



## **RETHINK ONLINE EDUCATION**

**AAKRITI SHROFF, BRAD CORDOVA, KYLE FISHER**

**DESIGN**

**IMPLEMENTATION**

**EVALUATION**

**REFLECTIONS**

## KEY

**PPM = PAPER PROTOTYPING MODIFICATION**

**HEM = HEURISTIC EVALUATION MODIFICATION**

**UTM = USER TESTING MODIFICATION**

# PPM

rethinkED

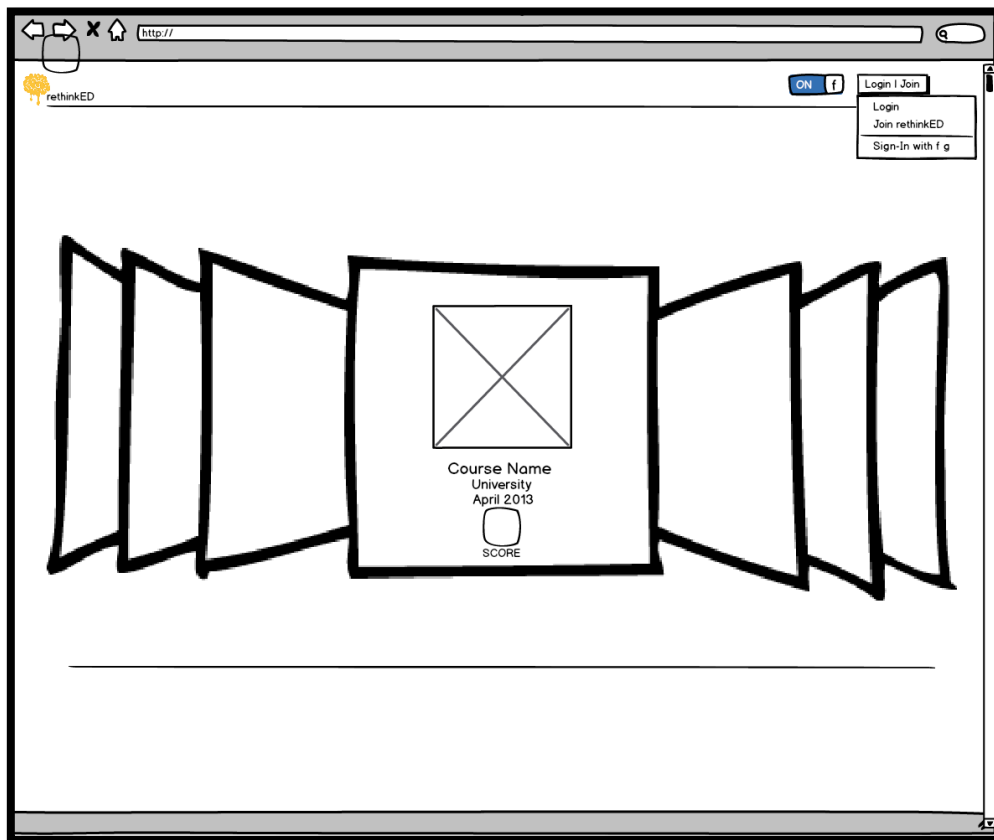
[Home](#) [Reviews](#) [Scoring](#) [Resources](#)

<b>71</b> Tecnologías de información y comunicación en la educación	<i>"Very hands on - The projects were a ton of fun"</i>		<b>74</b> General Game Playing		<b>94</b> Søren Kierkegaard - Subjectivity, Irony and the Crisis of Modernity
	<b>89</b> Intermediate Organic Chemistry - Part 2	<i>"Very hands on - The projects were a ton of fun"</i>	<b>69</b> Useful Genetics Who might want to take this course?	<i>"Very hands on - The projects were a ton of fun"</i>	

- MORE CATEGORIES ↓
-  ARTS
  -  BUSINESS
  -  CHEMISTRY
  -  COMPUTERS
  -  ECONOMICS
  -  EDUCATION
  -  ENERGY
  -  ENGINEERING
  -  HUMANITIES

# DESIGN

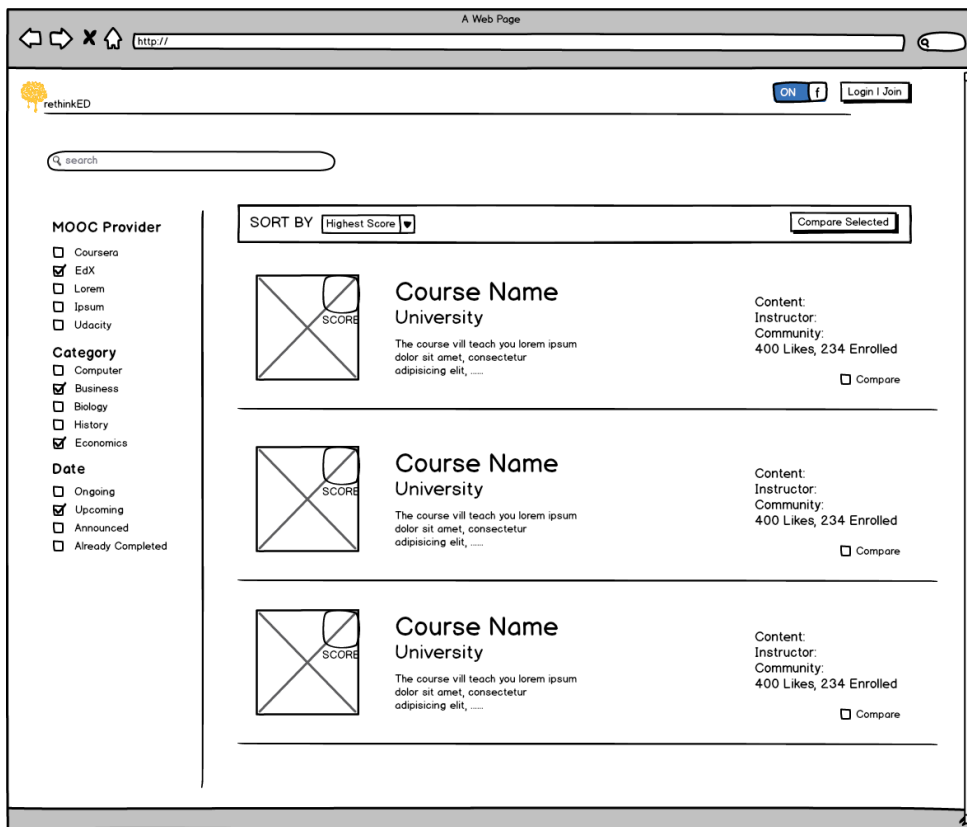
## ALTERNATIVE DESIGNS FOR TOP LAYOUT



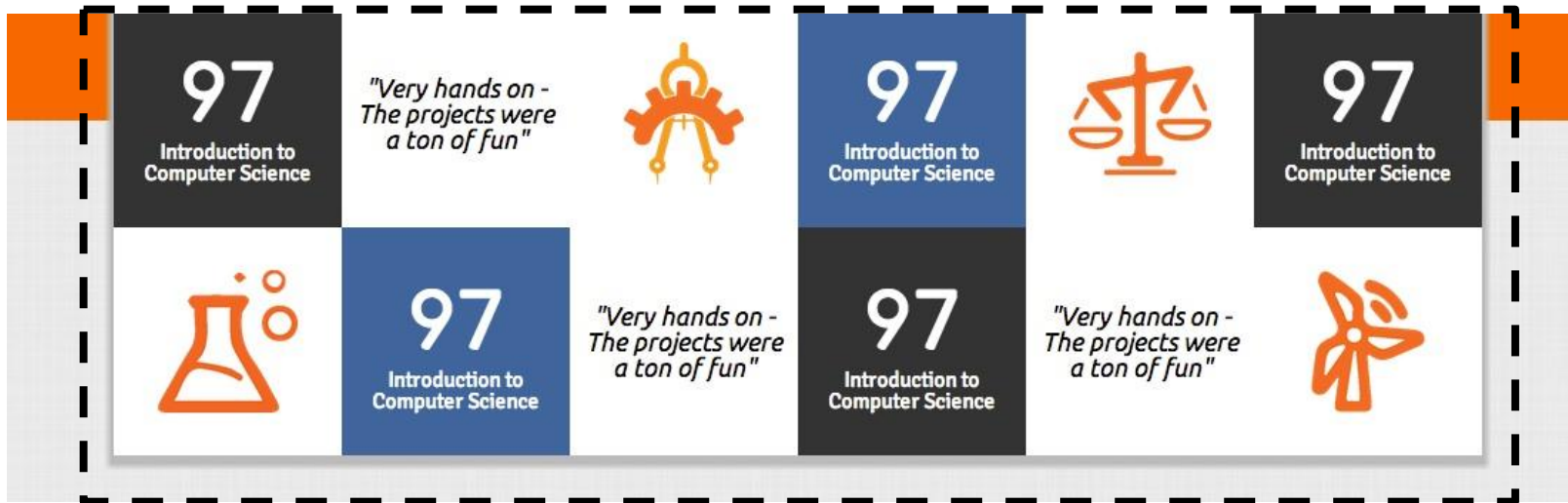
**EFFICIENCY ISSUES:**  
USERS DON'T WANT TO  
SCROLL THROUGH A  
GALLERY OR SCROLL DOWN  
TO GET TO THE MAIN  
CONTENT

# DESIGN

## ALTERNATIVE DESIGNS FOR TOP LAYOUT



**LEARNABILITY ISSUES:  
IT IS NOT IMMEDIATELY  
CLEAR WHAT THE WEBSITE  
DOES.**



**A GRID TO HELP USERS LEARN  
DIFFERENT ELEMENTS FOUND ALL  
OVER THE PAGE: ICONS, SCORES,  
REVIEWS**

# DESIGN

## CATEGORIES MENU

→ UTM

MORE  
CATEGORIES  
↓



ARTS



BUSINESS



CHEMISTRY



COMPUTERS



ECONOMICS



EDUCATION



ENERGY



ENGINEERING



HUMANITIES

**WE CREATED A CATEGORIES MENU THAT  
BECOMES A STICKY NAVIGATION MENU,  
ONCE THE USER SCROLLS PAST IT – MAKES  
FILTERING BY CATEGORIES MORE  
EFFICIENT.**



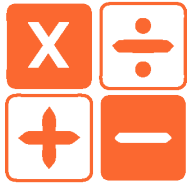
# DESIGN

## CATEGORIES MENU

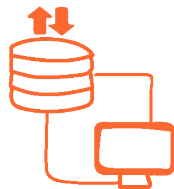
### DESIGNED CONSISTENT ICONS – SIMPLICITY, REGULARITY



Computers



Mathematics



Information



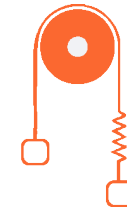
Humanities



Engineering



Biology



Physics



Economics



Chemistry



Earth  
Sciences



Energy



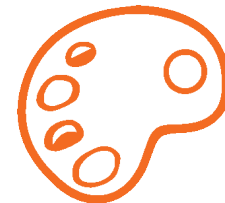
Business



Medicine



Music



Arts



Education



Data



Law

# DESIGN

## UPCOMING COURSES

PROVIDES ALTERNATE VIEW OF COURSES – EFFICIENCY

→ UTM

The interface features a horizontal navigation bar with the following categories and icons: MORE CATEGORIES (down arrow), ARTS (brain icon), BUSINESS (bar chart icon), CHEMISTRY (flask icon), COMPUTERS (laptop icon), ECONOMICS (money icon), EDUCATION (graduation cap icon), ENERGY (atom icon), ENGINEERING (gears icon), and HUMANITIES (classical building icon).

### UPCOMING COURSES

Course Title	Date	Institution	Instructor	Score	Video	Rate
Hacking 101	April 5, 2013	MIT	Milton	SCORE	COURSE DETAILS	RATE COURSE
Laughing 101				SCORE	COURSE DETAILS	VIDEO
Microsoft 101				72	COURSE DETAILS	RATE COURSE

# DESIGN

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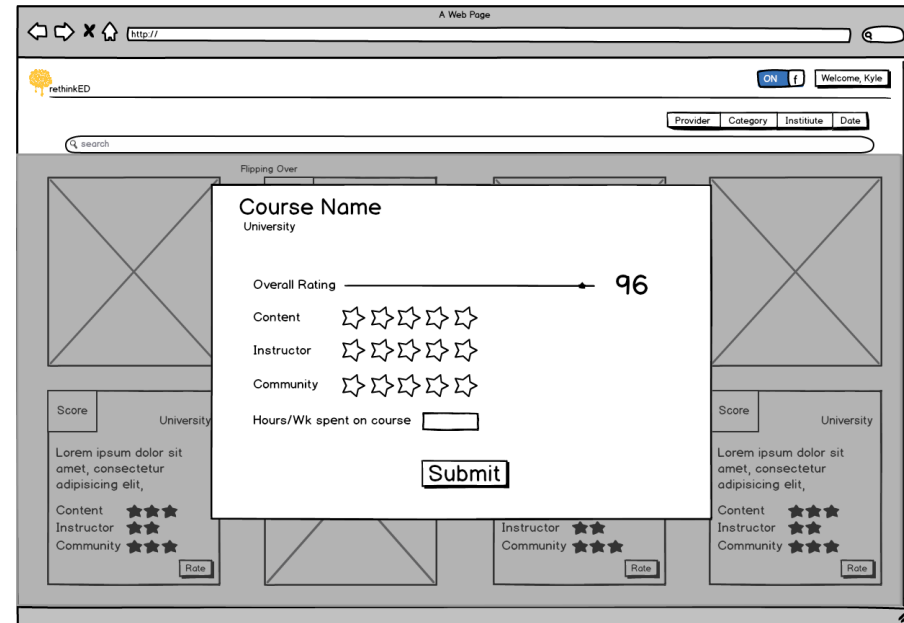
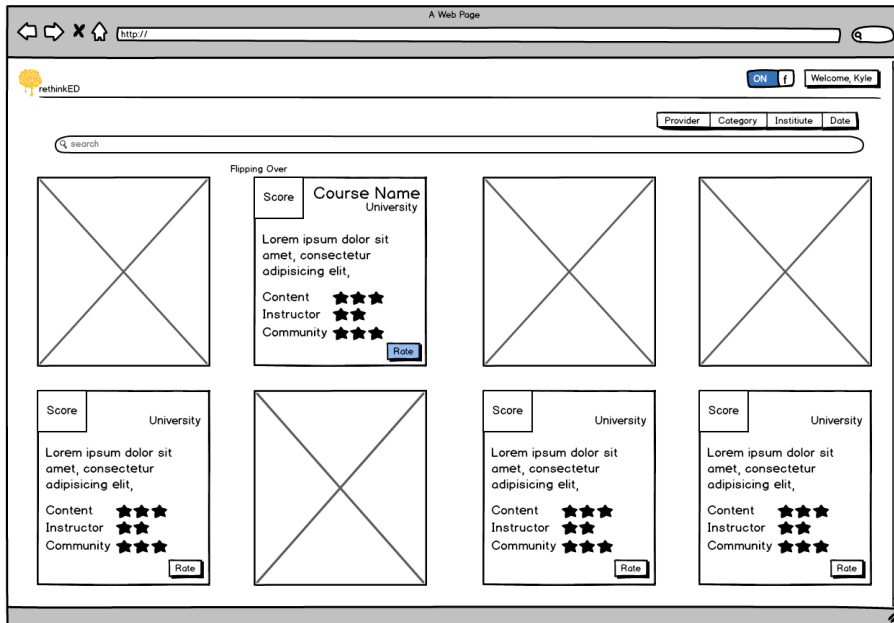
### UPCOMING COURSES

The main content area displays three course cards, each with a title, a central image or video player, and a bottom navigation bar with four options: SCORE, COURSE DETAILS, VIDEO, and RATE COURSE.

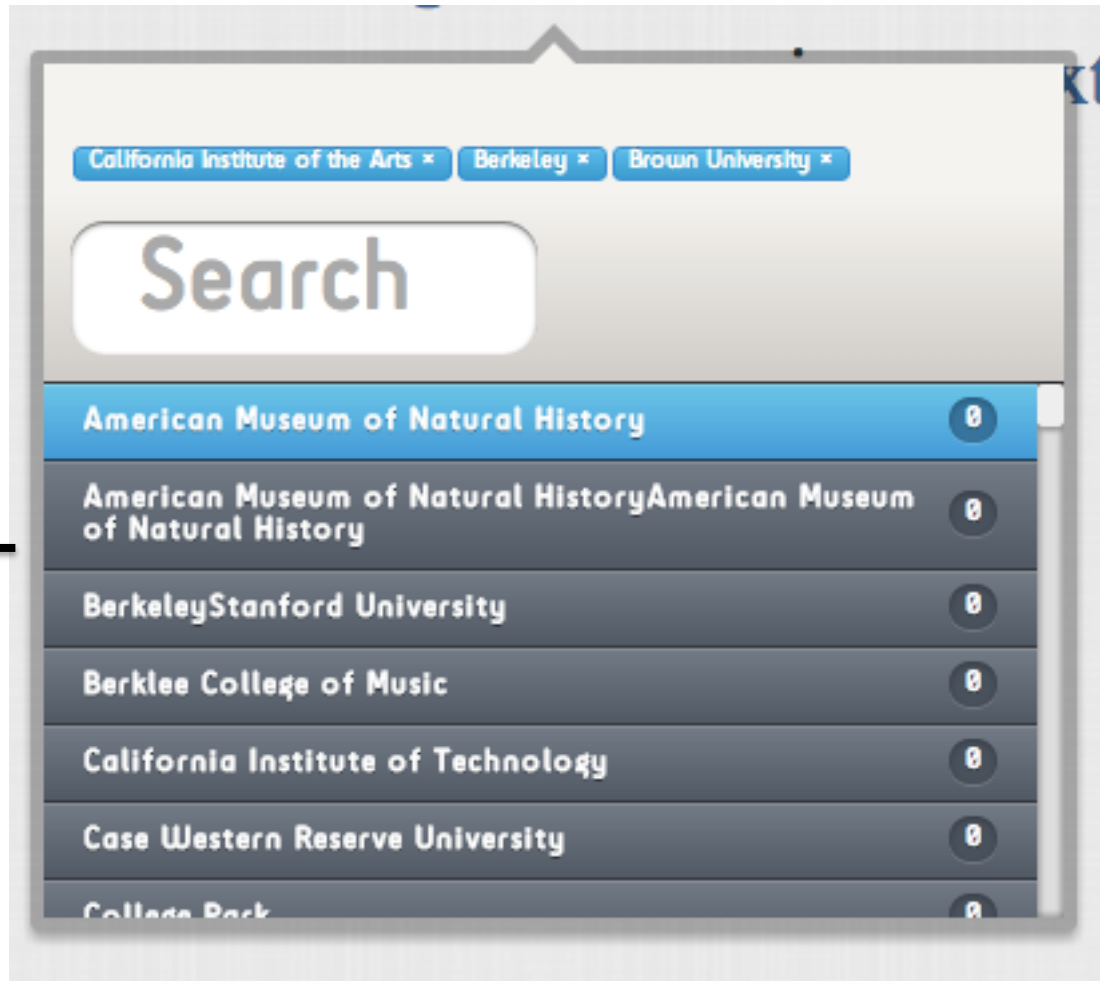
- Hacking 101**: DATE: April 5, 2013; Institution: MIT; Instructor: Milton. Bottom bar: SCORE, COURSE DETAILS, VIDEO, RATE COURSE.
- Laughing 101**: Features a blue video player with a play button. Bottom bar: SCORE, COURSE DETAILS, VIDEO, RATE COURSE.
- Microsoft 101**: Features a large orange and black circular graphic with the number 72. Bottom bar: SCORE, COURSE DETAILS, VIDEO, RATE COURSE.

# DESIGN

## ALTERNATIVE DESIGNS UPCOMING COURSES



**SAFETY ISSUE ADDRESSED AFTER TESTING. USERS CAN CANCEL SELECTED FILTERS EASILY**



# DESIGN

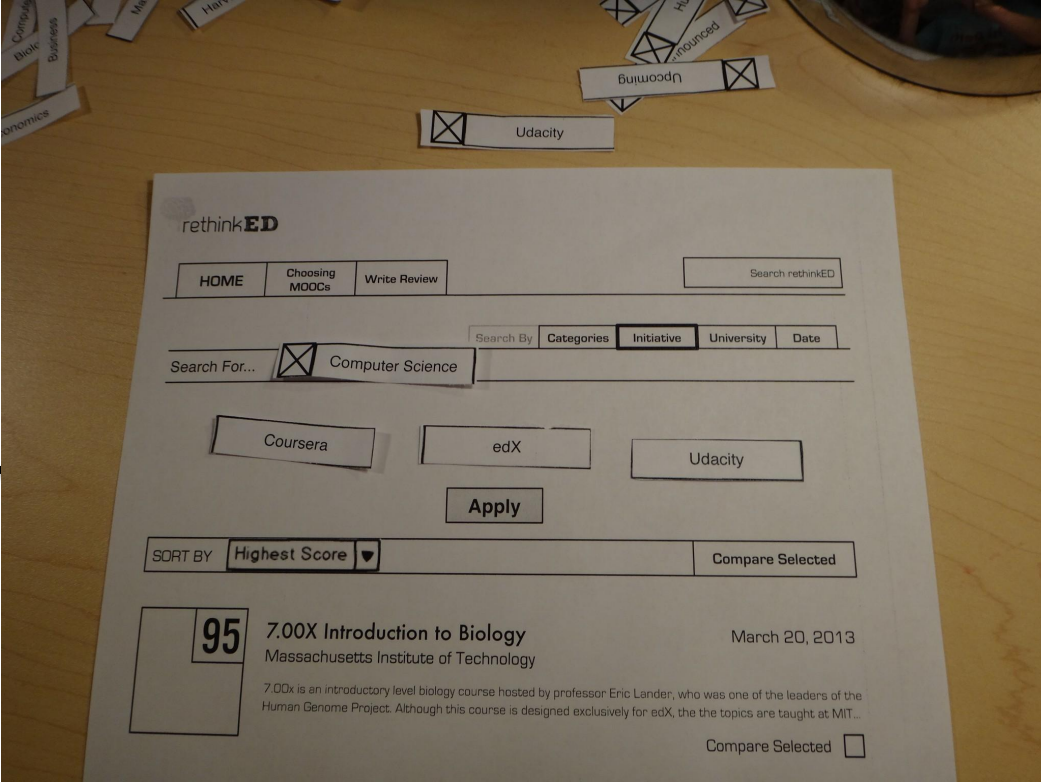
## FILTERING



# PPM: ADDRESSED EFFICIENCY ISSUE

# DESIGN

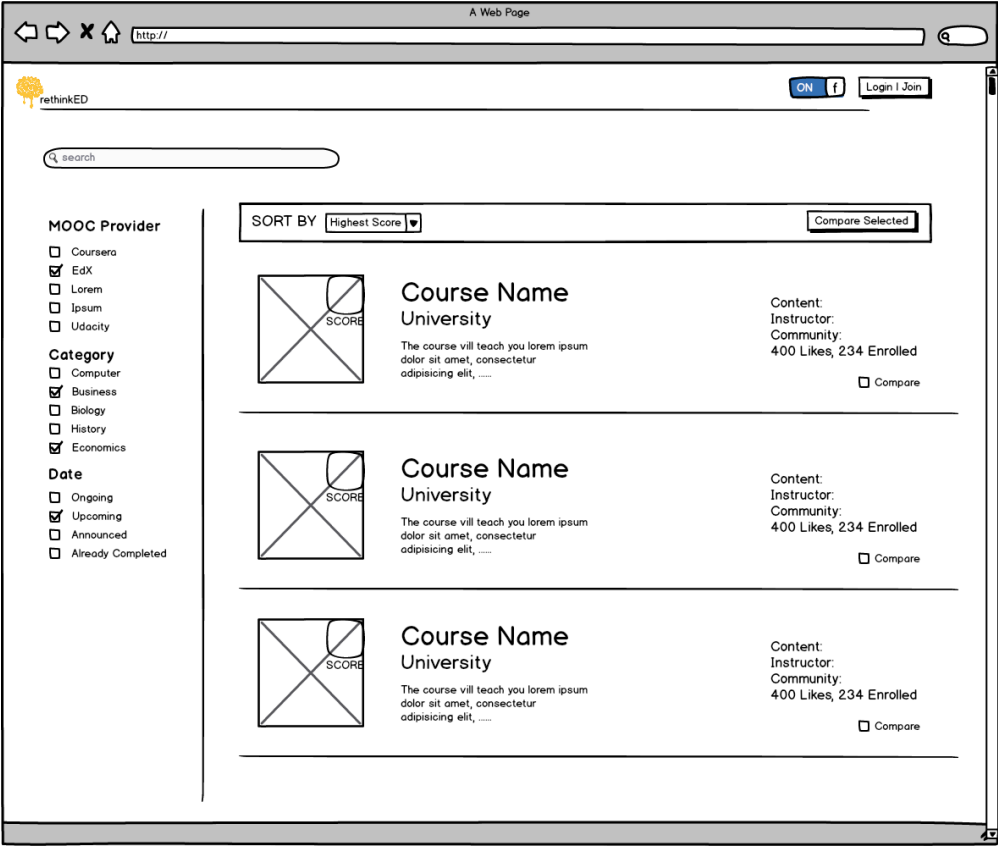
# ALTERNATIVE FILTERING VIEW



# DESIGN ITERATION


# DESIGN

## ALTERNATIVE FILTERING VIEW



# DESIGN

## INDIVIDUAL COURSE PAGE



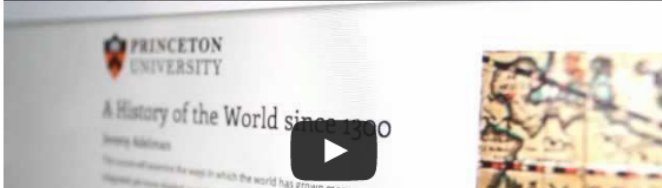
### Surviving Disruptive Technologies

University of Maryland, College Park  
Mar 25th 2013  
[Go to the website](#)

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The purpose of this course is to help individuals and organizations survive when confronted with disruptive technologies that threaten their current way of life. We will look at a general model of survival and use it to analyze companies and industries that have failed or are close to failing. Examples of companies that have not survived include Kodak, a firm over 100 years old, Blockbuster and Borders. It is likely that each of us has done business with all of these firms, and today Kodak and Blockbuster are in bankruptcy and Borders has been liquidated. Disruptions are impacting industries like education; Coursera and others offering these massive open online courses are a challenge for Universities. In addition to firms that have failed, we will look at some that have survived and are doing well. What are their strategies for survival? By highlighting the reasons for the decline of firms and industries, participants can begin to understand how to keep the same thing from happening to them. Through the study of successful organizations, we will try to tease out approaches to disruptions that actually work. Our ultimate

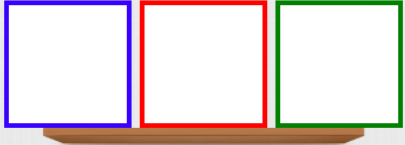
Welcome To Coursera



/	4	8
INSTRUCTOR	CONTENT	COMMUNITY

## SCORE 74

### Similar Courses



### MEET THE INSTRUCTOR

Hank C. Lucas



DESIGN

**IMPLEMENTATION**

EVALUATION

REFLECTIONS

# SPECIFICATIONS

**HOSTED ON: AMAZON ELASTIC COMPUTING CLOUD**

**SERVED USING: APACHE 2**

**PLATFORM: DJANGO, HTML5, CSS3, JS/JQ, PHANTOMJS**

**WIREFRAMING TOOLS: BALSMIQ**

**UI ELEMENTS: ADOBE ILLUSTRATOR**

# DECISIONS + CHALLENGES

## USING DJANGO

EXCELLENT OBJECT-RELATIONAL MAPPER: OUR WEBSITE IMPLEMENTS  
SIGNIFICANT AMOUNT OF DATABASE QUERYING

# DECISIONS + CHALLENGES

## FETCHING DATA FROM JAVASCRIPT-LOADED WEBPAGES

COURSERA IS VERY CONCERNED ABOUT THIRD PARTY DEVELOPERS FETCHING DATA FROM THEIR SITE. USING. WE DECIDED TO USE PHANTOMJS TO RETRIEVE THE DATA. THIS TOOK US A REALLY LONG TIME.

# DECISIONS + CHALLENGES



**ONE OF THE FIRST THINGS WE DID WAS MODULARIZE THE CODE AS WELL AS DESIGN TO ALLOCATE TASKS EFFECTIVELY. WE LEARNED QUITE A BIT ABOUT COORDINATING BETWEEN DESIGN AND DEVELOPMENT-TOOLS USED, WORKFLOWS**

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# USER TESTING

**GIVEN LARGE USER POPULATION, IT WAS EASY FOR US TO FIND USERS TO TEST OUR PROTOTYPE OUT. WE HAD PREVIOUSLY COMPLETED QUITE A FEW ONLINE COURSES, AND CONTACTED 5 USERS FROM 4 COURSES EACH. 11 OF THEM AGREED TO TEST THE PROTOTYPE AND PROVIDE FEEDBACK. AMONG THE USERS, THERE WERE 4 COLLEGE STUDENTS, 2 HIGH SCHOOL STUDENT, 4 JOB PROFESSIONALS, 1 “DAD ” – A DECENT REPRESENTATION OF OUR USER GROUP.**



# BRIEFING

You are junior marketing analyst (or any other non-software job you've dreamed of having) who has recently been asked by his boss to learn how to code. "Your next assignment will involve considerable coding," your boss adds. You have never coded a day in your life and don't quite know where to start from. Also, you have no other information about what you might be asked to code in the assignment. Having taken a MOOC before, you head over to rethinkED to see if there's a relevant computer science course that suits your needs.





# ISSUES

IMPORTANCE OF COURSE VIDEO: ONE USER ASKED US WHY WE GAVE COURSE VIDEOS SO MUCH IMPORTANCE. HE INFORMED US THAT AS A STUDENT, HE RARELY VISITS THE COURSE VIDEO AND PERHAPS SOME OTHER RELEVANT INFORMATION COULD BE PUT THERE INSTEAD.



# ISSUES

UPCOMING COURSES SELECTION: ONE USER ASKED US IF WE COULD ADD A CALENDAR LIKE FEATURE SO THEY CAN SELECT UPCOMING COURSES BY DATE EASILY. WE STILL HAVE SOME MINOR FIXES TO DO TO COMPLETE THIS FEATURE.



# ISSUES

## UPCOMING COURSES



DESIGN

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EVALUATION

**REFLECTION**

**PAPER PROTOTYPING WAS EXTREMELY USEFUL!**

**WE IMPLEMENTED OUR INDIVIDUAL PIECES FIRST, AND THEN THE LAYOUT.  
OUR GR4 AS SUCH APPEARED INCOMPLETE. WE WONDER IF IT'S THE RIGHT  
ORDER OF DOING THINGS, OR SHOULD THE LAYOUT BE IMPLEMENTED  
FIRST.**

**WE IMPROVED COORDINATING WORK AS WE MOVED ALONG, BUT COULD HAVE USED IT EARLIER ON.**

**MORE ITERATIONS SO THAT WE CAN INCORPORATE FEEDBACK. THERE ISN'T MUCH TIME TO BUILD A COMPUTER PROTOTYPE AND ITERATE WITH FEEDBACK.**



**STUDIOS WERE REALLY HELPFUL IN PROVIDING FEEDBACK**