Buttons user testing:
Final Report

Prepared for
We Are What We Do
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Introduction

In October and November 2013 Tinder Foundation carried out user testing of the latest prototype of Buttons (http://buttons.do1.wawwd.info/en) created by We Are What We Do, with 17 UK online centres and 44 centre learners across the country.

2 of these centres and 13 of these learners were involved in focus group user testing observed by Tinder Researchers which took place at Starting Point on 11th October, located in the urban area of Stockport and at Destinations@Saltburn on 29th October, located in the semi-rural area of Saltburn-on-Sea.

The other 15 UK online centres helped us to test the Buttons site remotely between 21st October and 8th November. Each centre manager attended a briefing webinar and received a briefing document, as did the tutors involved in the focus group testing.

The testing brief

We asked each centre to set up a learning session around Buttons with a group of learners with medium digital skills who have been exploring the internet for about 6 weeks. For the focus group testing we asked each centre to test Buttons with at least 6 learners, and for the remote testing we asked each centre to test Buttons with at least 2 learners.

As the tables and charts in Appendix 1 show, the majority of the learners involved in the testing own a computer at home but do not own a tablet computer or smartphone. In terms of what they use an internet connection for, the most popular activities are email and shopping, with other common uses including social networking, viewing user generated content like YouTube and uploading pictures.

Aside from the different learner numbers that we asked centres to test Buttons with and the different methods of data collection (explained overleaf) the focus group and remote users both received the same briefing information. Each tutor was asked to prepare a learning session split into 2 parts. In the first part the tutor was asked to deliver a themed session with their learners as they normally would, but this time using buttons they had set up themselves, testing the concept and use of Buttons. In the second part, tutors then showed learners how to make buttons, testing the making and sharing of Buttons. Tutors were not given any instruction on how to use the Buttons tool, ensuring the user testing was as realistic as possible.
Research aims and objectives

The aim of the user testing was to find out whether Buttons:

- Helps learners curate the internet for themselves (make buttons)
- Helps learners to navigate the internet and reach more, and more useful, websites.
- Helps tutors run sessions with their learners, particularly where it is necessary for them to access the same websites at the same time.
- Encourages learners and tutors to share websites with others.

These research aims were achieved by collecting user data driven by the following 4 themes:

- Concept
- Functionality
- Usability
- Learner journey integration

Data collection

For the 2 focus groups, data was collected through observation of the learning session by Tinder Researchers and discussion with the learners and the tutor where appropriate. This was further supplemented by semi-structured interviews with the tutors and learner group as a whole, before and after the learning sessions themselves.

For the remote user testing, data was collected through online surveys completed after the learning session by each tutor on behalf of themselves and their 2 learners. The quantitative data (percentages) in the report that follows, represents the findings from the online surveys and does not include the 2 tutors and 13 learners involved in the focus group testing. The findings from the face-to-face testing have been used to support the main survey findings, providing extremely valuable qualitative data on the detailed picture of user experiences.

A thorough and robust testing and data collection approach was chosen to ensure that all feedback gathered was useful for the tool’s overall development. During their briefing, tutors were asked to be as honest as possible in their responses and asked to highlight any problems they encountered during the testing. The findings that follow reflect our aim to gather feedback that is both balanced and constructive.
Tutors and learners involved in the user testing were observed/surveyed to gather feedback on the following aspects/uses of the *Buttons* tool:

**(For learners):**
- The purpose of *Buttons*
- First impressions of using the tool
- Receiving ‘shared’ buttons from a tutor
- Using buttons set up by a tutor
- Using *Buttons* to access websites
- Returning to the *Buttons* page from websites
- Making a buttonset and button
- Registration
- Functionality of different elements of the website
- Navigation, viewing quality/layout and language
- Learner session integration
- Future use of *Buttons*

**(For tutors):**
- The purpose of *Buttons*
- Designing the learning session around a theme
- Making a buttonset for a learning session
- Turning links into buttons
- Registration
- How buttons are shared with learners
- Showing learners how to make buttons
- Functionality of different elements of the website
- Navigation, viewing quality/layout and language
- How *Buttons* are used in a session at their centre
- Comparison with other sessions at their centre
- Other uses of *Buttons* in a UK online centre and future use
Executive Summary

The user testing of Buttons with a number of centre tutors and learners across our network has revealed some very useful insights into the Buttons concept, functionality, usability and its potential for integration into the learner journey. User testing has identified the potential for Buttons to be used in UK online centre environments. User feedback indicates that with a few minor amendments to the current prototype it could become a very effective learning tool.

“It would be good to share information with coworkers in a way that’s easy to navigate. Whether I would do this rather than just sending the link though remains to be seen, however if I had a mass of links to send I can see myself using it. I can see the benefit of using it more with learners though. It’s a far more fun and easy to digest way to send links that gives them a system to go through for the information we may want to give them. In this way I can certainly see it being of use to us.” (Tutor, A1 Community Works)

Concept

The majority of tutors and learners who tested Buttons understood its purpose to be the bringing together of a collection of useful websites, to aid easier navigation of the internet and to encourage sharing of web resources. For some users their first impressions were that Buttons performed the same function as favourites, but after using the tool and understanding the benefits, many realised its sharing potential, its ability to organise similarly themed websites in a visually interesting format, and were impressed that ‘My Buttons’ can be accessed on any device.

Functionality

Learners and tutors generally responded positively to the functionality of Buttons and many liked the images and ‘big buttons’, but called for more user customisation such as of the layout and a better choice of images for buttons. The main functionality issue, which confused a lot of users, was that they expected to click on a button and be taken straight to the particular website rather than to a description of that website. The descriptions were seen as useful by some, but this added information was generally seen as supplementary to what they saw as the main function of the buttons (easy access to websites).

Usability

Users generally found the website easy to use but there were a number of small usability issues, most as a consequence of the website being in beta form. It was felt that more explanatory text and instruction (preferably step-by-step) is needed to direct and prompt people how to use the tool, and to inform new users of the overall function and benefit of the website from the very start.
Learner journey integration

The majority of learners and tutors said they would like to use Buttons again in a learning session at their centre, however in its current form it has some limitations as a learning tool. Most enjoyed using what they felt was a fun and easy-to-use online tool, and most benefited from all the links for their learning session being in one place. From the focus group testing, tutors felt that it would be best suited to further learning (e.g. family history) rather than to teach learners basic digital skills. If it is going to be used for learning, step-by-step instructions are needed and learners should be given the time to become more familiar with the tool.

Examples of buttonsets created by tutors

- **New computer - What else do I need?** - This set will help if you have just got a new computer and need software and programmes for free: http://buttons.do1.wawwd.info/en/ibs/lincstraining/new-computer-what-else-do-i-need
- **Family history with Lincs Training** - This set of buttons will help during the Family History session. Featuring useful websites, resources and photo links: http://buttons.do1.wawwd.info/en/ibs/lincstraining/family-history-lincs-training
- **Cambridge Online Centre**: http://buttons.do1.wawwd.info/en/ibs/andrewentecott/cambridge-online-test-set
- **Funding - Finding the right funding bids**: http://buttons.do1.wawwd.info/en/ibs/a1cworks/funding#
- **Course Links** - Links for use within Age UK South Tyneside courses: http://buttons.do1.wawwd.info/en/ibs/ageukst/course-links
- **Local food 1** - Origins and Recipes of Local Food (Singing Hinnies): http://buttons.do1.wawwd.info/en/ibs/ageukst/local-food-1

Examples of buttonsets created by learners

- **Sam's buttons**: http://buttons.do1.wawwd.info/en/ibs/ageukst/sams-buttons#
- **Email Services**: http://buttons.do1.wawwd.info/en/ibs/andrewfarrell32/email-services
- **Buttons for Margaret**: http://buttons.do1.wawwd.info/en/ibs/ageukst/margaret#
First impressions and concept

“They liked the concept of how easy it is to share or direct people to other websites. Big buttons made it easy to navigate” (Tutor at Joseph Stone Centre explaining what their learner liked about Buttons)

The overall feedback was that tutors and learners generally like the concept of Buttons. One tutor said “it made the class group run smoothly. Learners liked the format of buttons and being able to make all of the links from one page without having to type addresses or use google.”

Although their first impressions were sometimes “isn’t it just reinventing favourites?” or “I may as well just search for the website using Google”, generally speaking by using the tool for themselves and in the case of learners - by seeing the benefits of using and making Buttons via their tutors, they understood the concept and purpose more.

Learner view on the purpose of Buttons

13 out of 15 tutors and 25 out of 31 learners felt they understood the purpose of Buttons. For learners, the general view was that Buttons make it easy to access websites, allow everything to be stored in the same place, aid learning and are a tool to share useful content on the web with others.

For those learners that didn't feel they understood or were uncertain about the purpose of Buttons, the following quote sums up their thoughts well. “Initially they were uncertain as to what it was intended for, but as they progressed through the learning it became apparent to them” (tutor, about a learner)

Tutor view on the purpose of Buttons

For tutors, the general view was that Buttons brings together a collection of websites of a similar subject, stores everything in the same place, assists website sharing, offers easy access to websites and is an aid to teaching using online resources.

For those tutors that didn't feel they understood or were uncertain about the purpose of Buttons, it is believed that some were not used to using a website in beta form so were a little confused by the simplistic setup and lack of instruction. However a few tutors simply maintained their first impressions that Buttons is essentially the same as favourites. One tutor described it as "Fancy hyperlinks".
As an aid to navigating the internet

The majority of learners (76%) found Buttons a helpful tool in navigating the internet. One learner liked that “everything they needed for the session was there in one place so they could get things done quicker”. For those that didn’t find it useful, some felt it would be “easier just to email someone a link than making a buttonset”, some “already knew how to navigate the internet” and some “would rather just use the internet by using google etc”

These quotes highlight that like other online tools, Buttons will not be for everyone - some people aren’t so interested in organising the way they use the internet. However from the user testing feedback in general, most learners and tutors like the tool’s visual appeal, the ability to store similar links together into themed collections such as travel and local interest, and the ability to share your favourite or most used websites with others, which sets it apart from other online tools.

Likes and dislikes

Just under half of the learners surveyed said there was nothing they disliked about Buttons. For the other half, most of their comments are picked up in the Usability section, but one tutor reported that their learner felt that Buttons “Did not let him 'play around' as much in a class. He likes to explore things for himself and buttons was guiding him a lot more”. This suggests that Buttons might be integrated differently, dependent on the learner and/or centre approach.

Tutors generally liked the ease of use, the concept, and especially the ability to access the buttons on any device. One tutor called it ‘your roaming favourites’. 5 out of 15 tutors surveyed said there was nothing they disliked about Buttons. However in terms of concept and first impressions, some tutors commented on the “fiddly nature” of the website, that it “takes too long to create compared with the previous version” and that “the system seems like it would be best suited to an app”. For further comments please see the Usability section.
Functionality

“What worked well was the imaging I used for the buttons. By using the relevant logos and naming them the learners could find the websites quickly. It would be good for a little bit of customisation with this though as you can’t resize the images that go onto the buttons so some of the logos were cut off.” (Tutor, I Can Do That)

Learners and tutors were generally satisfied with the functionality of the Buttons tool but would like to be allowed further customisation options such as the ability to reorder buttons on the page, better choice of button images and the ability to resize these, and the option to change the look and style of their buttons page to suit user preference/learning activity.

There are 4 key developments that could be made to the current prototype that we believe would improve its functionality. These are:

1. Clarify the function of the button

Many learners and tutors were surprised that clicking on the button did not take them straight to the website, and this caused quite a lot of confusion and frustration. They generally saw clicking on the URL as the way to take them to the website, and for many this was seen as “defeating the object of Buttons”. Some saw the benefit of the description assigned to the buttons but some did not. One tutor suggested that the description could either be there at all times or appear only when the user hovers their mouse over the link. Either way, the general consensus was that the buttons should take users straight to the website in question.

2. The right image for each button

During focus group testing, users sometimes felt the image automatically chosen did not relate to the website. As one tutor put it, “the options for using graphics from the linked websites seems pretty random and narrow.”

3. Simplify the ‘making’ process

Some learners found the process of creating a button a little long-winded since unless they knew the site URL, they had to search for the site, copy and paste the URL into the appropriate field of the Buttons website. At the focus groups it was suggested that it would be useful to have the ability to make a website into a button whilst on the website itself, so you don’t have to copy and paste the URL. One Digital Champion volunteer suggested creating a ‘Buttons toolbar’.

4. Make the journey to ‘my buttons’ easy

Several users mentioned that the URL for the Buttons page itself was rather long and would be difficult to remember. On reflection, it would have been useful to tell users that the URL they were testing was in fact a test URL and that the actual Buttons URL will be much shorter and
more memorable when officially launched. However it is still worth considering, as one learner at the focus groups asked; “How do you get to your buttons?” It was suggested that a desktop icon could be created.

Specific functionality issues

User testing identified a number of small, specific functionality issues, many that can be resolved through simple development of the beta website. These were:

- For one tutor, the ‘Add a button’ icon kept disappearing. They had to logout and back in to make the icon reappear.
- Images for the buttons are not always found from the URL typed in.
- When registering, some users received conflicting onscreen messages - ‘Unable to send email’ and ‘A validation email has been sent’. This caused confusion in the face-to-face testing and in most cases a validation email was not received. This was reported to We Are What We Do during the testing period who found the error to be a result of a temporary issue with Google. This has since been resolved.
- The validation link in some validation emails did not work. (now resolved as above)
- Some users found the photos to insert into buttons had to be in a certain format and some pictures were not able to be used. E.g one learner tried to attach a .gif file from her computer. It was inside the file size limit but still would not load.
- Some URLs such as Hotmail, Google, and Yahoo do not convert into picture icons.
- When using Buttons on Internet Explorer, ‘http’ does not come up automatically when typing in the URL. For some URLs entered, the image does not appear and an error message is shown. Only when ‘http’ is put in manually does the image then appear.
- Buttons are square on some web browsers and round on others.

Other improvements suggested by tutors in terms of functionality include:

- It would be useful to be able to link to a local folder for learning
- The addition of a help button
- Profile pictures should be assigned to all buttonsets.
- Button descriptions could be a ‘how to’ for that website as a reminder for the user. For example, ‘how do I book trains using http://www.nationalrail.co.uk/?’
Usability

“Looks simple, screen not cluttered, does what it says” (Tutor at Age UK South Tyneside on behalf of learner) but
“it was a little basic and they felt that there was not enough on the page for them to understand what to do” (Tutor at Foresight on behalf of their learner)

The majority of learners and tutors found it easy to use the Buttons website. One learner liked that “it was just one click before setting up buttons” but in general, learners felt more instructions were needed to help those not used to using the tool. Learners and tutors had a few initial problems getting their heads around the tool including understanding how to use the tool from the home page. They thought there should be further explanation on why buttons and buttonsets are useful and how and why they can be shared, thereby encouraging more usability.

Learners: receiving Buttons from their tutor

The majority of learners (80%) found it easy to receive Buttons from their tutor. However 4 learners said they had problems receiving the buttons, and in some cases the tutor had to type in the URL or set the website up for the learner. This would be resolved by the sharing function and users were interested to hear how this would work.

Tutors: sharing Buttons with their learners

12 out of 15 tutors found it easy to ‘share’ buttons with their learners. However 3 found it very difficult. Again, this can be explained by the share function not working. Just over half of the tutors shared their Buttons with learners by setting up the Buttons homepage on the learners’ devices and several tutors wrote down the Buttons URL for the learners to copy which they found very difficult. Again this would suggest that a shorter, more memorable URL would be better.

Navigation

The majority of learners (80%) found it easy to navigate the Buttons website in general. One learner “found it straight forward and easy to get the hang of”. However on further questioning, some learners had problems with navigation such as confusion whether to click on buttons or URLs to get to a website, and difficulty reading some of the website text (light grey on a white background)

Viewing quality/layout

21 learners responded positively to the viewing quality and layout with no particular problems. For the other 10, 4 learners felt the text was too small and 4 commented on the website’s design, describing it as “not striking enough”, “not inviting enough”, “very
basic” and that a “lack of colour made it boring and uninteresting”. The other 2 learners found the tone of the grey text difficult to read.

Language

Nearly all learners (90%) responded positively to the language used in the website. For the 4 learners that had problems, 2 needed the term ‘URL’ explaining, one found the language “a bit difficult” and one thought the language could be “more specific”. This highlights the importance of having a tutor there to explain things, particularly when learners are using the tool for the first time. The term ‘URL’ needed explaining in one of the face-to-face sessions and it was generally felt that ‘webpage’ would be a more suitable term.

All tutors found the language suitable, liking its simplicity and lack of jargon.

Returning to the Buttons homepage

The majority of learners (86%) found it easy to return to the Buttons homepage after accessing the websites. However on further questioning, a third had some problems. From observation of learners doing this, it is believed that most problems encountered at this stage are as a result of the user having lower level digital skills and a lack of experience and confidence using tabs. Again, tutor reassurance and support is vital in these kinds of learning environments.

Creating a buttonset

21 out of 31 learners created a buttonset during the session at their centre. Of those that explained why they didn’t, two couldn’t think of a purpose, one wasn’t interested and one felt they couldn’t understand the website enough to do it themselves.

The majority (76%) found it easy to make a buttonset, however 6 learners with low digital skills had problems setting up a buttonset, again highlighting the importance of having someone to show learners how to make a buttonset for the first few times. Some difficulties were also as a result of the temporary usability issues of the beta website.

13 out of 15 tutors showed their learners how to make a button. Of the two that didn’t, one had difficulty understanding how to use the website themselves and the other didn’t feel Buttons would benefit their learners.

Registration

20 learners said they registered with Buttons during their learning session. However 8 out of the 20 learners that did register didn’t realise they had to do so in order to save their Buttons. 4 learners felt this needed to be more clearly communicated.

100% of tutors registered but 4 out of 11 didn’t realise they had to register in order to save buttons. Nearly all tutors (93%) found the registration process easy but 5 out of 15 had
problems registering, mostly due to not receiving verification emails at that particular time (now resolved)

**Ideas for improving usability**

User testing identified a number of small improvements suggested in terms of usability. These include:

- Ensure that when clicking on the button, the description does not open further down the page, subsequently moving the button and description out of view. Users found this confusing.
- Make it easier to find buttons once they are created. Allowing users more control over location of buttons would help with this.
- Resolve that *Buttons* are round on Google Chrome and square on Firefox
- Make the fact you have to register to save buttons clearer.
- Move 'login' and 'my profile' to the top as users found these hard to find.
- Grey on white text was hard to read for quite a lot of users and we would suggest improving this.
- Review how URLs are ‘sourced’
- Put ‘add a button’ at the top of the page.
- Ensure the *Buttons* URL itself is shorter and more memorable when it is officially launched (already planned by We Are What We Do).
- Differentiate between the ‘look’ of the buttonset icon and button icon. Suggest some sort of hierarchy e.g. a coloured edge or different shape for buttonsets.
- Consider whether it would be better for users to register before creating a buttonset. But agree that this might put some users off using the tool.
- The functions of some of the links like ‘edit’ aren’t as clear as they could be. It would be useful to have pop-up text to explain further.
- Make it possible to resize the buttons on a page and/or have an option to display an overall list of your website links. Some users wanted to see all their buttons in a particular buttonset in one viewing panel and found it frustrating that they had to keep scrolling up and down.
Integration into learner journey

“The ability to use a single image to represent several website links (URLS) is great. It helped make my session well organised” (Tutor, Systems Consulting and Supplies Limited)

As a tool for learning

11 out of 15 tutors (73%) found Buttons a useful tool in sessions at their centre, 12 out of 15 (80%) said they would be likely to create Buttons at a future session at their centre, 10 out of 15 (67%) said they would be likely to show learners how to create buttons at a future session and 10 out of 15 tutors said they would be likely to share buttons with tutors/volunteers at their centre in the future.

Tutors used Buttons as a tool for learning in a variety of different ways, such as:

- Using the internet to teach basics of baking a cake
- Where to find funding as it’s relevant to their centre and a lesser known subject.
- Local food & local history as well as a general links page to commonly used sites
- Learning opportunities provided by a particular centre
- How to link to online resources IT training.
- The sites constantly used by one tutor on a daily basis.
- Photo editing
- Family history. How to use online research sites and sites for additional help.
- Jobsearching
- Employability
- Learn My Way
- Online learning tools
- Introduction to Amazon and eBay

“I used a projector to demonstrate my screen to make learners aware of how the buttons work and then learners used buttons on their own laptop as we worked through the session. Worked very well” (Tutor, Lincs Training)

The majority of learners (63%) said they would like to use Buttons set up by a tutor again as part of a learning session and the majority of learners (63%) said they would like to be able to make buttons to store links in future sessions.
Suggested improvements

“I can certainly see the use of Buttons as a learning tool, however teaching people how to use the interface first would be of benefit.” (Tutor, A1 Community Works)

The user testing revealed some limitations of Buttons as a learning tool. Just over half (57%) of learners found the session using Buttons easier than usual sessions at their centre but 9 learners found it more difficult. It was felt that learners need to understand the benefits of the course before they can be encouraged to use it, they “need time to understand the concept” and time to get used to navigating between websites and the Buttons tool. A video to show how to set up buttons and more pop-up instruction to prompt people ‘what to do next’ were suggested.

“For older people it would take quite a few sessions before they really understand and would be capable of setting up buttons on their own” (Tutor, Joseph Stone Centre)

Other uses for Buttons at UK online centres

11 out of 15 tutors thought that Buttons could be integrated in Learn my way. At both face-to-face events, tutors felt that rather than a learning tool for basic digital skills though, Buttons would be a successful tool at the point of further learning.

At the focus group testing, both centres were keen to use Buttons as a tool for sharing tutor/volunteer learning resources. For example there could be ‘Starting Point Buttons’ or ‘Destinations Buttons’ that tutors and volunteers could access anywhere, including at outreach locations.

Both of the aforementioned centres currently use a paper list of websites for further interest for their learners once they have completed Learn my way. They liked the idea of having a ‘Cooking online’ or ‘Business set-up’ buttonset instead of having a paper list of websites for learners to type in that they could potentially type in incorrectly. If centres still find it helpful to have a handout, the handout could have a Buttons icon at the top to show there is a Buttonset available online (along with suitable written instruction)

“Using buttons was easier because most problems are with learners entering a wrong web address or using different sites. Buttons made sure that everyone linked to the same site at the same time” (Tutor, Lincs Training)
Other ways tutors can see *Buttons* being used at their centre:

1. “For clients with *sight problems* who have problems using the favourites toolbar”
2. “With the more frequent clients we could assist them in setting up buttons particularly for *jobsearch, accessing benefits info*”
3. “I would like to use them as an *information point*. For example one of my learners designed a set around *free resources for a new computer*”
4. “They could be used in *training sessions with local university students* who are on placement. They might be used as a *communication tool for the volunteers*”

Future interest

The majority of learners (63%) said they would be **likely to create a set of *Buttons* for a relative or friend to use**, and the majority of learners (73%) said they would be **likely to create a set of *Buttons* for their own personal use**. Some of the learners (11 out of 31) would like to be sent further *Buttons* to explore in the future, and nearly all learners said they would **prefer to receive a set of *Buttons* from a tutor or volunteer, rather than friend, family or *Buttons* creators themselves**. This is not surprising in the context of a UK online centre, where the learners are relatively new internet users and are **used to receiving support from someone they trust in a learning capacity**, such as a tutor. It is believed that this would be **not so much of an issue for more confident internet users**, outside of the learning environment.

“I would like to save useful website links on my laptop, and then be able to access them from a different computer e.g at the library. (At the moment I use favourites so this cannot be done)” (Digital Champion, Starting Point)
The chart below shows the topics that learners involved in the focus group and remote user testing said they would most like to receive *Buttons* about.
Conclusion

*Buttons* has the **potential to be a useful tool in UK online centre environments** where it can help tutors to easily design and run sessions with their learners, and help learners to navigate the internet and reach more (and more useful) websites to aid their online learning experience.

With support from centre tutors together with demonstration of the benefits of using *Buttons* and time allowed for practice, *Buttons has the potential to help learners curate the internet for themselves* and organise the way they use the internet in a simple and highly visual way, both at their centre and elsewhere.

*Buttons is likely to encourage tutors to share websites* with other tutors, volunteers and learners, keeping similarly themed websites together that are easily accessible on any device. It is believed that with further practice, learners (particularly those with lower digital skills) would be more encouraged to use *Buttons* to share websites with others, particularly if used to navigate to the individual’s favourite or most regularly used webpages in the first instance.

The user testing has highlighted some minor improvements to the current *Buttons* prototype that could be easily made to **enhance the tool for use in UK online centre environments**. By making the purpose of the tool clear from its homepage, by resolving the small usability issues identified and by improving the functionality of ‘the button’ so that it is clickable and image-relevant, *Buttons* could become a very effective learning tool in UK online centres.
Appendices

Appendix 1: About the participants

The following graphs and charts show data from the 31 learners who took part in the remote testing, plus the 13 learners and digital champions who took part in the focus group testing. 44 learners in total.

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<td>25-35</td>
<td>5</td>
</tr>
<tr>
<td>36-50</td>
<td>9</td>
</tr>
<tr>
<td>51-69</td>
<td>19</td>
</tr>
<tr>
<td>70+</td>
<td>8</td>
</tr>
</tbody>
</table>
The majority of the learners (70%) tested *Buttons* on a **Personal Computer**

**Device that the learner used Buttons on**

- PC: 34
- Laptop: 11
- Tablet: 2
- Smartphone: 1

*(Please note that some learners used Buttons on more than one type of device)*

**Do you own a computer at home?**

- Yes: 8
- No: 36
(Please note that one learner chose not to answer this question)