



Instructor Centred Design

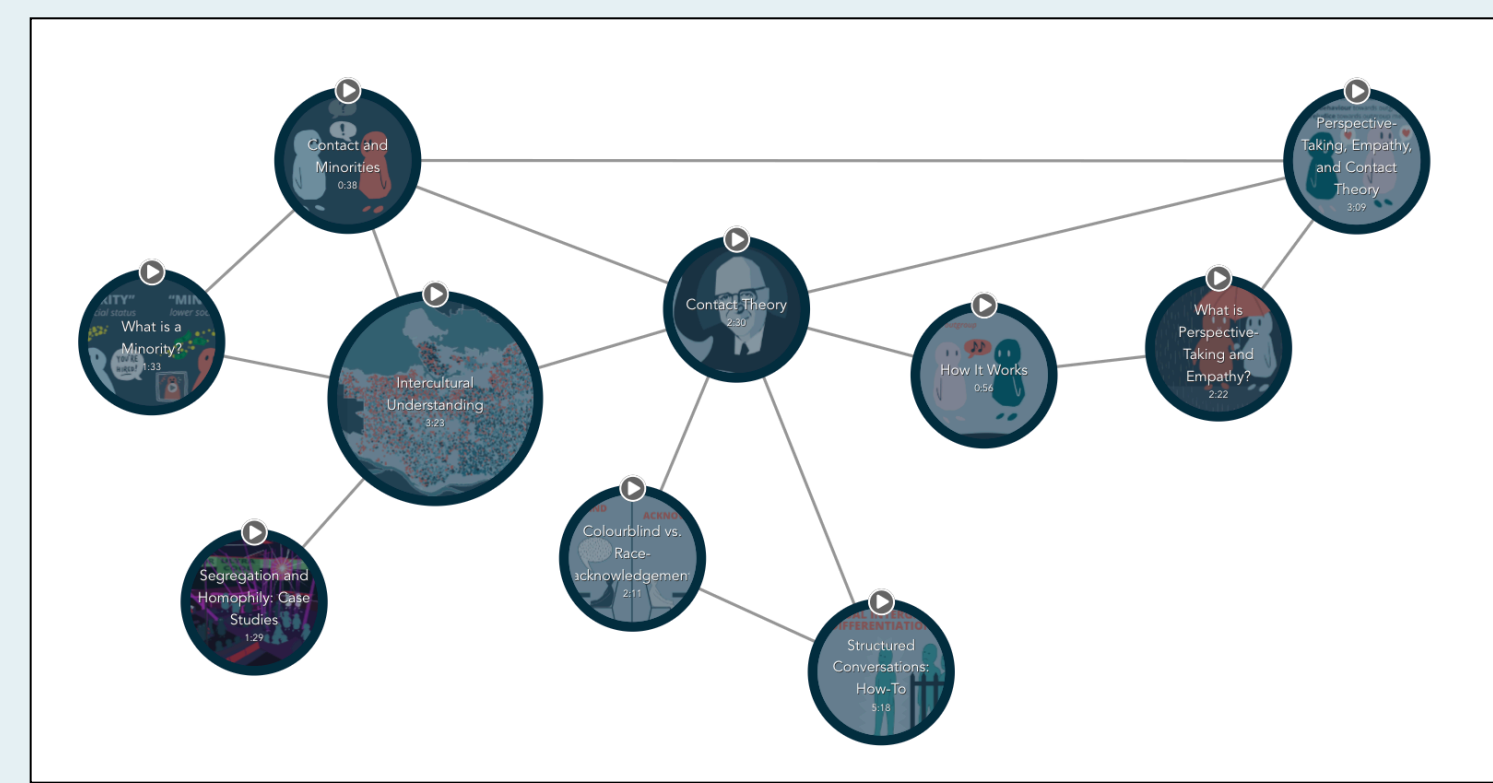
Improving User Experience in the Tapestry Tool

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<https://tapestry-tool.com>

Tapestry Tool

Encouraging interactive and collaborative course content through a non-linear layout.



<https://demo.tapestry-tool.com/tapestry/intercultural-understanding/?content=icus#/>

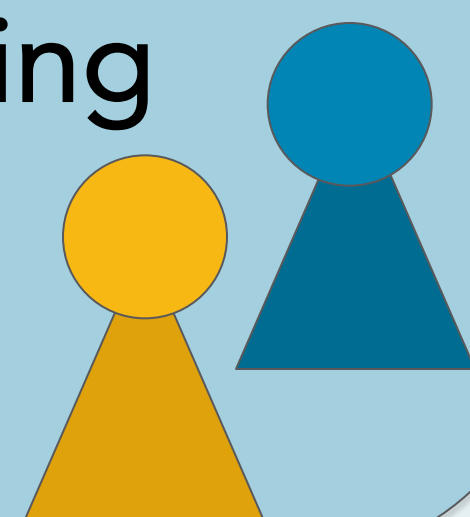
Both students and instructors can contribute content to a tapestry.

EMPATHIZE

There are many benefits of Tapestry for students, but only if instructors implement the tool in their course.

One of the main pitfalls for instructors in online teaching is anxiety about their expertise in using such technologies [2].

Turn to target user: "What is inhibiting you from using this tool?"



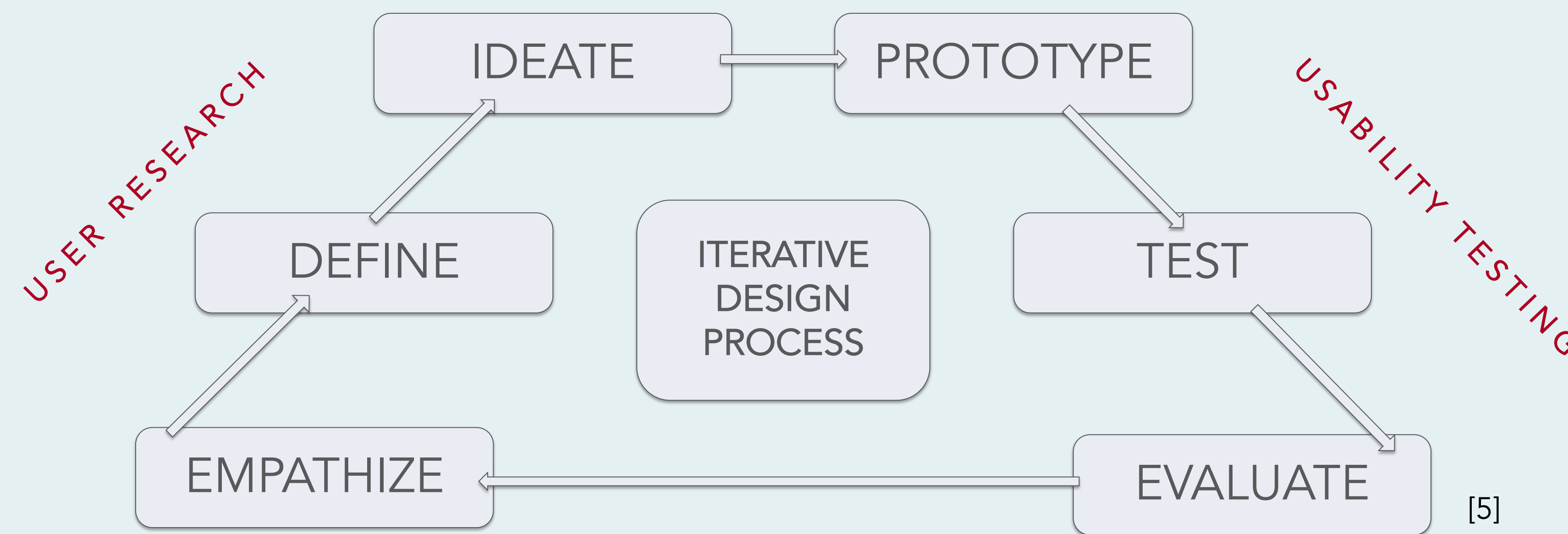
Interactive behaviours are some of the most effective for improving student learning outcomes [1].

DEFINE

Prior focus groups showed that instructors were primarily concerned with content creation and organization, and could not see themselves using the tool with their existing course content.

IDEATE

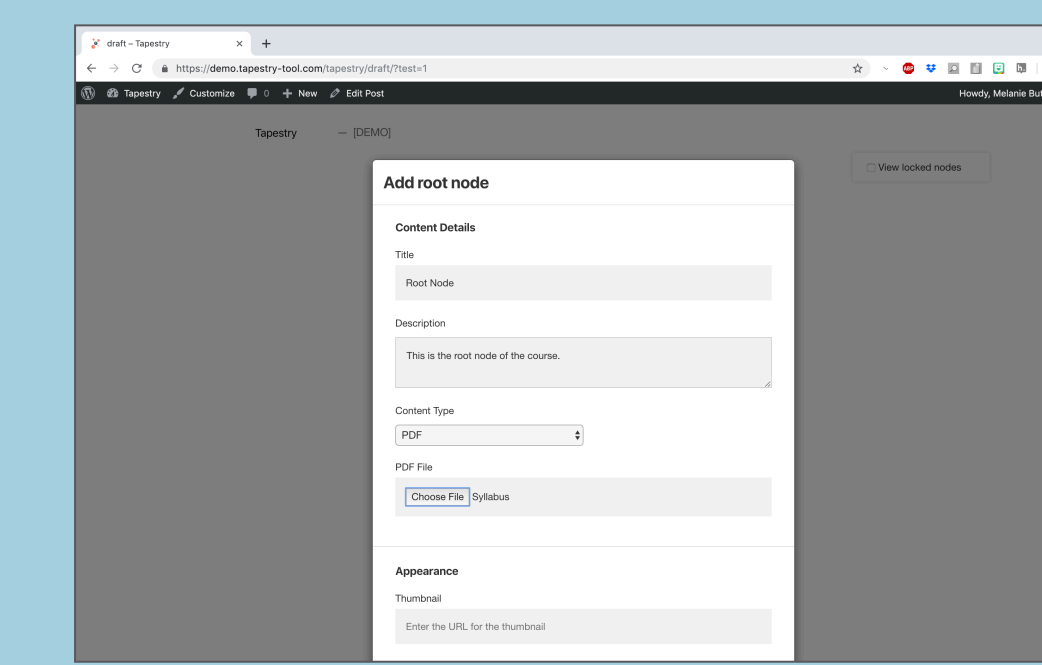
- Create examples of tapestries for existing UBC courses, using their course content.
- Implement features that may ease the transition to using the tool.



PROTOTYPE

Changes were made to an existing prototype prior to testing, based on the user research conducted.

Participants used pre-made course content during the session. Added features included support for PDF files, text nodes, and an easy-upload "Choose File" button.

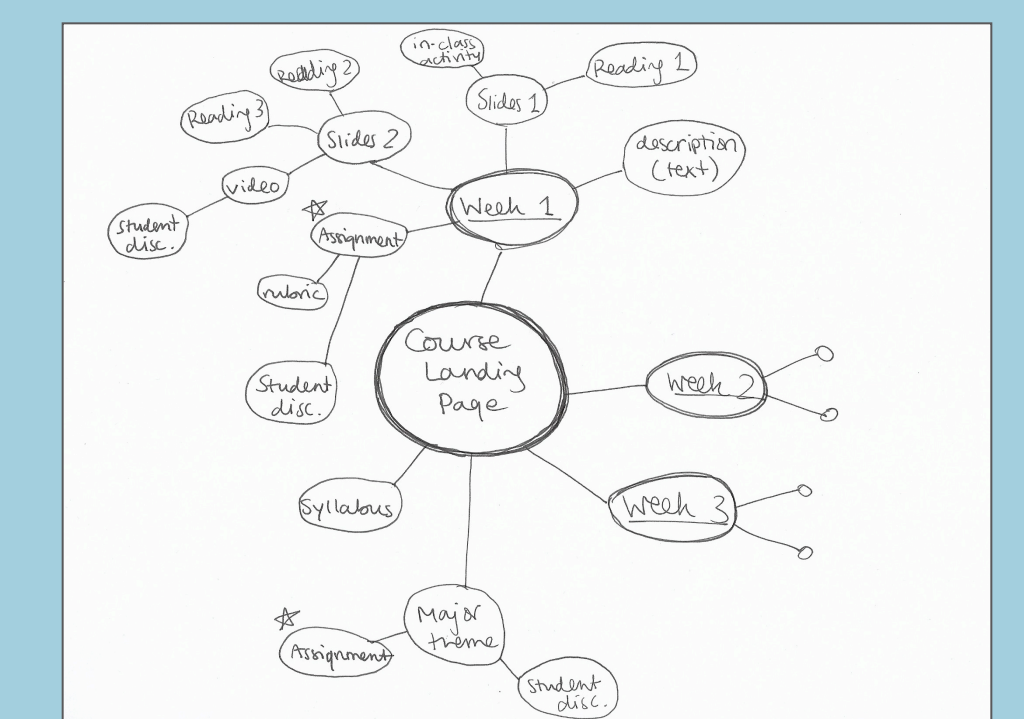


TEST

In the think aloud protocol, participants are asked to speak their mind as they interact with the product [3].

It is important to not ask participants for solutions, rather to let them identify problems, which can be solved later [4].

- 1) Authoring interface
- 2) Mapping and concept



"How would you arrange one of your courses as a tapestry?"

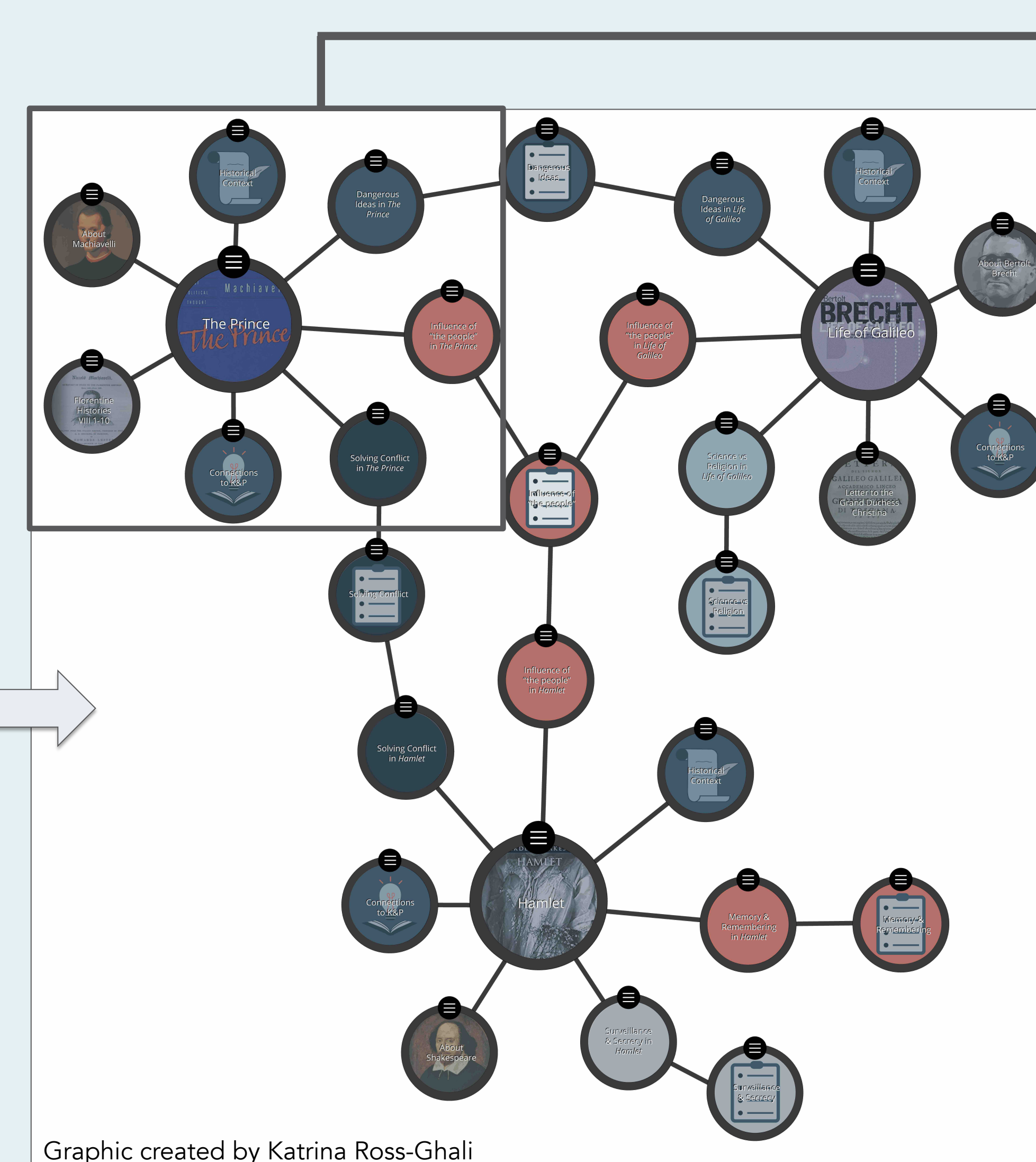
Portion of ARTS ONE example shown during testing session

EVALUATE

All participants enjoyed the layout and general interface, as well as the concept of the tool.

The main requested features were guidance in the uploading process, custom visibility options, and support with creative features.

Future work will focus on creating an onboarding walkthrough, streamlining the uploading process, and conducting further user research and testing.



Graphic created by Katrina Ross-Ghali

Three weeks in ARTS ONE

References

- [1] Dodson, S., Roll, I., Fong, M., Yoon, D., Harandi, N.M., Fels, S. (2018). An active viewing framework for video-based learning. *Proceedings of the Fifth Annual ACM Conference on Learning at Scale (L@S '18)*. ACM, New York, NY, USA, Article 24, 4 pages. <https://doi.org/10.1145/3231644.3231682>
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- [3] Krug, S. (2010). *Rocket Surgery Made Easy: The do-it-yourself guide to finding and fixing usability problems*. Berkeley, CA: New Riders. Available from <https://learning.oreilly.com/library/view/rocket-surgery-made/9780321702821/fm.html>
- [4] Klein, L. (2016). *Build Better Products: A modern approach to building successful user-centered products*. Brooklyn, New York: Rosenfeld Media. Available from <https://learning.oreilly.com/library/view/build-better-products/9781492018346/xhtml/cover.xhtml>
- [5] Adapted from NN Group: Gibbons, S., Nielsen, J., Norman, D., Tognazzini, B. (2016). *Design Thinking 101*. Retrieved February 8, 2020, from <https://www.nngroup.com/articles/design-thinking/>

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