

SPORTDEX

USER RESEARCH REPORT

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INTRO

Our goals for this user testing is to learn about how our product works to new users. We are looking to test specific functions as well as gather how the users generally feel about the product.

TARGET MARKET

We are looking specifically for people who would fit in our target market for the product. This includes parents, students, athletes, and sports media professionals. For our testing, we are focused on the front-end where the users will go to find information on the sports. This is what a majority of users will interact with and is vital to the product success.

METHODS

GATHERING PARTICIPANTS

Since we are limited to actual high school students due to Summer vacation, we focused on parents and college students but framed them in the role of a high school student. We completed a total of 15 participants.

Of those, four were parents of students either in high school or that completed high school. Nine of the participants were college students with majors ranging from ADPR, Advertisement, MIS, Finance, Communication Studies, Journalism, and EMST. They ranged from second year students to graduate students. One participant is currently in high school and the last participant had just completed high school in May of 2019.

A third round of user-testing was conducted in July of 2019 to specifically target the sports media professionals demographic. Six participants employed by ESPN were recruited to user-test the front-end site for Sportdex. These participants vary in positions, including production, stage management, radio, and social media. This portion of participants came from states across the country and had an age range between 22 and 25.

All of the participation was voluntary with no compensation offered. This is a low-risk study with the only risks being minor stress to complete tasks. By the completion of our capstone course at the end of July 2019, we had 21 total participants for user-testing.

TESTING

We first introduced the participants with a script (found below) about the product and testing. We conducted the same tests for all 21 people and maintained consistency in every detail across participants. The sessions also included preliminary questions before asking participants to complete the tasks, as well as debriefing questions.

The first test we conducted was a learnability test. We introduced the product and encouraged the participants to navigate on their own and interact with the site. We encouraged them to speak their thoughts out loud so we could know what they are thinking and where they might encounter confusion. It was important to conduct this test first since this will be their first impression with the product. We wrote down key points and thoughts in real time. We also had a microphone recording in case we missed any information. The results of the impressions from first-time users can be viewed in graphs at the end of this paper.

The second test we conducted was the Problem Discovery test. We observed the participants in a controlled setting as they performed a series of tasks involving the Sportdex website. In our specific testing scenarios, the moderator guided participants through three tasks, instructing them to verbalize their thoughts and narrate their actions while they worked through the tasks. We also recorded times and clicks for the users to complete the tasks in order to see the general flow.

Task 1: You are a parent of a Clarke Central High School athlete. Unfortunately, you missed the home soccer game at the beginning of the month of March. You heard that the Clarke Central Gladiators lost, however you still want to know how many goals your team scored. Please find how many goals Clarke Central High School had against Loganville High School on the March 1st girl's varsity soccer game.

Task 2: Now, from this same team, you specifically want to know more about the athlete Emerson Meyer. You know she is on the girls varsity soccer team at Clarke Central High School. What position does she play? What grade is she in? What jersey number does she wear?

Task 3: Now you want to know about an upcoming game for the Clarke Central High School baseball team. Who do they play on April 19th, 2019? Is it a home game or an away game? Where will it be played?

TESTING SCRIPT

Hi, _____. My name is (Throuple member name), and I'm going to be walking you through this session today.

Before we begin, I have some information for you, and I'm going to read it to make sure that I cover everything.

You probably already have a good idea of why we asked you here, but let me go over it again briefly. We're asking people to try using a website that we're working on so we can see whether it works as intended. The session should take about 30 minutes. The first thing I want to make clear right away is that we're testing the site, not you. You can't do anything wrong here. In fact, this is probably the one place today where you don't have to worry about making mistakes.

As you use the site, I'm going to ask you as much as possible to try to think out loud: to say what you're looking at, what you're trying to do, and what you're thinking. This will be a big help to us. Also, please don't worry that you're going to hurt our feelings. We're doing this to improve the site, so we need to hear your honest reactions.

If you have any questions as we go along, just ask them. I may not be able to answer them right away since we're interested in how people do when they don't have someone sitting next to them to help. But if you still have any questions when we're done I'll try to answer them then. And if you need to take a break at any point, just let me know.

RESULTS

QUALITATIVE

Our results were mostly positive and extremely helpful. Below are some quotes from different participants from when they were in stage one of testing (learnability test).

- "I wish there was an about section" - Participant 4
- "I like the look but I feel like it's all numbers and grids" - Participant 5
- "I really like the feel of the website. The colors are clean and I know where to go." - Participant 1
- "I had no interest in sports when I was in high school but I might have been if we had this." - Participant 2
- "I wish the menu drop down things would hover instead of having to click" - Participant 9
- "Great idea. I feel like this could be used with other things." "Like what?" "Events for a place? I don't know, it just seems so relatable." - Participant 1
- "I like that I can download the schedule so I don't have to keep checking this." - Participant 12
- "I'm not sure of everything on each page" - Participant 5
- "I like how this could be updated in real time. I know I said earlier that the local news coverage on high school sports is usually accurate and reliable, but not always

timely and the school's websites definitely aren't updated as much as they should be or are only updated at the end of the season. This helps to get you results faster." – Participant 16

- "If I was writing a story about one of these teams, I'd want to be able to see past season stats if there were any. Is there a way to find stuff here for that?" – Participant 18
- "What about an area for quick little announcements? Like something I can see the top things going on for the team?" Participant 21

We had tons of comments to go with, but these definitely sum up some common thoughts. This qualitative data proved to be the most helpful for us. We were also able to watch the users and see any pain points. There wasn't really any areas where participants would spend a lot of time and no one expressed confusion.

QUANTITATIVE

We used a timer to track how long users spent accomplishing the different tasks. For the first task (finding the score of a specific game for a specific team), the average time was 29.60 seconds with a low of 19.80 seconds and high of 42.1 seconds. This task took longer than any other and this can be explained by a few things. A large portion of participants first went to the calendar to find the score and then realized that they needed to scroll down to the bottom window for the score. This usually adds 5-8 seconds on to the time. Also, some people mentioned how the question states "March 1st" but then the states on the window are listed as "3/1". This is a problem that is mostly isolated to the testing.

For the second task (finding the position, grade, and jersey number of a specific player) the average time was 6.89 seconds with a low of 4.97 seconds and high of 8.43 seconds. This task was extremely successful. It was very straightforward and since the users already had a little time to explore the website, they seemed to know exactly where to go. Only one person went to the wrong area and quickly corrected. After this test, there were multiple comments about how much people liked the roster section. They really liked the idea of being able to see the list of players.

For the third task (finding information about an upcoming game) the average time was 22.05 seconds with a low of 16.33 seconds and high of 28.81 seconds. This was a pretty complex task, like task 1. Some people took a little longer than others to scroll through the calendar but everyone went to the calendar first. We were pleased with the times on this and no one really seemed to have trouble with this. No one had a suggestion when asked if anything needs to be changed at this section. Visual results for the ease of these tasks can be viewed at the end of this paper.

(These quantitative statistics are true for the first 15 participants.)

IMPLICATIONS

We were able to gather great information about some changes we should make and changes we should look into. The type of user testing we conducted allowed us to hear what the users were thinking and see any struggles in real time.

Problem 1: Users sometimes were confused about which information they could find on a certain page of the site. They often times scrolled all the way through the site to get a quick “summary” of what information was available before completing the task.

Solution: Code navigation “jump links” into the HTML formatting of the website on every page that has multiple sections. This way, users can get a brief overview of what information is on the page and can more easily access it. We completed this and added the “jump links”

Problem 2: In a product that is statistics-driven, it is easy for it to become very “number-heavy” in appearance, which is not aesthetically pleasing.

Solution: Add aesthetic elements such as color and images to balance out the numbers. We have already added logos, and some more colors since then.

BACK-END

WEB

We also spent time testing the back-end of the product. We wanted to make sure both the forms and the backend website are easy to use for the students. For this population, we used both the current high schooler, and the recently graduated high schooler. We also included two Grady college students that were not involved with the user testing of the front-end website.

We gained a lot of valuable insight from these and it was all positive. For each session, we started by giving a quick tutorial of Airtable. We spent 2-3 minutes showing how the different workspaces are laid out and then asked them to insert data entries, edit tables, and set forms. We mostly watched and answered questions along the way. The goal was to see how easy it was for the students to learn the program. We recorded these sessions and pulled out some useful quotes.

“I was scared when you said database but this is pretty easy”

"I love the colors and simplicity. It's easy to navigate"

"I that it updates to the website. I feel like high schoolers could figure this out"

FORMS

We made sure to test the forms on the students as well since this will be how a majority of the data is updated. We pulled up the form on a phone and asked them to fill out the information. We did not specify what the information should be and told them to make it up. The average time to fill out the form between the 4 participants was 84.39 seconds. This time will likely decrease as students become more familiar with the forms. When to explain the experience with the form, general consensus was that it was "extremely straightforward". This is exactly what we were looking for because if the students will be updating the data, it needs to be simple and error free.

After testing we are very confident that the forms are a great way for the students to input data. This process is even easier with the forms being linked to bit.ly shortened links. We made sure to keep the process as simple as possible and the results from the testing confirmed that it is effective.

TEST RESULTS

