

General Notes

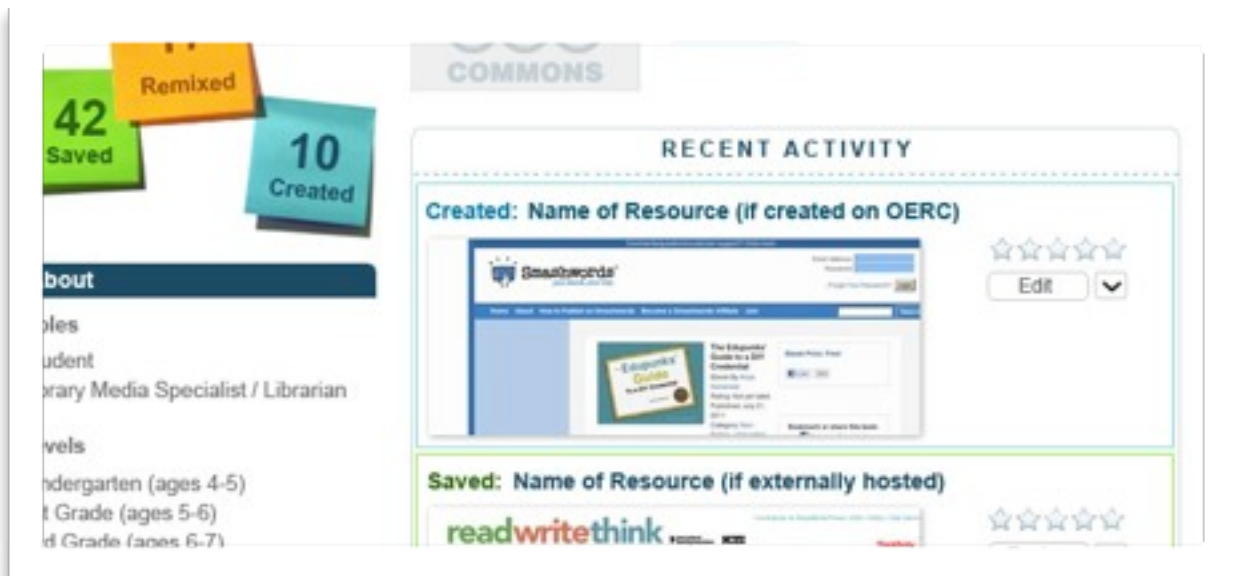
Use of colours

Consider

- Associating colours with function/information can be difficult to remember, especially:
 - a) when it's used across multiple pages, b) when the colour space overlaps with the rest of the site's theme colours, and c) when it's sometimes without a legend.
- Colours can't be read by screen readers.

Recommendation

- Use of other visual cues, such as icons (that are labeled, alt text'd, or tooltip'd) icons, possibly in conjunction with colours.
- Rule of thumb: if the semantics of the colours aren't obvious, best to avoid it.





Use of modal dialogues

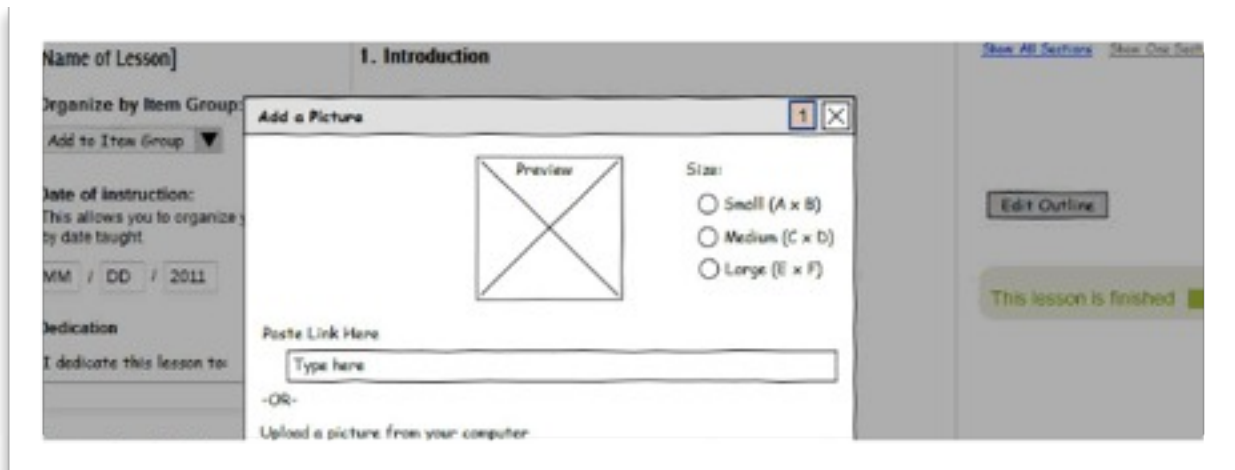
Consider

- There's a long-standing controversy around the usability of modal dialogues, largely because it restricts the workflow of the user (i.e., forces them into a particular task). Some designers avoid its use entirely, while others use it sparingly for critical alerts.
- Accessibility of the dialogues is uncertain. The most common web frameworks (e.g., jQuery), appear modal via mouse interaction, but not keyboard interaction. Screen readers in particular are not compatible with web-based modal dialogs.

Recommendation

- Consider the use of modeless interactions. Sliding/expanding panels often work well as a replacement for modal dialogues.





Other general thoughts

- Are OERs crowd-editable (e.g., like a wiki)? Or are users required to remix in order to contribute/edit?
- Consider creating width-flexible, media-queried interfaces (e.g., make intelligent use of given screen real estate). See: <http://designshack.net/articles/css/20-amazing-examples-of-using-media-queries-for-responsive-web-design>

Promo/Landing Page

Content complexity and density

Consider

- There's a very high density of content and complexity on the landing page (three columns full of dense text-based information)
- Both the left and centre columns serve as information about the structure and intent of an OER (i.e., “what are related lessons” and “collaborating”)

Recommendation

- Collapse the left column into the centre column, placing “related lessons” and “collaboration” under the feature list on the centre column

What is a lesson?

What are Related Lessons?


How OER Lessons makes finding lesson plans easy

Discuss the multiple ways to search and browse for lessons. Talk about tagging with content standards, remixing, and finding by school district.

Collaboration

Bring lessons and resources through OER Lessons

Discuss the multiple ways to search and browse



An Activity **A Lesson Plan** **A Set of Teaching Strategies**

From science experiments and class plays to strategies for teaching fractions, the OER Commons Lesson Creator is an easy way to share and find ideas online.


Why?

- 1 **Step-by-step Instruction** Description elaborate description elaborate
Description elaborate description elaborate
- 2 **Find Related Lessons and Resources** Description elaborate description elaborate
Description elaborate description elaborate
Description elaborate description elaborate

Create your first OER Lesson now

Make a Practice Lesson 1


You want me to put my daily lesson plans online?



Picture: Someone looking skeptical

Yep. Persuasive paragraph where we discuss why we believe this is a good idea. Mention our code of conduct, organizational benefits, optional anonymity, and the ability to rate your own

Search

Logout **Advanced Search** Enter Search 

- Resources
- Search Results
- Search Results
- Users
- Search Results

Notes **Groups** Create

Audio input searching

Consider

- Search by voice is a fantastic idea that's picking up in popularity nicely on mobile devices
- For the time being on desktop browsers, microphone-based interactions a) require Flash, and b) pop-up a very clumsy "This website is requesting use of your microphone. Allow it? If so, which audio input do you want to give it?" dialog.

Social Networking

Is this the right time to have a social network?

Consider

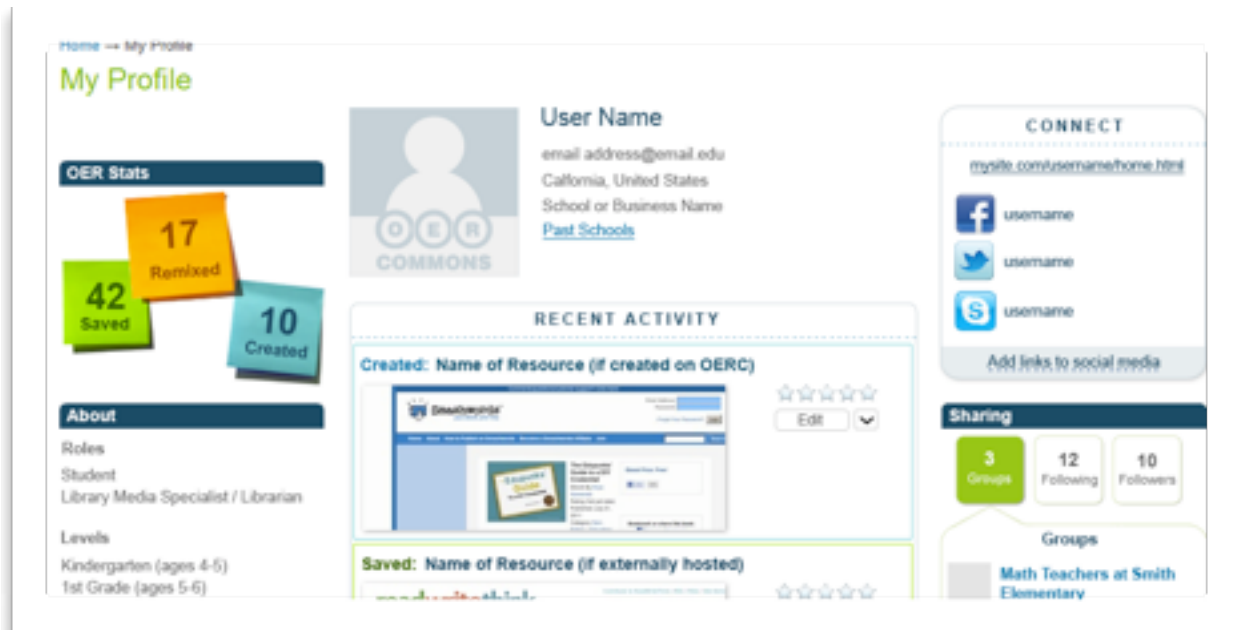
- How much traffic is expected with OER social tools, especially at the start? Is there a critical mass of consistently active users to jumpstart the social networking features? Will profiles look awkwardly empty and ghostly without sufficient adoption?
- How do the social networking features align with the goals of the OER platform overall?
- Will most teachers want to create a fully detailed profile?

Recommendation

- Start with a slim, lightweight social connection tool that has room to evolve and grow as the demand grows
- Consider being less like Facebook (social networking heavy, content a product of social networking), more like Vimeo (content heavy, social networking a product of content community)

The image shows a screenshot of a Vimeo social profile for 'Carwell Casswell'. The profile header includes the name 'Carwell Casswell' and 'Joined September 2009'. Below the name is a grid of video thumbnails. To the right of the grid are statistics: 35 Videos, 5 Likes, 28 Contacts, 1 Group, 7 Channels, and 1 Album. The 'His featured videos' section displays three video thumbnails: 'Reem Juan' (8 months ago), 'Jaguar Land Rover Employee Expedition' (1 year ago), and 'Tourist Trophy, Isle of Man' (5 months ago). Below the featured videos is a 'Recent activity' section showing two comments: 'Carwell Casswell commented on Kakuma's Kids' (6 hours ago) and 'Carwell Casswell commented on Tourist Trophy, Isle of Man' (6 hours ago). To the right of the recent activity is an 'Advertisement' section featuring a blue and white logo.

Figure above: Vimeo's social profile.



General comments

- How do you edit your profile?
- Is there a landing page for groups? (e.g., list of groups that are joinable and/or list of groups one is part of)
- What does the user's landing page look like? (e.g., user dashboard) Is the user's own profile their landing page?

Authoring environment

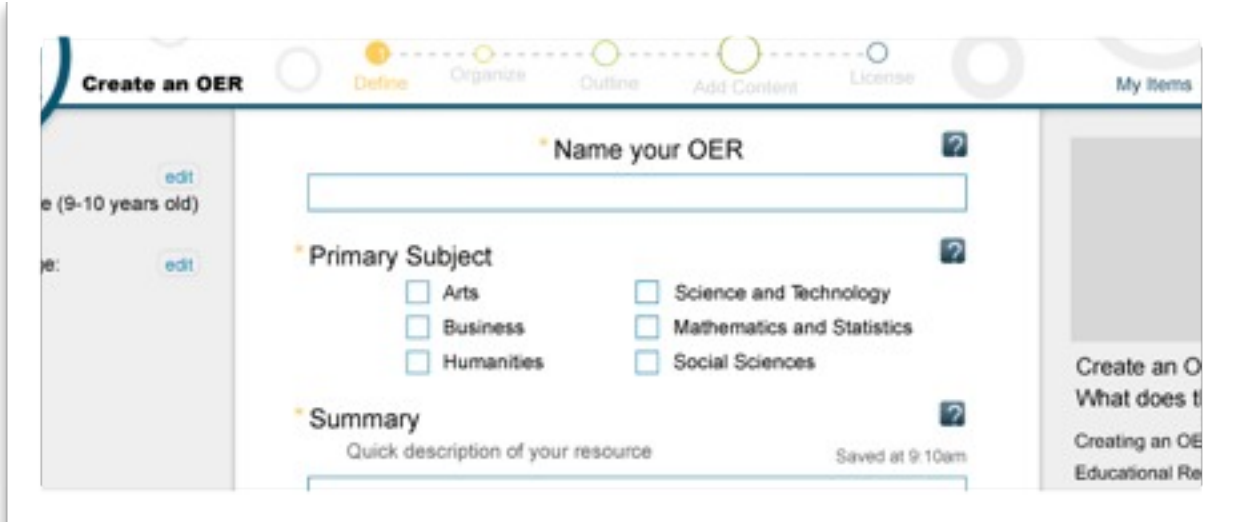
Wizards

Consider

- Step-by-step wizards prevent users from seeing what's next, and, at worst, discourages, or at best, makes it a nuisance to go back to previous steps to make edits

Recommendation

- Collapse the five steps into two states: one for metadata, and another for the content proper



Integrated editing environment

Consider

- In two different designs, parts of the editing tools are outside the editing environment (specifically, the “insert” media tools).

Recommendations

- Consider integrating all the editing tools as part of the editing environment.



Information hierarchy of insert tool

Consider

- Many user mental models may consider editing of quotes and links as part of their text editing workflow (i.e., they will write text, and then decide to make it a quote or a link).
- Quotes and links are text attributes.

Recommendation

- Move “insert quote” and “insert link” to text formatting bar.

Content structure

Consider

- In content authoring, it's restrictive to require users to create a structure of their content before writing their content, especially if they want to change/evolve/develop the structure as they write the content.

Recommendation

- Dynamically create content structure automatically through user's use of headings/etc.

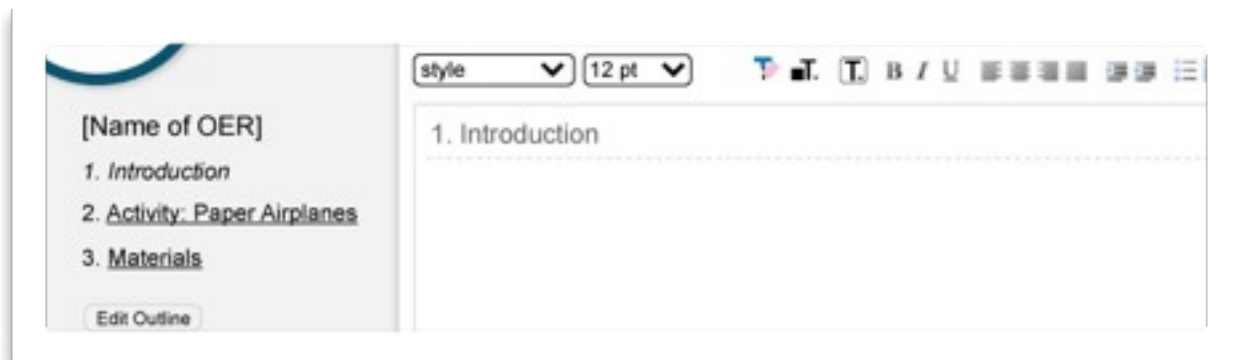
Content field of vision

Consider

- In the current design, users are encouraged to edit one section at a time (i.e., one section = one screen). Will users really want to narrow their field of vision to one section at a time, requiring them to swap back and forth between sections when editing?

Recommendation

- Consider a more word processor-like workflow, where all the content flows together.
- Consider using the left links as anchors to the sections, as opposed to bringing the user to entirely different pages



General considerations (esp. on usability and inclusivity)

- Picture-only icons can be difficult to interpret. Consider adding labels to any icon-based buttons.
- Most of the insert forms are fairly complex. Consider: a) marking which fields are required, and b) hiding non-required fields under an expandable “more details” section.
- How are “documents” different from “attachments”?
- “Insert pictures” and “insert slideshow” seem to overlap in functionality. How might the two be combined into a single tool?
- When users add videos, they should be given an easy way to add a transcript/subtitles along with it.

Other questions

- How does a user edit inserted objects?
- What does the progress tracker do?

