

**0:01** Hi everyone, my name is Melissa Richards and today I'm excited to share my reflections on the usability testing I conducted for my blended learning course designed specifically for second graders.

**0:13** As educators we know how important it is to assess- our teaching methods and materials continuously. Today I'll dive into who participated in the testing, what I learned from their feedback and the improvements I've made to enhance the learning experience.

**0:28** The usability testing involved my second grade students who are- the primary audience for this course. It was crucial to gather feedback from them to ensure the content and assignments were suitable for their learning needs.

**0:42** So involving the right participants was essential and I was able to engage my students effectively by using this If next hours, blended learning feedback form.

**0:50** It had information for them to give me a rating on different aspects of my blended learning course based on a five star rating system.

**1:02** So I used pictures for them to- to get visual references to what I was asking them about. I asked them about the ease of finding everything in the system, how easy it was to understand the directions, their confidence in using the tools to complete their tasks.

**1:20** The enjoyment of the course activities. And then I gave them an opportunity to give me some free response answers that asked what was going really well, what's something that we could improve on.

**1:33** And just a general question where they could just share something- with me that they wish I knew. So, in going over the feedback, I realized that I could improve this process in the future.

**1:45** For example, I could allocate more time for feedback collection and include all of my students versus all of the students that finished their work early.

**1:54** Since this was a side project of mine, I did not open this up to every one of my students since some of them struggled to get their regular assignments completed in a timely manner.

**2:04** But since I only focused this opportunity for students who do finish their work early, it wasn't exactly the clearest picture of how all of my students would engage with the splendid learning course.

**2:19** So, since I was only opening this up to students, I also want to have my teammates give me feedback, so I could see their perspective, um, from, they

could probably give me more information or catch details that they see from my teacher perspective, more so than what I could receive from a student.

**2:41** So, our school uses Schoology as the learning management system or the LMS. The choice significantly impacted my- testing process. During usability testing, I was able to observe how students navigated the platform and whether they encountered any organizational issues since each learning platform is

**3:00** organized differently. So, in the past, they've used school, uh, Google- For most part, Alright, hopefully we'll see you in the but switching over to Schoology is new to them in second grade, uh, but they were able to navigate things just fine.

**3:14** Um, sometimes they struggled with locating specific assignments or resources, though. So, for example, in week one, I had some of these files.

**3:25** They were resources versus assignments, so I added a week one folder where I could put the resources in and they could differentiate those from, oh, those are not tasks.

**3:37** I need to complete, but those are just things that I can use to help me if I need them. So, knowing that was a little bit overwhelming for some of them, I may consider providing a brief tutorial or guide on navigating- the platform at the beginning of the course.

**3:55** So, together feedback, I did create a Google form that I mentioned earlier for students to communicate their experiences over a two-week period.

**4:04** Uh, since Since my students are in second grade, I couldn't have them record their experiences, but I was able to sit with them individually to discuss their feedback in person.

**4:14** So, the Google form was just very basic information, but then they were able to elaborate with me, for example, if it's what do you think's going really well, understanding directions, what's something you feel that we can improve to do more small group.

**4:32** Uhm, I got more information on that response. They were wanting to learn how to do the skills a little better.

**4:38** So, being able to sit with them gave me more detailed answers that I could get just from the Google feedback form.

**4:47** So, not only did I learn a lot from the feedback they gave me in the interviews, I also was able to learn a lot of information from, the products that they turned in after completing the assignments.

**5:00** So, I recognized the importance of providing models of completed assignments. So, many of their submissions were more basic than I had envisioned by showing them example of what successful was.

**5:11** Or if it looks like I can set clear expectations and help them understand what they need to include. So, although I gave them directions for what to do here, a lot of their responses they gave me were very basic.

**5:24** So, I put in a diff- front folder if I go back to my course and come out here to create a new ending, for example.

**5:36** They participated in a little discussion, but I also now included We did. An example for them to refer to and see what's expected of them if they were choosing to do a storyboard for their option.

**5:53** Additionally, I learned that I needed to establish clear- expectations for discussion board etiquette. So young learners might not fully grasp how to engage in digital discussions effectively.

**6:05** This is a crucial area for improvement as a productive communication among students is essential for collaborative learning. So to help that, I created another resource here for discussion board expectations.

**6:20** This is something that I would go over before inviting them to the course. And inviting them to participate. And then it would always be there in this folder for me to refer back to if anybody ever needed reminders.

**6:39** In addition to including models of work, completed and expectations of how they should be participating in the tasks. I also plan to incorporate regular check-ins with my students throughout the year to s- This will allow me to make adjustments in real-time and ensure that my teaching methods and course

**7:00** materials remain effective. So overall, these usability testing sessions have greatly improved my course and will continue to improve my course.

**7:10** And the learning s- experience for my students. I've learned how critical it is to model expectations clearly and provide consistent practice to help my young learners succeed.

**7:20** Their feedback has been instrumental in refining my approach and ensuring that my course is both engaging. Engage you. And accessible.

**7:28** So I want to thank you for listening to my reflections on usability testing for my blended learning course. I look forward to continuing this journey of improvement and sharing more insights about the impact of effective teaching practices on students.

**7:42** Learning. So, we'll see you bit.