Leadership guide

Website Redesign with a client

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Contents

Preparation

Prior to delivering the instruction, make sure that you have the following materials and equipment available:

Room Arrangement

- The room should be arranged so that you have places for four different groups of people. The SLAP staff, the clients, and two different groups for the stakeholders (new and veteran users)

Technology

- Access to enough computers with internet access for the participants broken into groups of two or three people each (i.e. if you have 12 individuals in the presentation you want to have access to at least four computers.)
- Projector that is connected to a computer to show websites to entire group

Materials for Distribution

- Copies of the "Marie Peck" case study for participants to read prior to the instruction (Attachment A)*
- Role-play assignments to be given prior to instruction (Attachment B)*
- List of websites that will be evaluated: Other sites may be used if they exhibit good and bad elements of website design.
    - http://www.ieee.org/portal/site
    - http://www.tiaa-cref.org/
    - http://www.cnn.com/
    - http://www.pbs.org/
- Copies of the summary of the case study (Attachment C)
- Copies of the website evaluation questions (Page 9)

***These items should be given to the participant no later than two days prior to the instruction.**

Schedule	
Background and Overview	5 minutes
Website Evaluation and discussion	20 minutes
Role-Play Assignment	30 minutes
Summary	5 minutes

Presentation Objectives

Objectives	▪ The learner will verbally identify the steps of conducting a needs assessment to redesign a web site. ▪ The learner will list and describe three ways of gathering information from the clients and stakeholders to address this issue. ▪ The learner will describe strengths and weaknesses of the information gathering methods (written surveys, focus groups, in person interviews). ▪ The learner will list and describe ways of building a knowledge base to develop recommendations for a client.
Things to look for These things are what the presenter should look for in order to meet the objectives of the presentation.	▪ Meeting with the client, reviewing current, desired and optimal performance of the project, interviewing and surveying stakeholders, compiling information, reviewing the environmental assessment, building recommendations based on gathered information, making recommendations. ▪ Three ways of gathering information are through face-to-face interviews, written surveys and focus groups. ▪ Face-to-face interviews are the most personal but also tend to have the most misunderstandings. Written surveys are the least time consuming for the designer and can lead to good information but are difficult to follow-up and clarify information. Focus groups are good ways to meet with groups of people but when dealing with a website redesign it may be difficult to track and mark comments about specific features. ▪ Ways to build a knowledge base for recommendations include reviewing literature on website design. Elicit opinions on likes and dislikes from the client and stakeholder and to review similar types of websites.

Website redesign

Introduction 5 minutes	**Introduction** ▪ Welcome participants to the presentation. ▪ Explain that the presentation should take about an hour and is based on an actual case-study. ▪ Tell the participants that the purpose of the presentation is to provide them with the information that they will need to work with a client on designing a website. ▪ First they will evaluate a website in groups looking for good things and bad about the website design. ▪ Explain that his section should take about 20 minutes. ▪ After discussing the websites the participants will break into groups by the roles that they were previously assigned. ▪ Explain that the next thing the participants will do is participate in the role-play. ▪ Explain that this role-play is based on the “Marie Peck” case-study that should have been reviewed prior to the presentation. ▪ Explain that this section of the participants will take about 30 minutes. ▪ Explain that the role-play will be followed by a brief discussion and summary of the case-study about 10 minutes.

Website Evaluation

Instructions 20 minutes	▪ Explain that the website evaluations will be done in groups of three and the participants will be asked to evaluate the site based on usability, navigation, informational content, and overall appeal. ▪ Quickly divide them into groups of three. ▪ If there are more than four groups you can have more than one group look at a specific website. This might prove interesting as perceptions differ. ▪ After 5 minutes of reviewing the websites call the group back together. ▪ Pull up one of the websites from the list and ask the group that evaluated it to present their findings based on the website evaluation questions (page 9).

Questions for Website Evaluations

Answer the following questions on the website you are asked to review.

1. What is the site about?

2. Who are they intended to serve?

3. Can you find information quickly? Does the site have credibility for the information presented?

4. How many clicks does it take to reach the information you are trying to find? ________Is it easy to get back to the home page?

5. How willing would you be to spend long periods of time on this site? Why?

6. What would make this site better?

Discussion	
Discussion 5 minutes	▪ Recall the participants' attention away from the websites. ▪ Choose a group to discuss their findings ▪ Have each website already on the computer screen so the correct one can be displayed for the group. ▪ Give each group 3-5 minutes (depending on the overall group size) to present their findings. ▪ Ask the groups to arrange themselves into a pre-arranged set-up based on their role-play assignments that they were given at an earlier time (Attachments A +B).

Role-Play	
Set-up and execution 30 minutes	▪ Place the designations on the tables so that the participants know where to go. ▪ Ask them to move to the location as per their role. The instructional designer does not have a location to start at. ▪ After the learners have arranged themselves by their role-play assignments, ask them to begin the role-play. ▪ Listen carefully to the entire dialog during the role-play and help to guide the learners back to a topic or to move on to another topic. ▪ The designer should move between each group of individuals to glean information from each of the groups. ▪ The other individuals should play their roles to the best of their ability. They may add their own opinions and ways of expressing them but their point of view should reflect the role they were given. ▪ If you do not feel that the appropriate information is being address lead the conversation around to the desired discussion. ▪ At the end of 20 minutes call the role-playing to an end. ▪ Ask the participants what they learned and how they felt. ▪ Ask them for thoughts and opinions. ▪ After ten minutes of discussion hand out the case summary

Summary	
Wrap-up 10 minutes	▪ Explain that website design may not be their primary concern as instructional designers but occasionally they may be called on to fill that roll. It is essential that they know how to approach the assignment even if they don’t know how to actually implement the changes. ▪ Open the floor for discussion and/or comments. ▪ At the end of the hour thank the participants for coming and dismiss them.