#### **EDLD 5318 USABILITY VIDEO SCRIPT**

HITT 1305 - Medical Terminology Usability Review

Time Target: 7 minutes, 30 seconds

0:00-0:20 — INTRODUCTION

On Screen: Blackboard Ultra Home Page of HITT 1305

## **Narration:**

"Hello, everyone. My name is Stefanie Vaughn, and this video presents the usability evaluation for my Medical Terminology course, HITT 1305, as part of my instructional design coursework. In this video, I will walk through what I learned from usability testing, what changes are being implemented, and how this process improves course design, alignment, and learner experience."

0:20-1:05 — Q1: Who Conducted Usability Testing? Were They Ideal?

On Screen: Navigate to Start Here → Course Orientation

#### **Narration:**

"The usability testing was conducted by two groups: the Quality Matters expert on my campus and a cohort of enrolled students. This combination provided both expert-level evaluation based on national standards and authentic user experience from students who interact with the course daily. Both groups were ideal testers for this stage of course refinement. In the future, I would expand testing to include students with varying levels of online learning experience to ensure the course supports both novice and advanced learners."

1:05–1:50 — Q2: How Did the Platform Affect Testing and Results?

On Screen: Show navigation in Blackboard Ultra, point to consistent layout

# **Narration:**

"The course is a live course delivered in Blackboard Ultra, which positively contributed to testing. Ultra offers a cleaner layout and more intuitive navigation than Original Blackboard. However, this Fall 2025 transition from Original to Ultra happened just before the term began, and I did not have time to record a new navigation video. Additionally, the online bookstore changed how students receive access codes without notifying instructors, which made my previous instructional videos unusable. Only a few students had difficulty navigating the course and understanding how to retrieve their access code for course materials.

1:50-3:00 — Q3: What Lessons Did You Learn From the Feedback?

On Screen: Show Start Here → Syllabus & Schedule → Cengage Instructions

## **Narration:**

"From usability feedback, I learned that most students found the course clear and well organized, but they needed additional visual guidance. As previously mentioned, a few students struggled with navigation issues and access code issues. I also learned that some students struggled with the Cengage MindTap 'Apply It' assignments due to device compatibility issues. When students used campus computers, the assignments worked properly, which helped identify that the problem was not the Cengage content but individual device limitations."

3:00-4:00 — Q4: What Changes Did You Make to Address Usability Issues?

On Screen: Navigate to Weekly Assignments & Exams → Week 1 → Demonstrate structure

#### **Narration:**

"Because this is a live course, I was limited in making immediate changes, but I have already planned updates for the Spring session. I will create a new navigation video specifically for Blackboard Ultra, update the Cengage access-code instructions, and produce a new tutorial for the Collaborative Discussion Project. I will also revise assignments and troubleshoot instructions so that students have alternative ways to complete their work when their device does not support MindTap features."

## 4:00-5:00 — SHOW APPLY IT (REQUIRED VISUAL)

On Screen: Open Cengage MindTap → Apply It assignment → Show a functioning task

### **Narration:**

"Here is an example of what the Apply It assignments look like when they are functioning correctly. During testing, several students with device problems believed the assignment itself was broken, but when accessing it through a campus computer or a properly configured browser, the assignment loaded and worked without issue. This reinforced the need for clearer troubleshooting instructions and device compatibility guidance."

5:00-5:40 — Q5: How Did This Process Improve the Course and Learner Experience?

**On Screen:** Show updated placeholder for upcoming videos

## **Narration:**

"The usability testing process highlighted opportunities to strengthen the student experience, particularly in the early weeks of the course. Improving onboarding materials, updating key videos, and clarifying technical steps will reduce confusion and help students

focus on learning rather than troubleshooting. This results in fewer emails, fewer barriers, and a smoother start to the course."

# 5:40–6:20 — Q6: How Did Testing Affect Alignment of Outcomes, Activities, and Assessments?

On Screen: Show Learning Outcomes → Chapter Assignments

### **Narration:**

"The testing validated that the course outcomes, activities, and assessments are well aligned academically. However, technical barriers interrupted alignment by limiting some students' access to assignments. Improving access instructions and ensuring all students can complete Apply It tasks strengthens alignment by ensuring that assessments accurately measure the intended learning outcomes."

# 6:20-7:00 — Q7: How Will You Address Infrastructure and Support Needs?

On Screen: Show MindTap System Check → Cengage Support Resources

## **Narration:**

"To support students moving forward, I will provide clearer technology guidance, including browser requirements, the system check link, and steps to follow if MindTap does not load correctly. I will also provide alternative instructions for assignments that rely on device-specific features and emphasize access to campus resources for students who need them. These supports ensure equitable learning for all students regardless of the device they use."

#### 7:00-7:30 — CLOSING STATEMENT

On Screen: Return to Course Home Page

## Narration:

"In conclusion, the usability testing process was instrumental in refining the course and improving the learner experience. Thank you for watching this review.