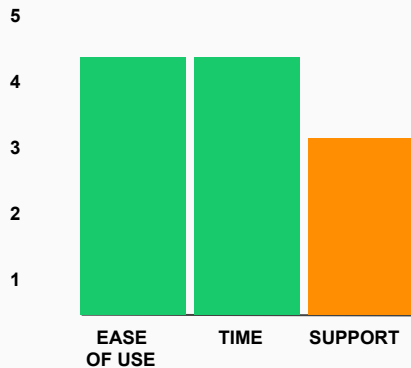
TASK 2

Search, Browse & Evaluate Courses



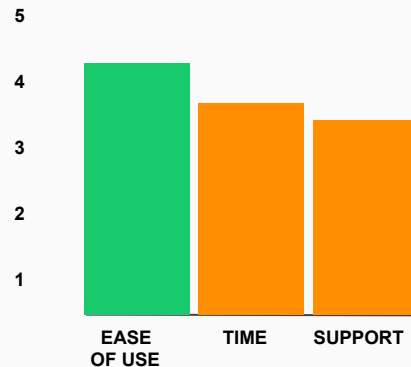
TASK 3

Register edX account & enroll in a course



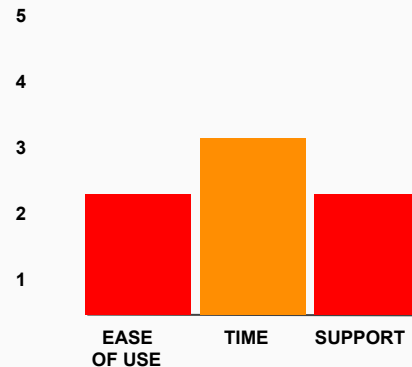
TASK 4

Review a current course



TASK 5

Review an upcoming course



Positive System Usability Scale (SUS)

72

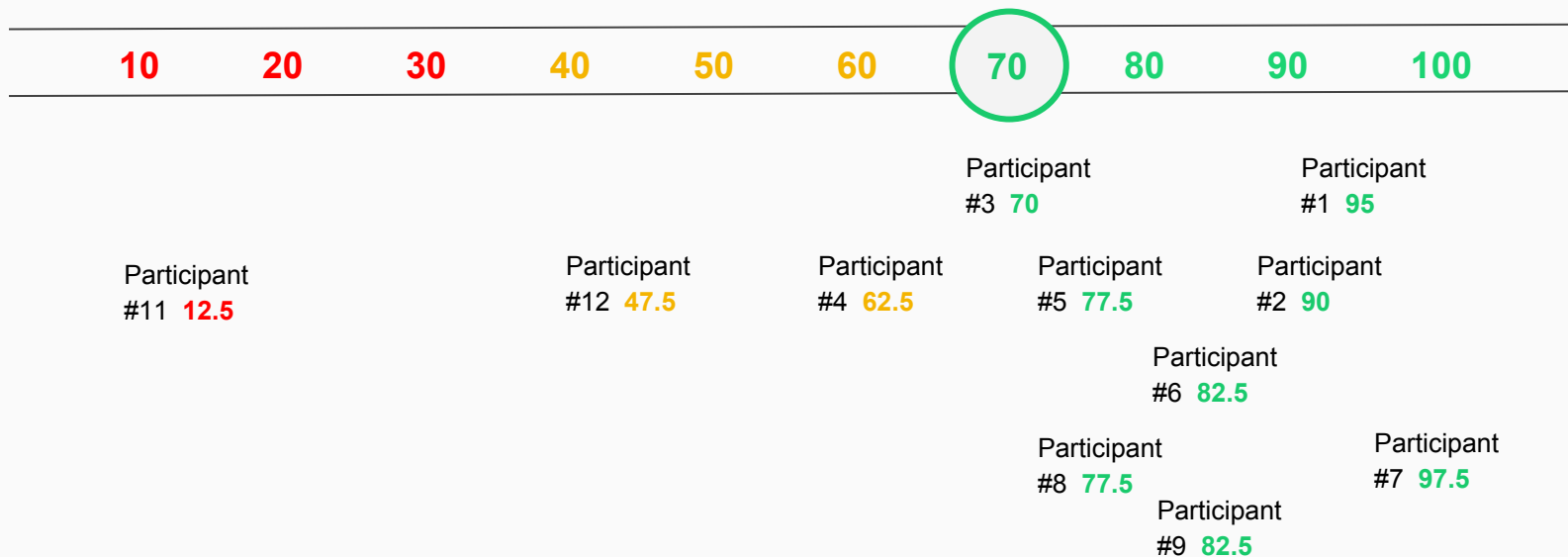


1. I think that I would like to use this website frequently.
2. I found the website to be simple.
3. I thought the website was easy to use.
4. I think that I could use the website without the support of a technical person.
5. I found the various functions in this website were well integrated.

6. I felt the website was consistent.
7. I would imagine that most people would learn to use this website very quickly.
8. I found the website very intuitive.
9. I felt very confident using the website.
10. I could use the website without having to learn anything new.

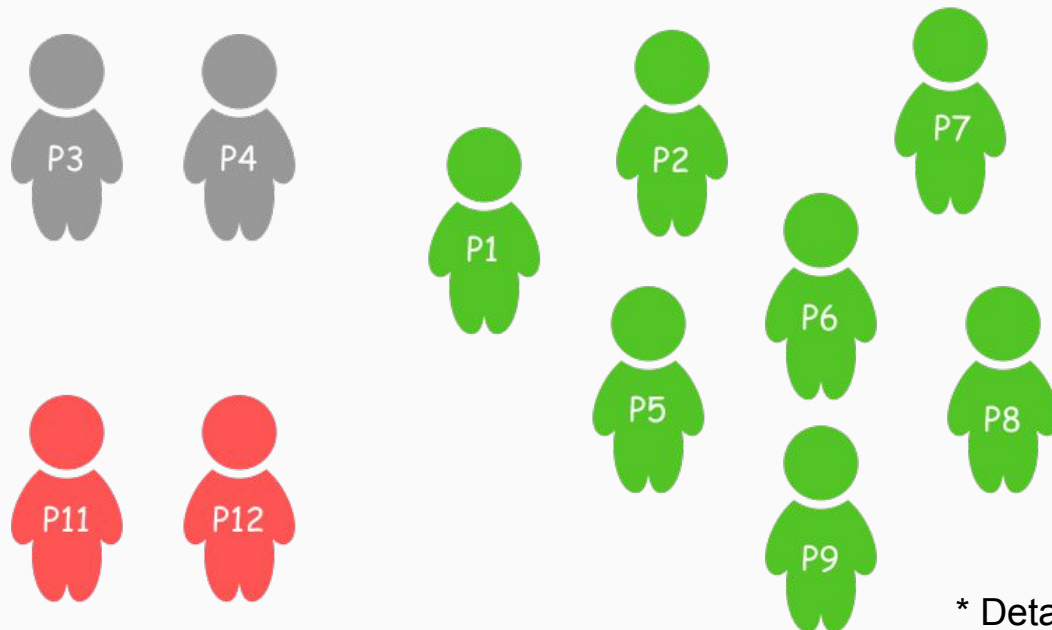
Positive SUS

72



Post-Test Questions

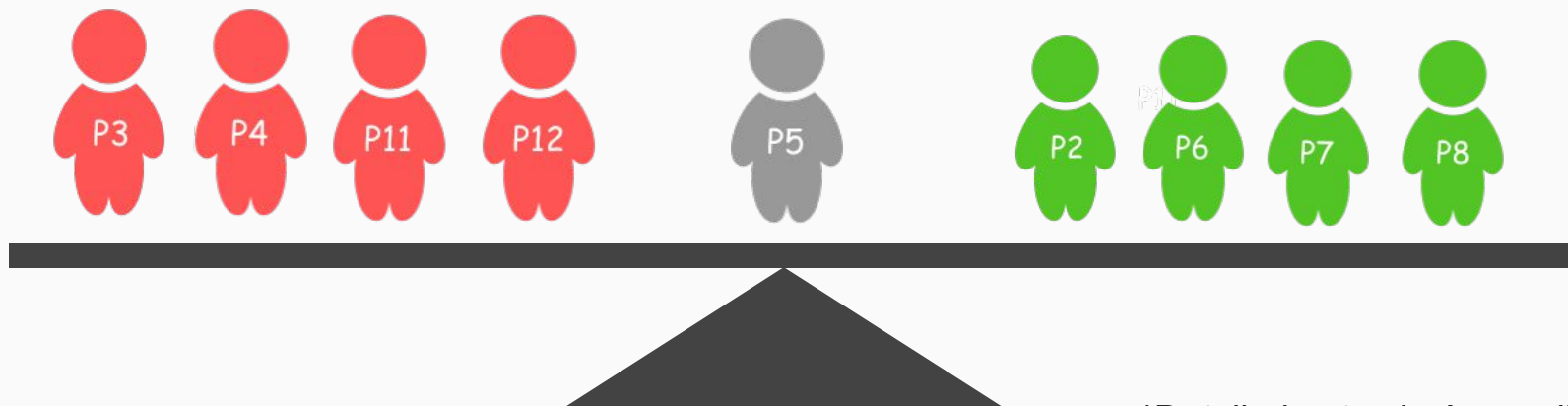
What are your overall impressions of this site?



* Detailed notes in Appendix.

Post-Test Questions

How does this site compare with other eLearning software?



*Detailed notes in Appendix

Post-Test Questions



What two things did you like best about using the edX website?

Common Themes

- Prestigious Universities
- Wide variety of other responses



What two things did you like least about using the edX website?

Common Themes

- Upcoming Course Information
Not Accessible
- Public Username
- Search and Browsing Difficulty

**Detailed notes in Usability Test Notes*

Task	Good	High	Medium	Low
Terminology (Global)	0	2	1	1
1) Task 1: First Impressions	2	1	2	1
2) Task 2: Search & Browse	4	4	2	3
3) Task 3: Register & View Dashboard	2	1	2	1
4) Task 4: Begin a Course	1	2	1	1
5) Task 5: Begin an Upcoming Course	0	1	0	1
	9	11	8	8

Scope of Evaluation

When examining possible causes of attrition for new users, is attrition really happening in the "first hour" of use?

People may find it hard to understand when to begin a course and when to return, and thus abandon edX.

"My experience with EdX is limited. I signed up for a linear algebra class provided by UT Austin. However, I didn't receive any notifications that I actually successfully enrolled or notifications when classes started. I attempted 3 times. So I'm taking my time with Khan Academy instead."

During Recruit

Next Steps

Further Testing Recommended for:

- Longer Time Frames
- ESL/International Users in English and their native languages
- Mobile
- Taking a Course

What We're Delivering

- This Presentation
- Recordings from GotoMeeting and In-Person Sessions at Bentley UXC
- Test Session Notes
- High Priority ER Findings Not Tested (in separate powerpoint)

Questions?

Low Priority Findings

20. Low: Program Names & Descriptions Don't Truly Differentiate Them

edX offers three different types of programs (MicroMasters, Professional and XSeries) but users were unable to understand the differences.

Why is it a Problem?

By not having a clear communication of the value proposition, there could be missed opportunities for users to find the best fit program for their needs. Vague differentiation doesn't allow users to find what they need.

The screenshot shows the edX website's 'Programs' section. The navigation bar includes 'Courses', 'Programs' (selected), 'Schools & Partners', and 'About'. A search bar is located on the right. The main content area is titled 'Programs' and lists three certificate types:

- MicroMasters Certificate:** A series of Master's-level courses to advance your career, created by top universities and recognized by companies. MicroMasters Programs are credit-eligible, provide in-demand knowledge and may be applied to accelerate a Master's Degree.
- Professional Certificate:** Designed by industry leaders and top universities to enhance professional skills, Professional Certificates develop the proficiency and expertise that employers are looking for with specialized training and professional education.
- XSeries Certificate:** Created by world-renowned experts and top universities, XSeries are designed to provide a deep understanding of key subjects through a series of courses. Complete the series to earn a valuable XSeries Certificate that illustrates your achievement.

Below the descriptions are three links to explore more programs:

- [Explore MicroMasters Programs »](#)
- [Explore Professional Certificate »](#)
- [Explore XSeries Programs »](#)

At the bottom, there is a row of partner institution logos: MIT, Massachusetts Institute of Technology, Harvard University, Berkeley, The University of Texas System, and The University of Queensland.

20. Low: Program Names & Descriptions Don't Truly Differentiate Them

edX Courses Programs Schools & Partners About Search:

Best Learn

Programs

MicroMasters Certificate	Professional Certificate	XSeries Certificate
A series of Master's-level courses to advance your career, created by top universities and recognized by companies. MicroMasters Programs are credit-eligible, provide in-demand knowledge and may be applied to accelerate a Master's Degree.	Designed by industry leaders and top universities to enhance professional skills, Professional Certificates develop the proficiency and expertise that employers are looking for with specialized training and professional education.	Created by world-re experts and top un XSeries are designed deep understanding subjects through a courses. Complete earn a valuable XSe that illustrates your

Find

Explore MicroMasters Programs » Explore Professional Certificate » Explore XSeries Programs »

MIT Massachusetts Institute of Technology HARVARD UNIVERSITY Berkeley THE UNIVERSITY of TEXAS SYSTEM THE UNIVERSITY OF QUEENSLAND

"To advance your career, created by top Universities. This one is also created by top Universities. All of them, for me they're all describing the same benefits so I don't know what the difference is."

Participant #11

21. Low: “How it Works” Useful but Buried on Home

Why is it a Problem?

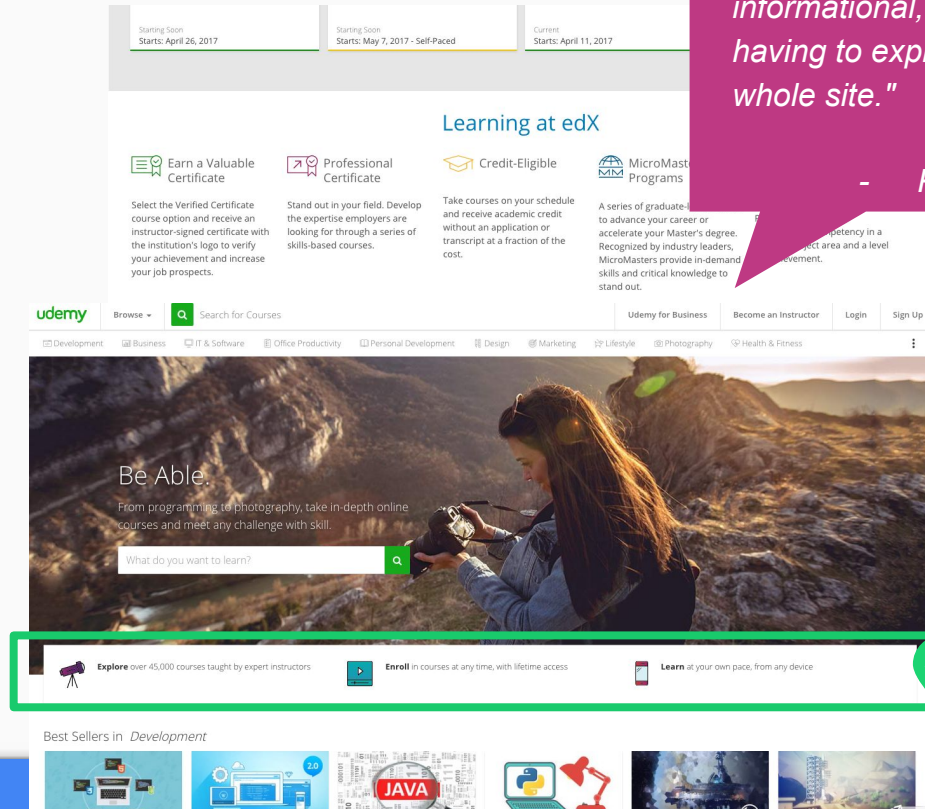
Although participants in the study did scroll in the homepage, most of them didn't get through the bottom of the page where important information that help the users understand how edX works is located. By not setting expectations fast, users could abandon or disengage with the site.

Recommendation #21

Bring the section of “Learning at edX” above the fold, so users can quickly understand how it works, and the benefits of this open source learning offering.

"I found this to be informational, without having to explore the whole site."

- Participant 2



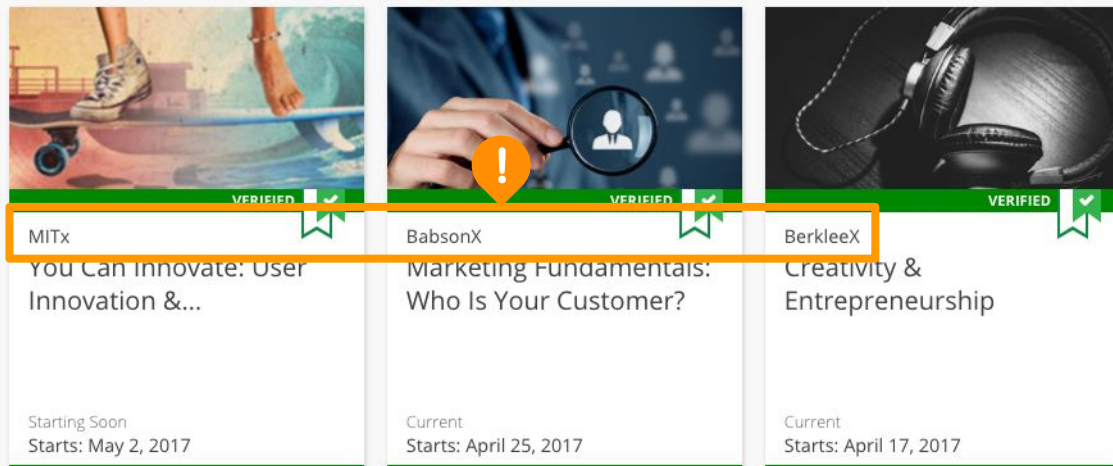
22. Low: Institution names muddled with edX jargon

Usability Problem #: 22

An “x” is added to the end of each institution name, to match “edX”.

Why is it a Problem?

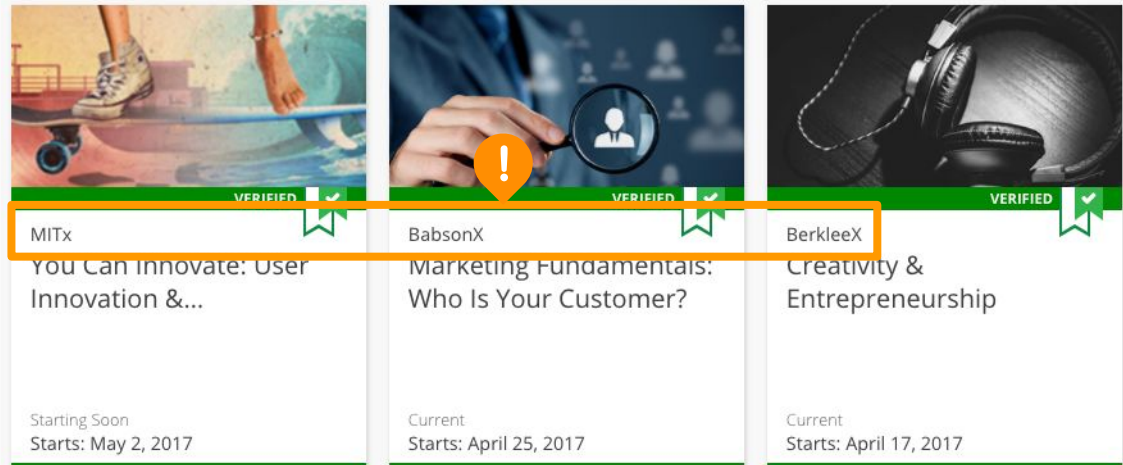
The “x” confused some users, and made them second guess the institution, or credibility. It required the user to guess or assume, and in other cases users did not understand that this was the University name at all.



22. Low: Institution names muddled with edX jargon

Recommendation: #22

Use the actual university or educational institution name on course cards.



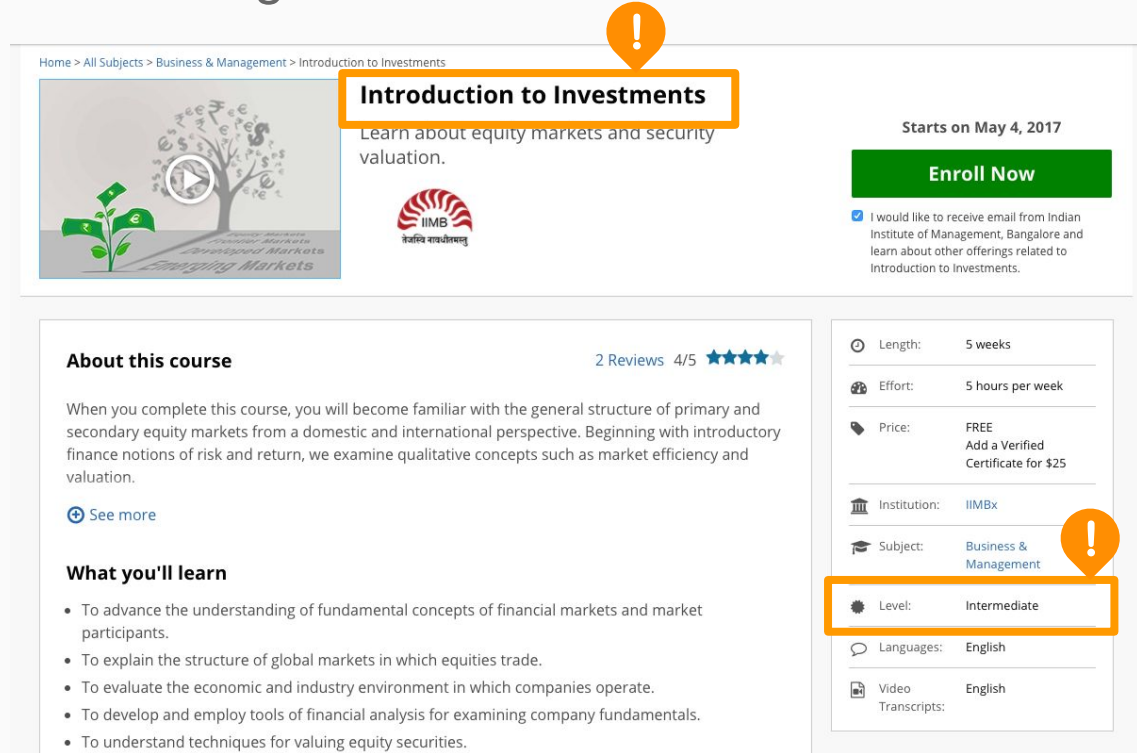
23. Low: Course difficulty level misalignment

Usability Problem #23:

The communicated level of difficulty in some course titles do not align with the difficulty levels described on the course page.

Why is it a Problem?

The real difficulty level of the course is unclear and confusing. Users could sign up for a course and have a bad experience, leading to abandonment.



Home > All Subjects > Business & Management > Introduction to Investments

Introduction to Investments

Learn about equity markets and security valuation.

Starts on May 4, 2017

Enroll Now

☒ I would like to receive email from Indian Institute of Management, Bangalore and learn about other offerings related to Introduction to Investments.

About this course 2 Reviews 4/5 ★★★★★

When you complete this course, you will become familiar with the general structure of primary and secondary equity markets from a domestic and international perspective. Beginning with introductory finance notions of risk and return, we examine qualitative concepts such as market efficiency and valuation.

[See more](#)

What you'll learn

- To advance the understanding of fundamental concepts of financial markets and market participants.
- To explain the structure of global markets in which equities trade.
- To evaluate the economic and industry environment in which companies operate.
- To develop and employ tools of financial analysis for examining company fundamentals.
- To understand techniques for valuing equity securities.

Course Details:


- Length: 5 weeks
- Effort: 5 hours per week
- Price: FREE
Add a Verified Certificate for \$25
- Institution: IIMB
- Subject: Business & Management
- Level: **Intermediate**
- Languages: English
- Video Transcripts: English

23. Low: Course difficulty level misalignment

Recommendation #23


Verify the title of the course matches the skill level listed for the course.

Home > All Subjects > Business & Management > Introduction to Investments



Introduction to Investments

Learn about equity markets and security valuation.



Starts on May 4, 2017

Enroll Now

☒ I would like to receive email from Indian Institute of Management, Bangalore and learn about other offerings related to Introduction to Investments.

About this course 2 Reviews 4/5 ★★★★★

When you complete this course, you will become familiar with the general structure of primary and secondary equity markets from a domestic and international perspective. Beginning with introductory finance notions of risk and return, we examine qualitative concepts such as market efficiency and valuation.

[See more](#)

What you'll learn

- To advance the understanding of fundamental concepts of financial markets and market participants.
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Length: 5 weeks

Effort: 5 hours per week

Price: FREE
Add a Verified Certificate for \$25

Institution: IIMBx

Subject: Business & Management

Level: Intermediate

Languages: English

Video Transcripts: English

24. Low: Information overload

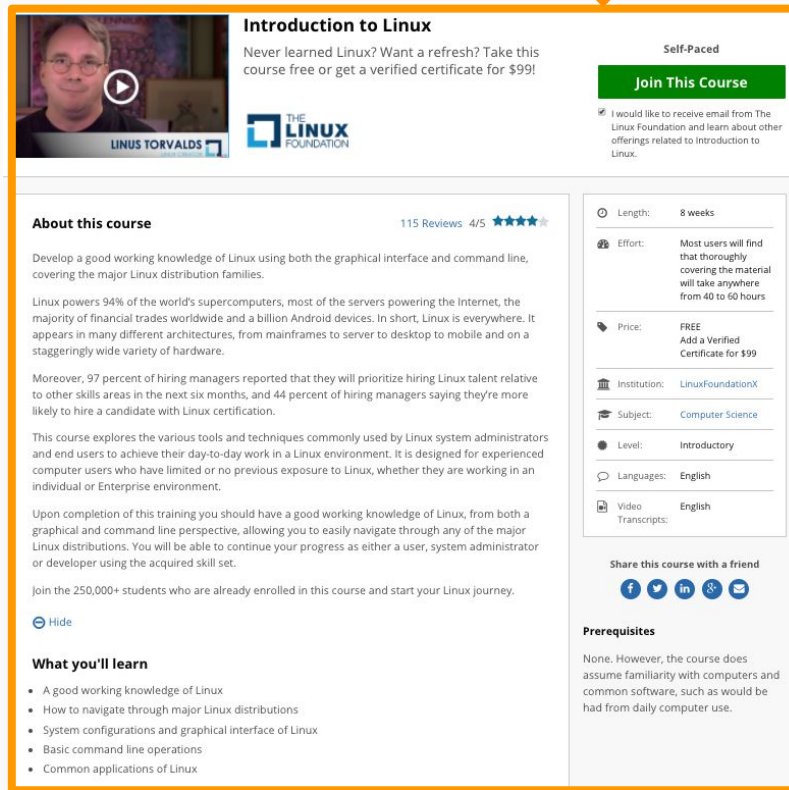
Usability Problem #24:

The course detail pages can be very dense, and text heavy. One user exclaimed:

“There’s a lot on the page, so I don’t know where to look first, but it has all the information I expect to see on the page.” -P4

Why is it a Problem?

Users want to quickly scan course descriptions at first to determine if the course meets their criteria. There is little to no hierarchy on some course pages, and users cannot scan.



Introduction to Linux
Never learned Linux? Want a refresh? Take this course free or get a verified certificate for \$99!

Self-Paced
Join This Course

☒ I would like to receive email from The Linux Foundation and learn about other offerings related to Introduction to Linux.

About this course 115 Reviews 4/5 ★★★★★

Develop a good working knowledge of Linux using both the graphical interface and command line, covering the major Linux distribution families.

Linux powers 94% of the world's supercomputers, most of the servers powering the Internet, the majority of financial trades worldwide and a billion Android devices. In short, Linux is everywhere. It appears in many different architectures, from mainframes to server to desktop to mobile and on a staggeringly wide variety of hardware.

Moreover, 97 percent of hiring managers reported that they will prioritize hiring Linux talent relative to other skills areas in the next six months, and 44 percent of hiring managers saying they're more likely to hire a candidate with Linux certification.

This course explores the various tools and techniques commonly used by Linux system administrators and end users to achieve their day-to-day work in a Linux environment. It is designed for experienced computer users who have limited or no previous exposure to Linux, whether they are working in an individual or Enterprise environment.

Upon completion of this training you should have a good working knowledge of Linux, from both a graphical and command line perspective, allowing you to easily navigate through any of the major Linux distributions. You will be able to continue your progress as either a user, system administrator or developer using the acquired skill set.

Join the 250,000+ students who are already enrolled in this course and start your Linux journey.

[Hide](#)

What you'll learn

- A good working knowledge of Linux
- How to navigate through major Linux distributions
- System configurations and graphical interface of Linux
- Basic command line operations
- Common applications of Linux

Length: 8 weeks

Effort: Most users will find that thoroughly covering the material will take anywhere from 40 to 60 hours

Price: FREE Add a Verified Certificate for \$99

Institution: LinuxFoundationX

Subject: Computer Science

Level: Introductory

Languages: English

Video Transcripts: English

Share this course with a friend

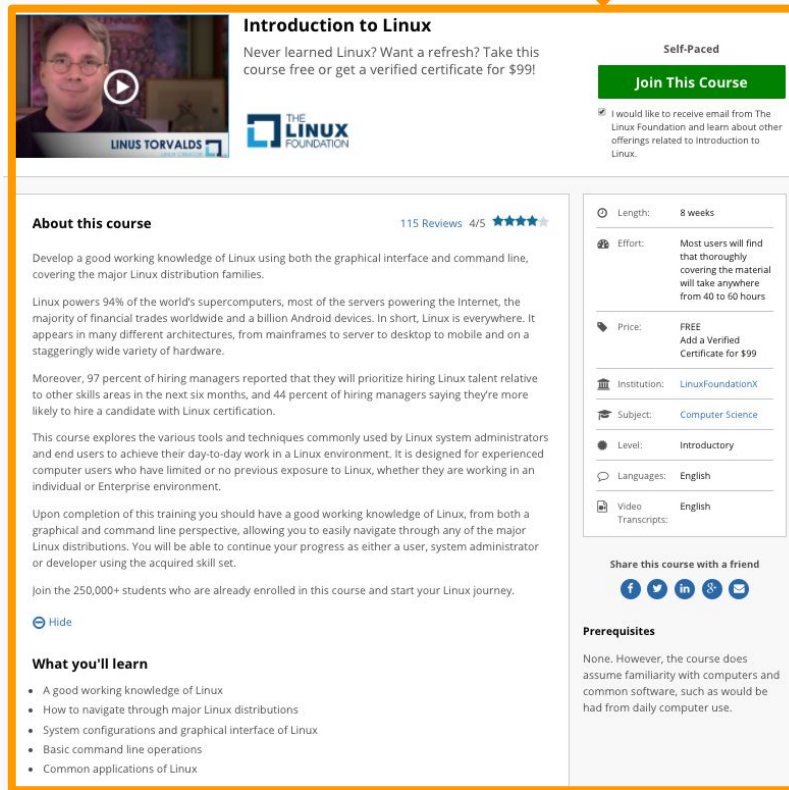
Prerequisites

None. However, the course does assume familiarity with computers and common software, such as would be had from daily computer use.

24. Low: Information overload

Recommendation #24

Consider adding bullet points to course descriptions, and/or implementing text hierarchy principles, such as bold, italics, underlining, text size, and text style. If implemented strategically, users will have an easier time scanning and locating the information of interest to them.



Introduction to Linux
Never learned Linux? Want a refresh? Take this course free or get a verified certificate for \$99!

Self-Paced
Join This Course

☒ I would like to receive email from The Linux Foundation and learn about other offerings related to Introduction to Linux.

About this course 115 Reviews 4/5 ★★★★★

Develop a good working knowledge of Linux using both the graphical interface and command line, covering the major Linux distribution families.

Linux powers 94% of the world's supercomputers, most of the servers powering the Internet, the majority of financial trades worldwide and a billion Android devices. In short, Linux is everywhere. It appears in many different architectures, from mainframes to server to desktop to mobile and on a staggeringly wide variety of hardware.

Moreover, 97 percent of hiring managers reported that they will prioritize hiring Linux talent relative to other skills areas in the next six months, and 44 percent of hiring managers saying they're more likely to hire a candidate with Linux certification.

This course explores the various tools and techniques commonly used by Linux system administrators and end users to achieve their day-to-day work in a Linux environment. It is designed for experienced computer users who have limited or no previous exposure to Linux, whether they are working in an individual or Enterprise environment.

Upon completion of this training you should have a good working knowledge of Linux, from both a graphical and command line perspective, allowing you to easily navigate through any of the major Linux distributions. You will be able to continue your progress as either a user, system administrator or developer using the acquired skill set.

Join the 250,000+ students who are already enrolled in this course and start your Linux journey.

[Hide](#)

What you'll learn

- A good working knowledge of Linux
- How to navigate through major Linux distributions
- System configurations and graphical interface of Linux
- Basic command line operations
- Common applications of Linux

Length: 8 weeks

Effort: Most users will find that thoroughly covering the material will take anywhere from 40 to 60 hours

Price: FREE
Add a Verified Certificate for \$99

Institution: LinuxFoundationX

Subject: Computer Science

Level: Introductory

Languages: English

Video Transcripts: English

Share this course with a friend

Prerequisites

None. However, the course does assume familiarity with computers and common software, such as would be had from daily computer use.

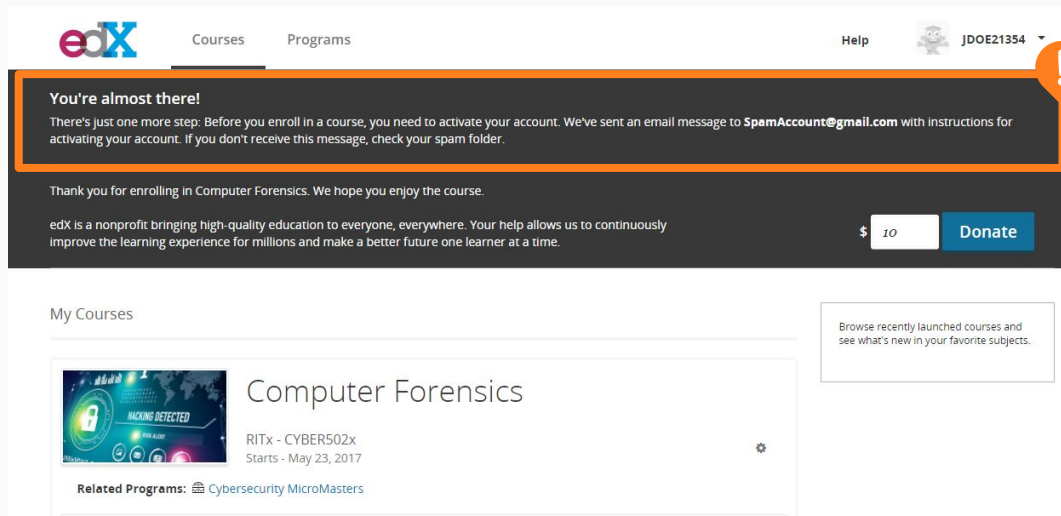
25. Low: Some users didn't realize accounts needed to be verified

Usability Problem #25

Some users ignored the black message boxes at the top of the Dashboard page after registering.

Why is it a Problem?

Users who don't see these notices would miss feedback to set up their account.



Low: Some users didn't realize accounts needed to be verified

Recommendation #25a

Change the background color (and text if necessary) of the notification message box that stands out more.

Recommendation #25b

Make the registration message appear on all pages a new user may visit until they register their account.

The screenshot displays the edX website interface. At the top, the edX logo is on the left, and navigation links for 'Courses' and 'Programs' are in the center. On the right, there are links for 'Help' and a user profile icon labeled 'JDOE21354'. A dark gray notification banner is prominent, containing the text: 'You're almost there! There's just one more step: Before you enroll in a course, you need to activate your account. We've sent an email message to SpamAccount@gmail.com with instructions for activating your account. If you don't receive this message, check your spam folder.' Below this, it says 'Thank you for enrolling in Computer Forensics. We hope you enjoy the course.' and 'edX is a nonprofit bringing high-quality education to everyone, everywhere. Your help allows us to continuously improve the learning experience for millions and make a better future one learner at a time.' To the right of this text is a donation section with a '\$ 10' input field and a 'Donate' button. Below the notification, the 'My Courses' section is visible, featuring a card for the 'Computer Forensics' course (RITx - CYBER502x, Starts - May 23, 2017) with a related program link to 'Cybersecurity MicroMasters'. A sidebar on the right suggests 'Browse recently launched courses and see what's new in your favorite subjects.'

26. Low: Resume Course Button

Usability Problem #26:

Default button says "Resume Course".

Why is it a Problem?

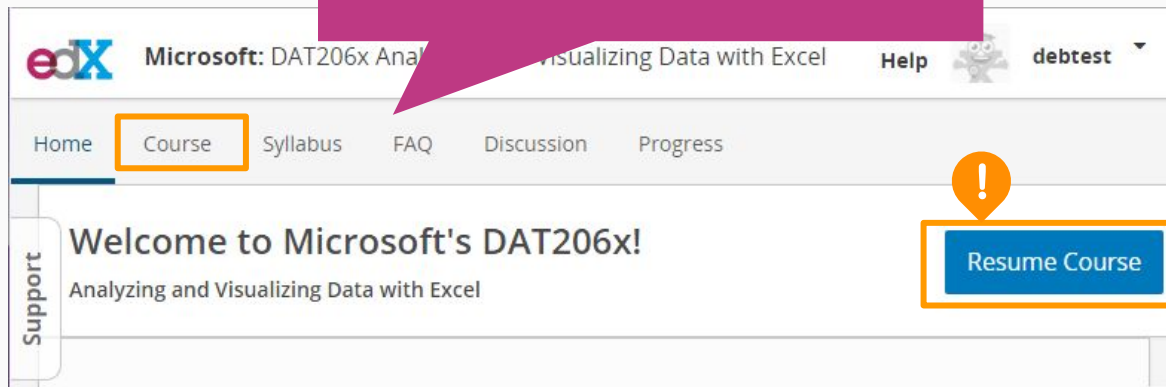
The default may cause confusion for new users who are starting a course for the first time.

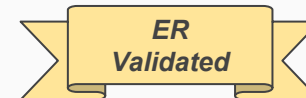
"Resume" implies the user is returning, and they have already made progress in a course.

ER
Validated

"I don't understand resume course. I want to start my course. My course didn't die. I don't know why it says this."

Participant 5

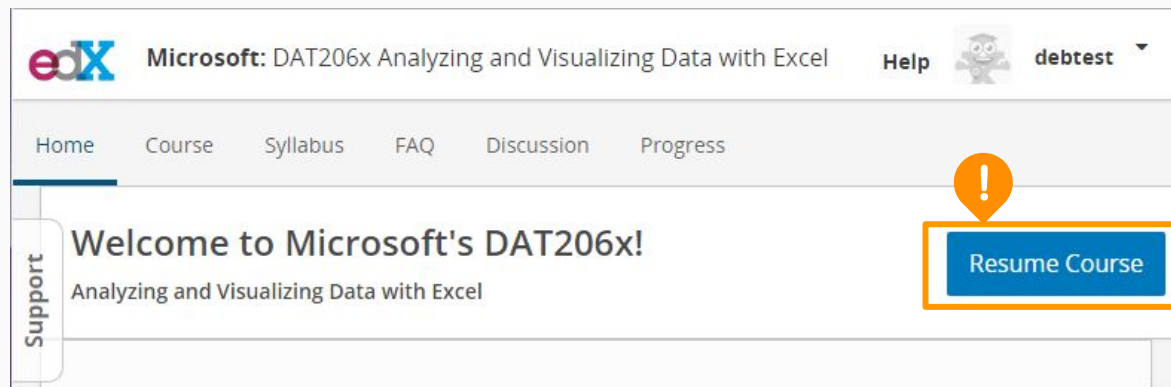


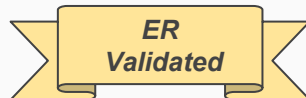


26. Low: Resume Course Button

Recommendation #26

Revise the “Resume Course” button to neutral terminology such as “Enter Course”





27. Low: Navigation Bar Changes

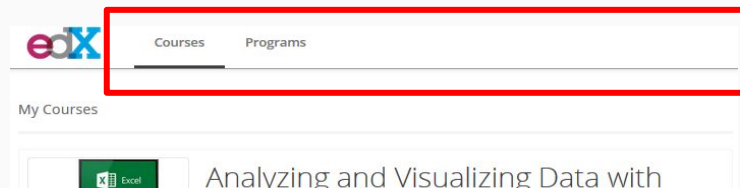
Usability Problem #27:

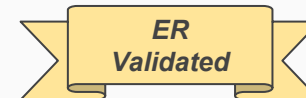
Users cannot not access the search bar/navigation menu from the dashboard page

Why is it a Problem?

Some users wanted to use the search bar and navigation bar to find the course description and were surprised that it wasn't there

Dashboard Navigation Menu



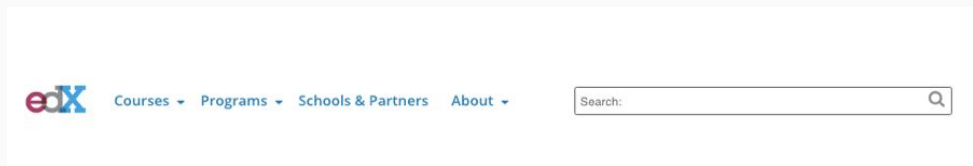


Low: Navigation Bar Changes

Recommendation #27

Update the navigation bar to be the same throughout the edX website.

Consistent Navigation Bar



Low Recommendations Checklist

- ❑ #21: Bring the section of “Learning at edX” above the fold, so users can quickly understand how it works, and the benefits of this open source learning offering.
- ❑ #22: Use the actual university or educational institution name on course cards.
- ❑ #23: Verify the title of the course matches the skill level listed for the course.
- ❑ #24: Consider adding bullet points to course descriptions, and/or implementing text hierarchy principles, such as bold, italics, underlining, text size, and text style. If implemented strategically, users will have an easier time scanning and locating the information of interest to them.
- ❑ #25a: Change the background color (and text if necessary) of the notification message box that stands out more.
- ❑ #25b: Make the registration message appear on all pages a new user may visit until they register their account
- ❑ #26: Revise the “Resume Course” button to neutral terminology such as “Enter Course”
- ❑ #27: Update the navigation bar to be the same throughout the edX website.

Appendix

Links

- Video Recordings:
<https://drive.google.com/open?id=0B6tU2ldyqfDXVzJmOEh0ZC1Jd1U>
- Test Session Notes:
<https://docs.google.com/spreadsheets/d/16v5biRsnXwTRjQRDvA9B1dh55c8bsgc bFtCCBmwuJ88/edit?usp=sharing>
- SUS Scores (Individual and Averaged) and Calculations:
https://docs.google.com/spreadsheets/d/1l8bC6uQSTDOSsmOvAaAs_wlThQdw Zj8ieYMOFZoT_uE/edit?usp=sharing
- Participant Chart (quick view on next page)
https://docs.google.com/spreadsheets/d/11b_v153fnVp1iBJzeQflamvbig8-mZw9z xscHmZfPI8/edit?usp=sharing

Participant Chart

	Employment Situation	Operating System	Programs Previously Used?	Topics/Interests?	M/F	ESL	Age	In Person or Remote?	Nationality/Language
P1	Working Part-Time	Windows	None	English as a Second Language, Classroom Management, Programming Languages	F	no	25 - 29	Remote	
P2	Working full time	Mac OS	stack overflow	Computer science	M	no	35 - 39	In-person @ Bentley	
P3	Working Full-time	Mac OS	Yes, UCSD Extensions (both online and in-person courses)	HTML/CSS course and a SQL course	M	no	30 - 34	In-Person	
P4	Unemployed/ looking for work	Windows	Yes, Youtube, Khan Academy, Enrolled in University-run degree program (recently finished last semester)	Entrepreneurship, Finance, different types of Management	M	no	25 - 29	In-person @ Bentley	
P5	Unemployed/part time student	Windows	None	Accounting, design, career development	F	yes	25 - 29	In-person @ Bentley	
P6	Working Full-time	Windows	Yes, Coursera and Harvard Extension	Machine Learning and Computer Science	M	no	25 - 29	In-person @ Bentley	
P7	Working full time	Windows	ICICI Lombard (INDIA) = had done a lot of product training programs	business analytics, finance	F	yes	25 - 29	Remote	
P8	Working full time	Mac OS	yes coursera	system architecture, human-computer interaction, data visualization	F	yes	35 - 39	Remote	Pilipino/Tagalog
P9	Working full time	Mac OS	YouTube, student at UMass Lowell	Computer science, Data and Computer Communication Networks, Mobile and Wireless Networks, and mobile app programming	F	yes	25 - 29	Remote	Thailand/Lao
P10	Working Full-time	Windows	Yes, used edX last year	Legal	F	no	30 - 34	Remote	
P11	Working Full-time	Mac OS	Yes	business, accounting, entrepreneurship	F	Yes	25 - 29	In-Person	Mexican/Spanish
P12	MPA Student/part time	Mac OS	Yes	business, accounting	M	Yes	30 - 34	Remote	Mexican/Spanish
		6 Windows		M/Yes/Age	5	6	7	25 - 29	
		6 Mac OS		F/No/Age	7	6	3	30 - 34	
				Age			2	35 - 39	

P10 Information

Demographics:

Female, Native English Speaker, 30-34, Full Time Employed

Because she was a returning user, she remembered the processes of Tasks 1, 2, and 3.

Summary of Results from Tasks 4, 5, and Terminology:

- Findings were in line with other participants who viewed edX favorably

* Full notes present in Usability Test Notes

Post-Test Questions

What are your overall impressions of this site?

P1, P2, P5, P6, P7, P8, P9 - Site is “pretty good” “professional” “comprehensive” “no fatal errors” “cool you can audit instead of paying for it” “easy to use and understand” “nice flow” “appealing”

P3 - “opportunity for improvement with search result page... [and] sorting”

P4 - “lots of features that would be beneficial but are unorganized”

P11 “I don't really trust the site. The logos on the homepage, gave me telling me it's something professional and that I could trust, but once I saw the sections, etc. and how difficult it was to start a course, I would not decide to take a course here. I'd look for another option.”

P12 “I would have opened at the same time Coursera and Khan Academy and compare the courses. I feel these universities are there as well in other platforms. Don't feel compelled to use it. Would do a search for online platforms to see edX's ranking. Before investing time and if I want to display it in my LinkedIn program, I would search more about this website.”

Post-Test Questions

How does this site compare with other eLearning software?

P1, P9 - Don't know, no prior experience

P2- Better, others are clunky

P6- Better than what I am using [HarvardX and Stackshare]]. Coursera looks exactly the same.

P7- I've used programs in India... compared to those programs it [edX] is very nice

P8- similar to Coursera, but progress [bars] is better

P5- looks the same

P3- Presents too much information... prefer other sites

P4- I've done specific schools online... all the information is laid out. [On edX] feels like I have to search around to find all info I want

P11- Others are more organized

P12- Not as well organized as other LMA