MCGRAW-HILL EDUCATION:

Unitas Usability Testing

UX research, usability scenarios, and test script by Janet Si-Ming Lee, Sr. UX Designer
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Primary Objectives:

● Validate that users can easily find product information and make a purchase
● Assess whether basic tasks such as creating an account are easily accomplished
● Determine if navigation, search filters, and CTA labels are intuitive

Research Questions:

● Can users easily navigate the site?
● Are products easily found using search?
● Can users easily refine search results?
● Is the purchase flow intuitive?
● Is it easy for users to set up an account?

Additional Objectives / Questions:

1) Are you seeking a consultative approach through the site experience with curated recommendations?

    a. How would you like the site to help make recommendations for you? What type of recommendations do you tend to find most helpful?

    b. When deciding to go with one product over another, what are the key factors that go into your decision? (e.g. product description, disciplines, the vendor's recommendation, ratings by other people in your field, latest editions and releases, favorite authors / editors, etc)

2) Do users buy by segment at more granular levels such as by middle school and high school and not just at secondary levels?
(If so, do we need landing pages for them and can we then have clearer "browse by levels" drill-downs without having to choose a discipline as a roadblock toward granular grade levels- drill-downs?)

    a. Which grades at that granular level are of interest to instructors and parents / students?
(e.g. Would there be an interest in a page drill-able down to high school senior year for vocational educational opportunities for the non-college-bound or for career prep? Likewise, maybe junior year in high school is also important for AP Exams prep)

    b. Are different demographics interested in different grades? Would you expect to have the ability to browse all the way down by grade levels (without being forced to choose a discipline after the general education levels PreK, Elementary, Secondary, Adult Ed, etc)? If so, which grade levels are

most relevant and interesting to parents and educators (e.g. AP, PreK, 3rd Grade, 6th grade, etc)?

   c. Would you want the ability to browse all the way down by disciplines to sub-disciplines?

   d. Would the ability to search and view products for more than one discipline at a time as in the case of interdisciplinary subjects helpful?

   e. Which emergent interdisciplinary fields would you like to be able to search by multiple criteria?

   f. What search criteria factors are most important to you and in what order of significance do they follow?

3) When you are seeking consultations versus searching for a product you already know you want, can you describe your process for how you would ideally find the products you need? How do you differ in your approach?

4) What type of thought leadership content themes would you find most interesting or relevant to you?

5) Is "Rapid Order" terminology versus "Bulk Orders" in the link name more intuitive?

   a. Who are the Rapid Order purchasers? State board / district-level admin OR instructors? Do they have different criteria for purchases?

   b. What is the typical size of rapid orders?

6) Which websites and apps do you tend to frequent often for content and/or purchases (e.g. Amazon, Barnes & Noble, NYTImes, HuffingtonPost, Uber, Facebook, etc)
(I think it would be good to ascertain what types of sites they are most familiar with so we can have a benchmark of what they may consider more intuitive models for interaction.)

7) Before exploring the site, were you thinking of using the site for research but your transactions would be done offline? After navigating through the site, would you feel comfortable making a purchase online and if not, what do you feel you would want to do next?

8) Is there a sense of a key call-to-action on each page?

TESTING SCENARIOS

UX Scenario Objective:

Anonymous users must search for science-related articles using the search function

Steps:

1) If you are looking for science-related articles because you heard of McGraw-Hill's leadership in science

2) Using the search function, how would you begin your search?
   a. Tell me the steps of your search process.

Notes For Our Observation:

1) How granular is the search term by discipline when users search for science articles?
   L0? L1+?

2) Do users use the macro-filter drop-down menu beside the Search Box PRIOR to typing?
   a. Did you know this is a drop-down menu of choices?
   b. What do you think this drop-down menu enables you to do? What is its purpose?
   c. Did you see the options you wanted to see on the list?
      Would users want to be able to search for more products and content across divisions?

   d. Aside from divisions listed in the drop-down macro-filter in the search box, would users like to see any other search criteria like Amazon has it?
      (e.g. Would users like to be able to search for thought leadership link? We can ask them what that type of content would include?)

3) If they start typing and the drop-menu appears, what did they select?
   a. If users don't use the drop-down menu, we can ask them if they can envision a scenario where they would use it assuming they knew it was there as an option especially as it auto-served to the users.

   b. If the users chose something aside from thought leadership articles, what did they choose and why?

In the macro-filter drop-down filter (based on initial ideas of having all product divisions, content articles, events, etc available in the macro-filter refining search box in global header):

1) We ask users how they would further refine their search.
2) Which criteria are most relevant to them?

3) We can note which division is selected.
4) We also want to examine whether they select any other filters and which filters they choose for each.
5) Is there any other search criteria they wish we had available to refine the search as a selection type/genre and as a specific selection within it?

6) If users don't select any criteria in collapsed filter states, what were the reasons?
   a. Do they realize they could open and collapse the menu options? Did they not see it?
   b. Are the criteria labels obvious and make sense for what they think they would refine?
   c. If the labels aren't obvious, what should they be to be made more clear?

7) Would there be a scenario where the users would want to select another content type than the one they initially chose in the search drop-down menu? Or would it be confusing to be able to mix different content types?

8) Is it valuable to have the content type panel open by default or would they rather see a different panel open as the primary filtering option?

9) What is the level of granularity in disciplines and other filtering types?
   a. Is there a good representative list of filtering options or should there be more or less filtering options?

10) Did users notice the quantity associated with each filtering option and did that impact whether they wanted to refine further? How did it affect their refinement process in terms of whether they trusted the system to not-over-filter for them or whether they liked to go through the more selections on their own?

As __a PreK-12 teacher___ searching for _____

Content Search Results Page Questions:
1) Should we leave the panels open for the criteria panels where a selection has been made is visible and open OR have default panel or two open dependent on the content type?
2) Would it be useful to users to be able to save their searches
3) Should users be able to share their searches with other peers?
4) Are these three current types of sorting useful: relevance, title (A – Z) chronology (copyright newest to oldest) most useful? If not, what would be your top three? (e.g. Topic / theme, Price, publishing date versus copyright, grade levels, etc)

5) Are the highlighted content areas (disciplines landing pages and featured articles) helpful or would rather see the results served up higher?

Search Results for Products:
1) Do people understand that the radio buttons indicate even / or scenario?
2) Is the functionality intuitive — would they see it all spelled out with all the persona?
3) Who is the default persona? Should it be faculty because they can see both?

Methodology:

Participants:

Parents, teachers, and administrators (5 each)

Scenario #1

The task for the Parent:
Find the product "MathMatters 3: An Integrated Program Student Edition" that your child needs for his/her class.

Task #1: Look for the product using the search bar
Use the filters on the search results page to refine your results

Questions:
- Did the search work as expected?
  Y/N

- How easy was it for you to find the product?
  1 (easy) – 5 (difficult)

- Were the filters on search results easy to understand and use?
  Y/N

- Were the number of filters
  a) overkill   b) adequate   c) not enough

Task #2: Find the product using "Browse & Shop"

Questions:
- What method would you be more likely to use when looking for a product?
  a) search bar   b) global navigation

Stakeholder Goals

Account Creation:
Observe various user types create an account and provide feedback on the process

Navigation:
Validate that all navigational headers are intuitive and clearly convey content expectations (both main nav, and product specific)

- Confirm the path of the product: find, select, and purchase –

- Ensure all steps are intuitive and meet user expectations for few click/steps – specifically evaluating:
  1. finding products through search [is search optimized]
  2. finding products with ISBN
  3. finding products with very general or few keywords

- Is the browsing experience intuitive?

- Explore expectations within the Science of Learning category – what do they expect to find? Is it useful and easy to access?

- Is payment and transaction easy and intuitive?
- Is the process for validating teacher credentials easy to do for users and intuitive

- Clarity and intuitiveness if a new user from homepage (non-persona) navigates between different business landing pages
  o Clarity and intuitiveness on all navigation of PreK-12, Higher Ed, International (in header and footers) AND user--student and educator
  o Is 'individual' purchaser and 'school' intuitive
  o Is it easy to "bounce" between BU's and know what content you're being served?

CTAs:
- Validate CTAs "shop now" and "sample online"
- Validate tertiary CTA "contact us"
- A/B test for CTAs. Should they all have the same weight or should there be a hierarchy

Search Results:
- Are filter names intuitive?
- Is the + and – symbol intuitive? Does the user understand that opens and closes the tab?
- Are there enough filter choices? Too many choices?
- Are the sort options useful? At what # search results is it not useful?
- Is there a good mix of product and story (Thought Leadership, news, blog articles)
- populated to be able to obtain information on the searched topic?

Miscellaneous:
- Persona names ("individual" vs. separate ones for "homeschooler", "parent" and "teacher") ("school" vs. "educator")