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# Tele-Story

*Reading together while apart*

M5:  
Evaluation

HCI  
Capstone

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## Summary

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The primary users of *Tele-Story* consist of children ages 0 through 7 who enjoy having books read aloud to them and members of their family circle of reading age that want to form a connection to the children by recording a story for them. These family circle members may live or be traveling far away from the child, making it difficult to manage quality, real-time interaction. *Tele-Story* helps members within a child's family circle experience the joy of sharing stories in the timeless tradition of reading aloud.

From a touchscreen interface, users select a storybook, record their voice reading the book, along with all the personal commentary that makes reading together a close experience; then, send the book to a child. The child that receives the book can access it from another device, listen to it, and, then, send a thank you note back.

## Evaluation Methods

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### Approach

For the evaluation, I read from a Facilitator Script that I had prepared. I used this script to keep the test experience as similar as possible across evaluation sessions.

Prior to performing the tasks, each adult participant was provided a Participant Booklet and asked to read the task descriptions aloud before starting each task. The read aloud approach gets participants comfortable talking out loud and assures me that they do not just scan the document. I prepared 3 booklets to cover 3 user profiles: adult recorders, dependent child listeners (the hands-on user is the parent/caregiver), and independent child listeners (able to perform the tasks with minimal or no training).

During the evaluation, participants provided real-time feedback using the "think aloud" approach.

After the tasks were complete, adult participants completed a standard SUS survey using Qualtrics. We then had a debriefing session where they provided additional feedback.

I used the RITE method to test often and adjust frequently (McGinn, 2013).

Quantitative data collection during usability test sessions focused on time to complete tasks and success rate versus errors. A standard SUS survey was given to gather feedback after the evaluation tasks were completed. For the children that used the application independently, I asked the parents to complete the survey based on their observation of their child and their own interest based on those observations, as they would be the purchase decision makers if this application were on the market.

Qualitative assessments were captured in a recommended change log designed to categorize and assess the feedback during the interviews.

### Users and Test Environment

I conducted 3 pilot evaluations, one for each user profile: adult recorder, dependent child listener (requires caregiver), and independent child listener.

I conducted in-person evaluations of 4 grandparents of children, ages 3 through 7, for the recording scenarios (Table 1., Tasks 1 and 2), which target this user profile. One evaluation was performed in a café. The other three were performed in the users' homes. All were performed in the evening.

I conducted online evaluations using Webex of 1 parent of children, ages 0 through 2, for the listening scenarios (Table 1., Tasks 3 and 4) targeting children who will require a caregiver to operate the prototype application while the child sits in the caregiver's lap. The parent and children were in their home during evening hours.

I conducted online evaluations using Webex of 1 child, age 7, for listening scenarios (Table 1., Tasks 3 and 4) targeting children that need minimal or no help operating the prototype application. A parent assisted with administering these evaluations by reading the tasks from the participant booklet aloud to her child. The parent and child were in their home during Saturday morning hours.

**Table 1. Participant Demographics**

<i>ID</i>	<i>Gender</i>	<i>Age</i>	<i>Relationship to Child</i>	<i>Test Environment</i>
P1	Male	56	Grandparent	User's home
P2	Female	52	Grandparent	Café
P3	Male	62	Grandparent	User's home
P4	Female	55	Grandparent	User's home
P5	Female	35	Parent	Webex
P6	Male	7	Child	Webex

### Tasks

I provided the *Tele-Story* prototype link, <http://q46a6r.axshare.com/#c=2>, and booklets with scripts to complete the tasks listed in Table 2 (for booklet details, see Appendix B).

**Table 2. Task List**

<i>ID</i>	<i>Task</i>	<i>Scenario</i>	<i>Goal</i>
1	Search for book to record	Your daughter has set up a user account for you to use the <i>Tele-Story</i> application on your iPad or computer and asked you to use it to record a storybook in your own voice for one of your grandkids. She explains that she has set up a library for the kids in <i>Tele-Story</i> where they will be able to find your recording and listen to it again and again.	You want to see if there is a book you think you would enjoy reading for your grandson even though you are not ready to record it yet.
2	Record storybook	Your grandson's birthday is coming up soon.	You want to use <i>Tele-Story</i> to send him an audio book that you record for him

<i>ID</i>	<i>Task</i>	<i>Scenario</i>	<i>Goal</i>
3	Search for books to listen to	You have <i>Tele-Story</i> user profiles already set up on your iPad or computer for you to listen to a storybook recording made by a family member that lives far away.	You want to find your family or child's library to see what books are there.
4	Listen to a storybook	It's bedtime.	You want to hear a story before bed.

### **Observation Logs and Interviews**

I used observation logs for each user to take notes as they performed the steps for each task. After they completed the tasks, I conducted a brief interview (for observation log and interview notes, see the **Results** section).

### **Post-Evaluation SUS Survey**

All adult participants completed an anonymous System Usability Scale (SUS) survey using a Qualtrics link I provided (Brooke, 2013). As all of the users in this evaluation are either family or friends, I wanted to provide them with a mechanism to give honest feedback (for survey questions, see Appendix C).

## Results

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### Observation Logs and Interviews

This section provides examples of the observation logs for each user to take notes as they performed the steps for each task. \* Indicates goals specified within task. Use of non-starred items indicates an item was explored by the user, but not required to successfully complete the task. Additionally, this section includes the interview questions I asked after the evaluation with example answers.

**Table 3. Adult Recorder Observation Log Example (Participant 1)**

<i>ID</i>	<i>Task</i>	<i>Time to complete</i>	<i>Errors</i>	<i>Observation</i>
1	Search for book to record	3 minutes	1	<p><b>*Method to locate bookstore:</b> Family library &gt; attempted to choose books already recorded (error); then clicked shopping cart on child's bookshelf</p> <p><b>Used filters:</b> yes</p> <p><b>*Found details:</b> yes</p> <p><b>*Method to close details:</b> Close Window</p> <p><b>*Method to return Home:</b> Home icon</p> <p><b>Notes:</b></p> <ul style="list-style-type: none"><li>• Looked for a specific child first, expected books to record would be there</li><li>• Looked at details for several books</li></ul>

ID	Task	Time to complete	Errors	Observation
2	Record storybook	5 minutes	2	<p><b>*Method to return to book:</b> used shopping cart</p> <p><b>Used Tips:</b> no</p> <p><b>Used Back button:</b> no</p> <p><b>*Understood Record/Stop toggle:</b> started recording, wanted to advance to next page (error), understood that button to advance was inactive, but was unsure how to proceed; clicked stop for lack of other option; remarked that play and next buttons became usable</p> <p><b>Noticed Recording In Process message:</b> on second round, not first</p> <p><b>Used Play button:</b> clicked it with intent to move to next page (error), not to launch player; remarked that it confused him but he “gets it now”</p> <p><b>Method to close player:</b> Discard option, commented “it doesn’t matter since this isn’t real”</p> <p><b>*Used Next button:</b> yes</p> <p><b>*Method to return home:</b> clicked home icon instantly without reading message in pop up</p> <p><b>Notes:</b> Initially confused by recording sequence; once rhythm established was able to glide through it</p>

#### Adult Recorder Interview Sample (Participant 1)

1. What did you like you the most?  
Kid and family pictures very appealing
2. What do you like the least?  
The record > play> stop screen never felt right, the X on the bottom really bugged me.  
Would prefer Home icon to always be present...from the recording page just add a warning that recording will be lost -- make sure they want to stop recording.
3. Open exploration and discussion  
After completing the tasks, P1 was very comfortable and eager to click everything to see what it does and provide feedback.
  - a. Comments on Search/Navigation related items - He did not like the shopping carts on the home page or on the child’s shelf.
  - b. Recording - He really liked the personalization with the greeting and afterword prompts; he wished in retrospect he had been more personable during the reading of the book; he said next time he would talk about the pictures and make it more like when you are reading to a child in person
  - c. Listening – Does not like the X icon; would prefer a back or home button

**Table 4. Independent Child Listener Observation Log Example (Participant 6)**

<i>ID</i>	<i>Task</i>	<i>Time to complete</i>	<i>Errors</i>	<i>Observation</i>
3	Search for books to listen to	3 minutes	2	<p><b>*Method to locate specific library:</b> needed guidance (error)</p> <p><b>*Understood bookshelf concept:</b> yes</p> <p><b>*Method to return home:</b> needed guidance; mom pointed to home icon and asked, “what do you think that will do” (error)</p> <p><b>Notes:</b> mom said “he will get this...he just needs a little help to get started”</p>
4	Listen to a storybook	5 minutes	3	<p><b>*Needed help to find bookshelf again?</b> No, went straight to it</p> <p><b>*Opened book:</b> yes</p> <p><b>*Used play button:</b> clicked volume button first (error), then said, “lets try this” and clicked play button...thought his grandmother’s voice was real-time, so he called out “Hey, Grammy!” His mother needed to explain this was recorded earlier</p> <p><b>*Used heart button:</b> yes</p> <p><b>Tried volume button:</b> yes, but was not sure what to expect</p> <p><b>Tried pause button:</b> no (not part of task; really stayed on task)</p> <p><b>Tried exit button:</b> no (not part of task; really stayed on task)</p> <p><b>Notes:</b> very delighted by images (mom was, too!); very quickly grasped concept of family library and personal shelf; stayed on task, but afterwards was very eager to explore; mom showed him cousins library (both mom and child loved that feature, “Baby Bruce has my book, too!”)</p>

**Adult Recorder Interview Example (Participant 6)**

1. Who would you like to hear read you a book?  
“Aunt Daphne!”
2. What books would you like to have read to you?
  - a. Avengers
  - b. He really wished the spaceship prototype placeholder was a book because he wanted to hear that one
3. What color would you like your bookshelf to be?
  - a. Red!



## Adult Recorder Tasks

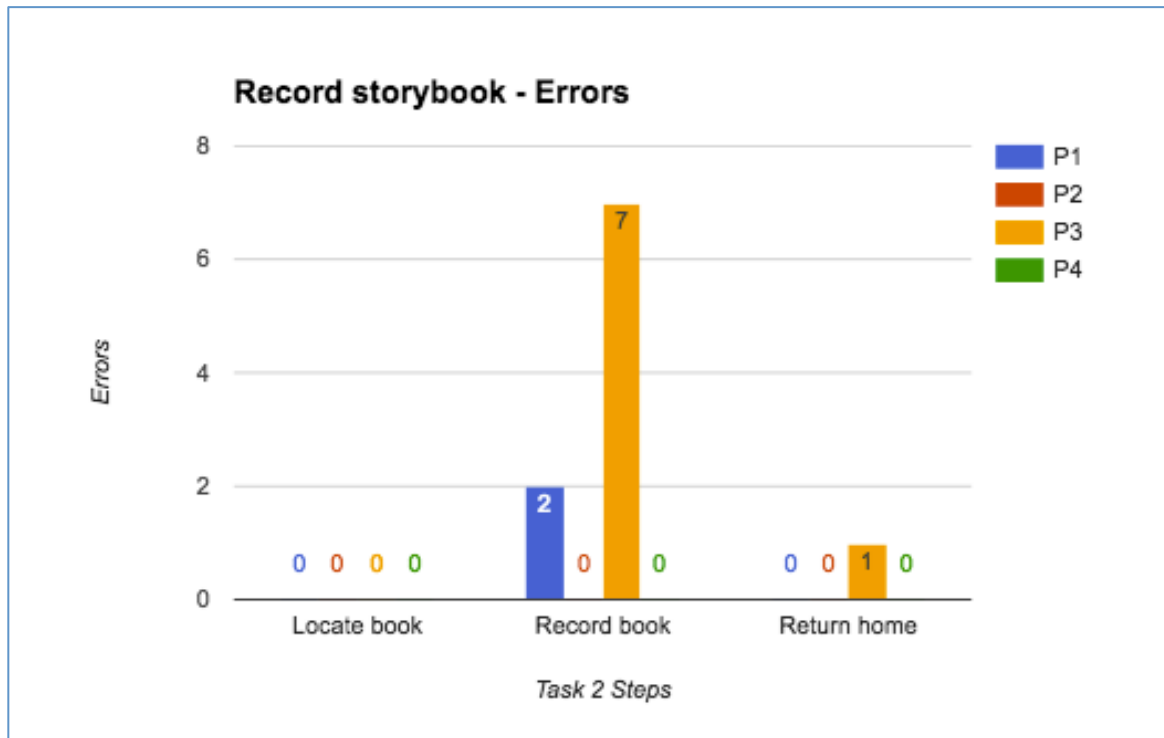
### Adult Recorder Errors

I used the observation log to count the numbers of errors per step of the task that each user committed. As we were using the think aloud method, users let me know if they were going off task for a click or two. These exploratory excursions were not counted as errors. For many steps, there are alternative methods to achieve the same goal. I recorded which method each user chose. I did count the use of browser-based options, such as the Safari page back arrow, as errors because these options will not be available in the non-prototype application. So, I need to identify those instances and revisit them in the re-design.

Figure 1. Task 1 Errors



Figure 2. Task 2 Errors



#### Adult Recorder Interviews

During the interviews, all users expressed the desire to explore the application. So, in addition to getting answers to the questions I prepared in advance, I was able to collect feedback on the overall application, including the listening flows and looking at other family libraries. I grouped the responses from the interviews into categories so I could access where users are delighted and where they recommend improvements. As I was using the RITE method to respond to the feedback, I have commented on the suggestions I implemented after the recording evaluations were done so I could get feedback from the adults involved in the listening evaluations.

Table 5. User Feedback and Recommended Changes Log

ID	Search/ Navigation	Change Status
1	3 of 4 grandparent users did not like the shopping carts	Change partially implemented (on home page only); kept carts on shelves for individuals that do not have any books on shelf yet
2	4 of 4 were delighted that they could see cousins libraries as well as their own	No change desired
3	4 of 4 commented that they think I need to change the "Primers" filter label to something else; no one had a suggestion what it would be	Needs research

(Log continued on next page)

Recording		
4	4 of 4 love greeting and afterword	No change desired
5	4 of 4 wanted a practice recording tutorial to launch the first time they try to record	Needs design
Preliminary Review		
6	4 of 4 liked the opportunity to review the book ahead of time but several user made recommendations to improve it (see next 2 notes)	See other notes in this section
7	2 of 4 recommended that the review be added to the search flow instead of the record	Needs design
8	1 of 4 recommended that the advance page in the record flow always be active so that you can look ahead / review while in the record flow	Change implemented - this will also address some of the frustration expressed about the advance page. This change does not eliminate the design consideration mentioned above.
Listening		
9	4 of 4 were delighted when they discovered photos were included	No change desired
10	2 of 4 want the home button to be present in this flow (not the X to exit)	Not yet implemented
11	4 of 4 loved the concept that the heart button will inform the recorder that the book was listened to	No change desired

## Child Listener Tasks

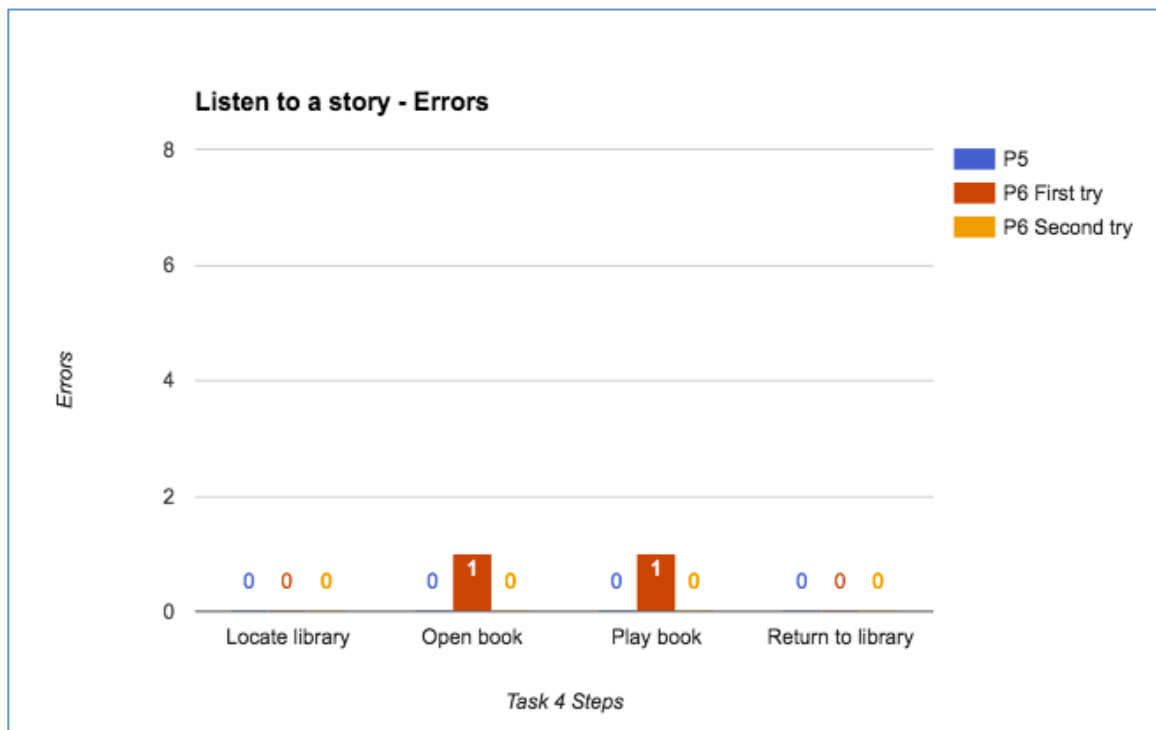
### Child Listener Errors

I used the evaluation where an adult parent performed the listening tasks for a dependent child to create a baseline for ease-of-use. Both the pilot parent and the evaluated parent performed the listening tasks with zero errors. For the dependent child evaluation, I had the child perform the evaluation once with guidance from the parent and then again without guidance so I could determine the ease-of-use for a child that receives a little bit of training. During the first dependent child evaluation, I recorded errors for any step where the parent had to provide guidance. During the subsequent evaluation, the child did not need guidance and did not commit errors.

Figure 3. Task 3 Errors



Figure 4. Task 4 Errors



### Child Listener Interview

There were two evaluations to observe users of the listen tasks, one for the dependent child, whose interview feedback was given by an adult parent, and one for the independent child, whose interview is documented early in this report.

The feedback from the parent was completely positive. Example comments:

“I love this idea!”

“I can’t wait to use it!”

“I love the pictures!”

The parent expressed that she liked the family photo album aspect and was delighted she could show her child pictures of his cousins. She remarked that the family libraries were “like a photo family tree.”

### Completion Rates

Figure 5 provides an example of the completion rate results where I compared steps attempted against steps completed. All tasks except Task 2, Record a story (see Figure 6), had a 100% success rate.

Figure 5. Task 1 Completion Rate

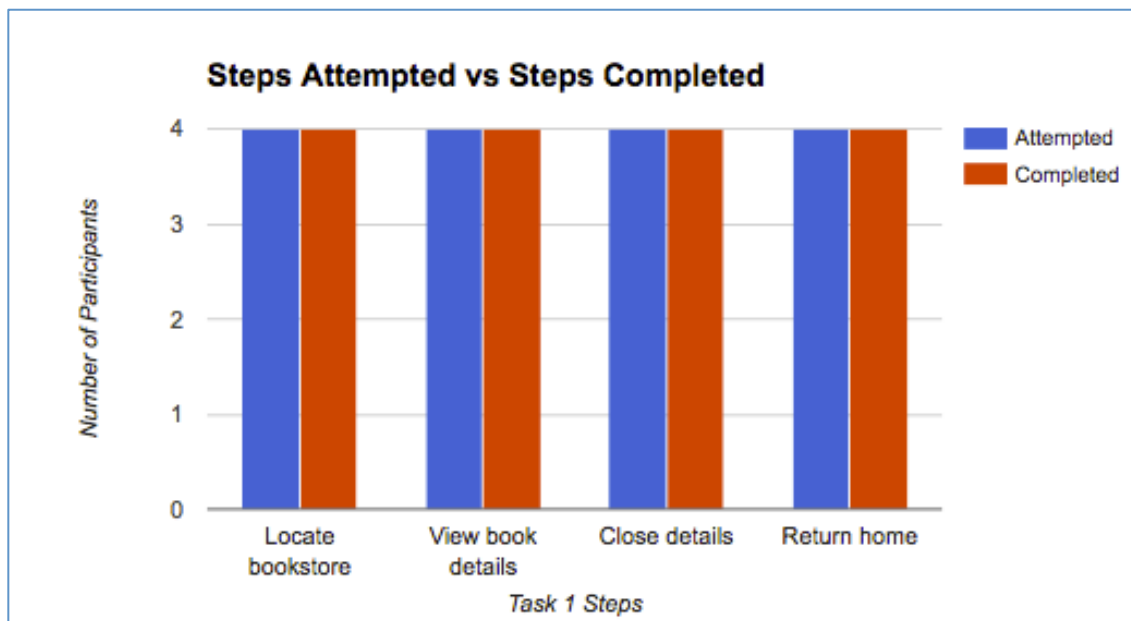


Figure 6 shows that one user was unable to complete a step during the Task 2 evaluation.

Figure 6. Task 2 Completion Rate



## SUS Survey

	Recorder Tasks				Listener Tasks	
	P1	P2	P3	P4	P5	P6
Q1 - I think that I would like to use this system frequently	5	3	5	5	5	5
Q2 - I found the system unnecessarily complex	2	2	3	3	1	1
Q3 - I thought the system was easy to use	5	5	2	4	5	5
Q4 - I think that I would need the support of a technical person to be able to use this system	1	1	2	1	1	1
Q5 - I found the various functions in this system were well integrated	5	5	4	4	5	5
Q6 - I thought there was too much inconsistency in this system	1	1	1	1	1	1
Q7 - I would imagine that most people would learn to use this system very quickly	5	5	4	5	5	5
Q8 - I found the system very cumbersome to use	1	1	1	3	1	1
Q9 - I felt very confident using the system	5	5	4	4	5	5
Q10 - I needed to learn a lot of things before I could get going with this system	1	1	2	4	1	1
<b>SUS Scores</b>	<b>97.5</b>	<b>92</b>	<b>75</b>	<b>75</b>	<b>100</b>	<b>100</b>
Recorder Tasks Average	84.88					
Listener Tasks Average	100					
Overall Average	92.44					

## Discussion

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### Analysis

#### Time on Task and Task Completion

Time on tasks for participants testing the recording-related tasks did not vary widely if they were able to complete the task. Of the 4 participants that attempted Task 2, Record Storybook, 3 completed it within 5 to 6 minutes, and P3 abandoned it after 10 minutes. He very politely commented, "Oh, well, you've lost your 62 and older crowd."

For the tasks performed for the Independent Child Listener evaluation, I had the child perform each task twice. The first attempt for both tasks required parental guidance. Task 3, Search for books to listen to, took 3 minutes. Task 4, Listen to a storybook, took 7 minutes. The second attempt did not require parental guidance. Task 3 was performed within 1 minute and Task 2 was completed in 3 minutes. (Note: the recorded book plays for 1 minute 45 seconds.)

#### Errors

The errors analysis provided some insight to areas that can be improved. Of note, the pop-up windows should only be used when they present a message with a single call to action (Close). Multiple options, such as Save or Discard, confused all users. Only P4 did not commit errors during the recording task flow. However, using the think aloud technique, she explained, "I like to click

every button to see what it does before I actually try to do anything. She clicked every call to action, then said, “okay, I think I’ve got this” and began recording.

### SUS Questionnaire

Scores from the parents that took the surveys on behalf of the child listener testers are both 100. Scores from the SUS survey range from a low score of 75 to a high score of 97.5 for the adult recorder testers. The average for the adult group is 84.88, which is regarded high and within the top 10 percent of scores (Sauro, 2011). Though I am very pleased with the SUS results for the tasks designed for children, I believe the high SUS score for the recorder tasks is overshadowed by the fact that 50 percent of the adult recorder scores are 75. Keeping in mind that in future, I want the recording tasks to be easy for children of reading age to perform, this is an area that needs improvement.

### Qualitative Data

The think aloud technique and the post-test interviews provided the most useful data for me to improve *Tele-Story*. During the debriefing with P3, the tester provided very specific feedback on how he expected the controls to work. He explained that his experience with mechanical recording devices made him expect very specific colors and shapes to be used (a red circle means record; a red or black square means stop recording). I also received feedback on features that users would like to see in the future, such as the wish list concept and scheduling when the audiobook would be available (for birthdays, or other special occasions).

### Usability Problems and Solutions

The following table lists the problems identified in the *Tele-Story* prototype evaluation, the severity of the problem, and the proposed solution.

No.	Severity	Problem	Solution
1	Usability Disaster	P3 (representing elderly user group) failed to complete the core task to record a story	Must fix – Provide tutorial to practice recording. Rearrange control panel. Keep all buttons active even if the function is not applicable (use messaging to explain the “deadend” is preferred over not being able to try a call to action).
2	Major	3 of 4 grandparent users did not like the shopping carts	Remove cart from home page. Make bookstore clickable to access books available for recording.
3	Major	Listening flow needs to have home button instead of X to abandon flow	Remove X button from control area and add Home page icon to page consistent with placement on other pages
4	Minor	2 of 4 adult recorders recommended that the review be added to the search flow instead of the record flow	Provide the option to review the book from the Book Details page.
5	Cosmetic	4 of 4 commented that the “Primers” filter label needs to be changed to something else; no one had a suggestion what it would be	Need to find better term to replace “Primers.”
6	Cosmetic	Page forward arrow and	Use different colors for



No.	Severity	Problem	Solution
		player PLAY button are too similar	navigational controls from recorder/player controls. Add labels to all controls.

**Table 6. Usability Problems and Solutions**

### Surprises

I did not expect users to grasp the concept of the library so quickly and the personalized shelves, both children and adults. They “got it” immediately.

I was surprised that adult users seemed to grasp the prototype concept very well, but were confused by the use of “lorem ipsum” text.

Alternatively, I was surprised that the child user understood that the images that represented books were not real and impressed when he recommended that someone should “make a book for the space one.”

I was surprised that the child user thought that the recorded voice was real and responded, “hey, Grammy!” I should have expected that user experience. This experience just required his mom to explain what a recording was. Once he grasped that, he loved the idea.

### Implications

The recording flow needs to be easier to understand. Also, after observing how long 4 to 5 minutes seemed during the recording (even when it went smoothly!), I need to consider design enhancements to keep the flow engaging as users may tire of the “wash-rinse-repeat” pattern of the start > read > stop record flow. This will require exploring design for stop-n-save for later recording. Also, I think I may insert tips along the way to remind readers to make the recording personal. With the prototype, they had prompts to personalize the story during the greeting and afterword; however, most recorders did not address the listener during reading of the book pages. One approach I want to explore is research into interactive capability, often referred to as gamification (Sim & Read, 2013): can a recorder touch an image and say “look at that cute puppy” and then have the image “glow” or “float” during the listen flow? Or, similarly, have the recorder ask, “show me the puppy,” touch the puppy to mark it, and then the listener respond by touching the puppy and getting an acknowledgement if correct, or guidance if incorrect.

### Reflections

Designing a product for children, seniors, and “the sandwich generation” that falls in between required some extra work. I had to create a separate prototype version for the pilot child evaluation because the design for non-readers (Jarrett & Summers, 2010) relies on recognition of family members in photographs. Also, photographs of the child tested needed to be included so he knew which shelf was his.

The need for multiple pilots reduced the time and resources I had for gathering data for the child listener scenarios, as I had to use one child of independent age for the pilot. Also, I originally had two other children lined up for the independent child user evaluation, but illness and unexpected conflicts made these very hard to arrange. Going forward, when I need to evaluate children, I will get commitments from more parents. Another finding about working with children: when the family has multiple children, I need to be prepared to be inclusive of all children in the family for the evaluation. I was able to include the younger brother of the test participant child during the interview. The fact is he provided feedback and comments during both the evaluation and the interview that I did not know how to formally fold into my data.

I contrived the child usability script to follow that of an adult. Going forward, I would launch straight into the observing the child explore the prototype (Johal, 2015). I did abandon the idea of creating a

rubric to evaluate how tasks encourage childhood development (Huitt & Hummel, 2003), as that approach was geared more toward evaluating the educational value rather than the usability.

The benefits of these evaluation exercises are tremendous. They are not limited to discovery of what doesn't work or isn't user-friendly. They continue the exploration of affordances or brainstorming of new features. Evaluation is requirements gathering in edit mode versus whiteboard.

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## Appendix A: Facilitator Script

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### Tele-Story Evaluation Facilitator Script

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**Before beginning:** Ask if participant is comfortable or needs anything.

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I would like to thank you and welcome you to my usability study of *Tele-Story*, an application for remote family members to read books aloud for the young loved ones in their family circle. I REALLY appreciate your providing time today to help me out. Your input is going to be very important to me as I evaluate this application and see how easy or difficult you find it to use.

-----

I want to optimize the design of this application. And the way that I'm going to do that is to ask you to perform a few tasks. I will also ask you a few questions after you're done.

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As you perform a task, I want to know what you expect to happen when you make a choice and whether it meets with your expectations or not. I want to know what surprises, what delights, what confuses, or even frustrates you and why. When you share with me what you're thinking as you go along, I get a better understanding of how the process works for you.

-----

To help me get a better understanding of how the process works for you, I would like for you to think out loud during this session. It would help me so much if you could tell me what you are thinking. For example, "I am clicking on this image because I want to see what happens." So if you could just think out loud, that would really help me out a lot.

You don't have to speak loudly. Just speak in your normal tone of voice so I can hear your thoughts. Okay?

-----

There are a series of tasks in the Participant booklet that I ask you to read aloud before you begin. Please perform each task the way that you would if you were actually trying to do this for yourself. It isn't necessary to complete each task perfectly, because I'm interested in seeing how you would interact with *Tele-Story*. Before beginning a task in the booklet, please read the task out loud and then, when you are ready, perform the task. After you're done, we'll sit and talk a little bit and I will ask you to complete a quick survey.

-----

Please, remember that I am observing the way people will use *Tele-Story*. I'm not evaluating you or your performance. I want your honest feedback, so please feel free to tell me what you really think and not what you think I want to hear. You are free to take a break or leave at any time.

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Do you have any questions for me before we begin?

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Great! ~~Then let's get started.~~ Please turn to Task 1 in your booklet and read the instructions out loud.

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**Facilitator Instructions:** After the participant finishes reading a scenario/task, start the timer. Stop the timer when they complete the task and make a note of how long it took to complete the task and whether they were successful.

**When finished with all tasks:** I really appreciate your participation in this program. I'd like to talk with you about your experience and then ask you to take a quick survey.

### Tips

- Count to 10 before interrupting to avoid the impulse to "rescue" a participant
- Always keep the focus of attention on the user, not yourself. Avoid I statements and long explanations about how the site works.
- Focus on tasks, not features.
- Repeat their own word or phrase back to them as a question: "That message is confusing?"
- "And you were expecting . . ."
- "And your goal is . . ."
- "What is your goal?"
- "What did you expect when you did that?"
- "How did you expect that to work?"
- "Can you tell me what you were thinking?"
- "What do you want to accomplish here?"

**Participant Booklet for the Recorder  
User Evaluation of the *Tele-Story*  
Application**

## Before You Begin

For the actual product, you would have an icon on your desktop to launch the application. For the prototype used in this usability study, I will send you a link to launch the app.

## Task 1

Please read the following scenario and task out loud:

### Scenario

Your daughter has set up a user account for you to use the *Tele-Story* application on your iPad or computer and asked you to use it to record a storybook in your own voice for one of your grandkids. She explains that she has set up a library for the kids in *Tele-Story* where they will be able to find your recording and listen to it again and again.

You want to see if there is a book you think you would enjoy reading for your grandson even though you are not ready to record it yet.

### Task

1. Starting from the Home page of *Tele-Story*, use the options available to navigate to the bookstore and find books appropriate for a **3 year old**.
2. Find details about one of the books.
3. Return to the Home page.

**If you have any questions about the task**, ask now. If you have no questions, please, open this link to begin:

<http://bx00x.axshare.com/#c=2>

**End of Task 1:** Please turn the page and read the next task out loud.

## Task 2

Please read the following scenario and task out loud:

### Scenario

Your grandson's birthday is coming up soon and you want to use *Tele-Story* to send him an audio book that you record for him.

### Task

1. Navigate to the book, *Freight Trains*, by Donald Crews, and choose the options to start a recording of the book.
2. When you are ready, use the controls to record the book as you read it aloud. This prototype is not actually recording your voice; however, for the usability study, please pretend that it is. Also, continue to think aloud, along with reading aloud, as you use the controls.

**If you have any questions about the task**, ask now. If you have no questions, please, open this link to begin:

<http://bx00x.axshare.com/#c=2>

***End of Task 2:*** Congratulations. You have completed all of the tasks in this usability study. Thank you for your participation. In a moment you will be asked to complete a short evaluation.



## Appendix C: Post-Evaluation SUS Survey

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### Representative Survey Page

The image shows a screenshot of a survey page. At the top, the title "Tele-Story Post-Evaluation SUS Survey" is displayed in blue text. Below the title, the survey question "I think that I would like to use this system frequently" is presented. Underneath the question, there are five radio button options for a Likert scale: "Strongly agree", "Somewhat agree", "Neither agree nor disagree", "Somewhat disagree", and "Strongly disagree". Each option is contained within a dark grey rectangular button. In the bottom right corner of the survey area, there is a blue button with white double arrow symbols ">>".

|

## Survey Questions

Strongly  
disagree

Strongly  
agree

1. I think that I would like to use this system frequently

1	2	3	4	5

2. I found the system unnecessarily complex

1	2	3	4	5

3. I thought the system was easy to use

1	2	3	4	5

4. I think that I would need the support of a technical person to be able to use this system

1	2	3	4	5

5. I found the various functions in this system were well integrated

1	2	3	4	5

6. I thought there was too much inconsistency in this system

1	2	3	4	5

7. I would imagine that most people would learn to use this system very quickly

1	2	3	4	5

8. I found the system very cumbersome to use

1	2	3	4	5

9. I felt very confident using the system

1	2	3	4	5

10. I needed to learn a lot of things before I could get going with this system

1	2	3	4	5