Usability Study
Teacher Resource Website

BY: JANET POWELL
About me

Technology Teacher
K-12 Private School
About me

Technology Teacher
K-12 Private School

Master’s Student
Learning Design & Technology
Master’s Final Project

- Website
- Usability Process
- Results
- Questions
Are you in the education field?

Participant box
Educators

- 5% of our nation’s students have a specific learning disability

Learning Disabilities Association, 2015
“Private schools that do not specialize in these areas may not offer much support or even grant admission to students who struggle with certain issues”

- Tucker, 2015
Island School

NEW SKILLS
Weebly

- Drag & Drop
- Free
- Familiar
- Templates
The website

Teacher Resource

Home  Dyslexia  ADHD  Asperger's  Glossary

WELCOME

It’s not our disabilities, it’s our ABILITIES that count.
- Chris Burke

Aloha Colleagues,

This website contains a set of disabilities that some of our students may have. Each page will have a description of the disability that will help in addressing their needs.

Suggestions / Requests

Name
Aloha Colleagues,

This website contains a set of disabilities that some of our students may have. Each page will have a description of the disability along with some teaching strategies. I’ve also included a glossary page for your reference. Please note that there are disabilities that our students have that may not be listed. If there is a disability you would like to see on this website, suggestions for strategies, or anything else that you feel I could add, please fill out the form to the right.

All the best,
Janet

Please note that these blue buttons will take you to an external website.
Dyslexia

Dyslexia is a language-based learning disability. Dyslexia refers to a cluster of symptoms, which result in people having difficulties with specific language skills, particularly reading. Students with dyslexia usually experience difficulties with other language skills, such as spelling, writing, and pronouncing words. It is referred to as a learning disability because dyslexia can make it very difficult for a student to succeed academically in the typical instructional environment. One in five students, or 15-20% of the population, has a language based learning disability. Dyslexia is the most common of the language based learning disabilities.

Symptoms

Dyslexia affects some people more severely than others, your child may have an impact on another child. Some children don’t seem to struggle with early reading and complex language skills, such as grammar, reading comprehension.

Teaching Strategies

Audio Books

Audio books can help children become better readers and more effective learners. They level the playing field for students with dyslexia when eye reading is a challenge. For a website with audio books, click on the button!

Reduce Material

Give simplified directions, present smaller amounts of work, and block on extraneous stimuli. Directions written in paragraph form or large amounts of writing can be overwhelming for students. Give students task feedback.

Graphic Organizers

Provide for students so they can listen for key information. They can also be used as a modification for student performance. For example, have students complete graphic organizer versus writing an essay. Click on the button for graphic organizers.

Repetition

Repeat directions with visual cues. Have students repeat directions in their own words to the teacher or other students. Create daily routines in the classroom so students know what to expect.

Assignment books

Students can use calendars to record assignment due dates, school activities, test dates, and homework. *Have a system for students so that they know what they have turned in.

More time

Students who work slowly can be given additional time to complete written assignments. Allow more time to complete projects instead of oral reports or vice versa. If tests in written format, provide more time or allow them to give information in oral format.

Resources:
- https://www.understood.org
- http://eida.org
Have you done or participated in a usability study?

Participant Box
Usability in a nutshell . . .

- Build
- Test #1
- Revisions
- Test #2
- Revisions
Usability in a nutshell . . .

Build

Test #1

Test #2

Revisions

Steve Krug

ROCKET SURGERY MADE EASY

The Do-It-Yourself Guide to Finding and Fixing Usability Problems
What you can test . . .

- Overall aesthetics
- Information
- Links and Sections
- User expectations
- Navigation
What you can test . . .

- Overall aesthetics
- Information
- Links and Sections
- User expectations
- Navigation

User satisfaction

Ease Of Use
Participants

**Hours using the internet**

- 3-6 Hours
- 11-14 Hours
- 15+ Hours
1. You have a new student in your classroom and have been notified that the student has dyslexia. The parent mentions the term IDEA and you have no idea what this means but would like to find out what they are talking about.
2. Your student with ADHD is having trouble completing tasks in class so you are looking for some strategies to use and implement.
## Completion Time

### Round 1

<table>
<thead>
<tr>
<th>Task 1 - Find out what the term IDEA means for a student with Dyslexia</th>
<th>Task 2 - Find teaching strategies for a student with ADHD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participant 1</td>
<td>19 seconds</td>
</tr>
<tr>
<td>Participant 2</td>
<td>54 seconds *</td>
</tr>
<tr>
<td>Participant 3</td>
<td>32 seconds</td>
</tr>
<tr>
<td>Overall average</td>
<td><strong>35 seconds</strong></td>
</tr>
</tbody>
</table>

* Did not complete task
## Completion Time

### Round 2

<table>
<thead>
<tr>
<th></th>
<th>Task 1 - Find out what the term IDEA means for a student with Dyslexia</th>
<th>Task 2 - Find teaching strategies for a student with ADHD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participant 1</td>
<td>17 seconds</td>
<td>15 seconds</td>
</tr>
<tr>
<td>Participant 2</td>
<td>1 minute 17 seconds</td>
<td>1 minute 59 seconds</td>
</tr>
<tr>
<td>Participant 3</td>
<td>18 seconds</td>
<td>18 seconds</td>
</tr>
<tr>
<td>Overall average</td>
<td>37.33 seconds</td>
<td>50.66 seconds</td>
</tr>
</tbody>
</table>
Positive Feedback

Easy Navigation

Clear Information

Clean Simple

Friendly
<table>
<thead>
<tr>
<th>Round 1</th>
<th>Round 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.33</td>
<td>4.6</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4.33</td>
<td>4.66</td>
</tr>
<tr>
<td>4</td>
<td>4.33</td>
</tr>
<tr>
<td>4.33</td>
<td>4.66</td>
</tr>
<tr>
<td>4.33</td>
<td>5</td>
</tr>
</tbody>
</table>
Interesting event . . .
Testing & Diagnosing

A child shouldn’t receive a diagnosis of ADHD unless the core symptoms of ADHD start early in life and create significant problems at home and at school on an ongoing basis. There’s no specific test for ADHD, but making a diagnosis will likely include:

- **Medical exam**, to help rule out other possible causes of symptoms
- **Information gathering**, such as any current medical issues, personal and family medical history and school records
- **Interviews or questionnaires** for family members, your child’s teachers or other people who know your child well, such as baby sitters and coaches
- **ADHD rating scales** to help collect and evaluate information about your child

Although signs of ADHD can sometimes appear in preschoolers or children even younger, diagnosing the disorder in very young children is difficult. That’s because developmental problems such as language delays can be mistaken for ADHD. For that reason, children preschool age or younger suspected of having ADHD are more likely to need evaluation by a specialist, such as a psychologist or psychiatrist, speech pathologist, or developmental pediatrician.

---

Teaching Strategies

---

**Task Duration**

To accommodate to the student’s short attention span, academic assignments should be brief and feedback regarding accuracy immediate. Longer projects should

---

**Physical Movement**

Plan physical movement such as stretch breaks or a trip to the office. Alternating seat work activities with other activities that allow for movement is essential. It is also

---

**Visual & Audio Cues**

When delivering information use charts, props, pictures, and color coding. Place students at the front of the classroom to eliminate distractions. Teachers use auditory
Round # 1
## Improvements

- **Glossary Button**

### Teaching Strategies

<table>
<thead>
<tr>
<th>Audio Books</th>
<th>Reduce Material</th>
<th>Graphic Organizers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio books can help children become better readers and more effective learners. They level the playing field for students with dyslexia when eye reading is a challenge. For a website with audio books, click on the button!</td>
<td>Give simplified directions, present smaller amounts of work, and block on extraneous stimuli. Directions written in paragraph form or large amounts of writing can be overwhelming for students.</td>
<td>Provide students so they can listen for key information. They can also be used as a modification for student performance. For example, have student complete graphic organizer versus writing an essay. Click on the button for graphic organizers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Repetition</th>
<th>Assignment books</th>
<th>More Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeat directions with visual cues. Have students repeat directions in their own words to the teacher or other students. Create daily routines in the classroom so students know what to expect.</td>
<td>Students can use calendars to record assignment due dates, school activities, test dates, and homework. *Have a system for students so that they know what they have turned in.</td>
<td>Students who work slowly can be given additional time to complete written assignments. Allow more time to complete projects instead of oral reports or vice versa. If tests in written format, provide more time or allow them to give information in oral format.</td>
</tr>
</tbody>
</table>

### Resources:
- https://www.understood.org
- http://eida.org
- http://www.dyslexia-hawaii.org
- http://www.learningally.org
- https://www.eduplace.com
- http://dyslexiacenterofutah.org
- http://www.allaboutlearningpress.com
“I’m going to click on the dyslexia tab and then look for words that are **bold**, *italic*, or underlined.”
Dyslexia is a language-based learning disability. Dyslexia refers to a cluster of symptoms, which result in having difficulties with specific language skills, particularly reading. Students with dyslexia usually experience difficulties with other language skills, such as spelling, writing, and pronouncing words. It is referred to as a learning disability because dyslexia can make it very difficult for a student to succeed academically in the typical instructional environment. One in five students, or 15-20% of the population, has a language-based learning disability. Dyslexia is the most common of the language-based learning disabilities.

Symptoms

Dyslexia affects some people more severely than others, your child’s symptoms may look different from those in another child. Some children don’t seem to struggle with early reading and writing. But later on, they have trouble with complex language skills, such as grammar, reading comprehension and more in-depth writing. Dyslexia can also make it
Improvements

- Glossary Button

Teaching Strategies

Audio Books

Audio books can help children become better readers and more effective learners. They level the playing field for students with dyslexia when eye reading is a challenge. For a website with audio books, click on the button!

Reduce Material

Give simplified directions, present smaller amounts of work, and block on extraneous stimuli. Directions written in paragraph form or large amounts of writing can be overwhelming for students.

Graphic Organizers

Provide for students so they can listen for key information. They can also be used as a modification for student performance. For example, have student complete graphic organizer versus writing an essay. Click on the button for graphic organizers.

Repetition

Repeat directions with visual cues. Have students repeat directions in their own words to the teacher or other students. Create daily routines in the classroom so students know what to expect.

Assignment books

Students can use calendars to record assignment due dates, school activities, test dates, and homework. *Have a system for students so that they know what they have turned in.

More time

Students who work slowly can be given additional time to complete written assignments. Allow more time to complete projects instead of orals reports or vice versa. If tests in written format, provide more time or allow them to give information in oral format.

Resources:
- https://www.understood.org
- http://eida.org
- http://www.dyslexia-hawaii.org
- http://www.learningally.org
- https://www.eduplace.com
- http://dyslexiacenterofutah.org
- http://www.allaboutlearningpress.com
Improvements

- Glossary Button
- Title
Improvements

- Glossary Button
- Title
- Information
  - Statistics
  - Testing
  - Diagnosing
Round # 2
Improvements

- Flashier Title
Improvements

- Flashier Title
- More Disabilities
Improvements

- Flashier Title
- More Disabilities
- Multicultural Picture
• **Struggles**
  - Website content
  - Technical issues
  - Time
  - Feedback

• **Successes**
  - Using Weebly
  - Finding participants
  - Positive feedback
  - Expansion (Content & Users)
Any Questions
Thank You

- Family
- UH Instructors
- Colleagues
- Critical Friends