

Document for:

DIA

Test script for alpha.newzealand.govt.nz
Round 3

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Research Objectives:

Google search

- Google search terms – what terms do users use when starting each task?
- Impact of following a Google search result page and landing on a deep content page on the prototype site
 - do they know where they are?
 - if they're not in the right place or starting point, what do they do next?

Local search

- At what point in their experience does the need for search come-about? Is this a personal preference or an inability to find content?
- What search terms are used during each task?
- Do they have any problems finding appropriate content on the search results page?
- Do they understand the concept of faceted search to refine results?

Information Architecture and Content

- What pathways do users take when approaching each task?
- Do they understand the relationships between different sections?
- Can users find related content quickly and easily, either in the same site section or in other parts of the site?
- Can users easily find information about Departments and Agencies?
 - Are they comfortable that information about non-government organisations is included?
 - Do they even notice?
- For services do users understand or see a difference between 'What you need to know' and 'What you need to do' chunks of content?
- Where a service has prerequisite steps, can they find information about those steps easily?

Design

- As a user completes each task – they will likely see different information hubs (sections within the prototype)
 - Do they think they are on one website, or many?
 - Is this a problem for them?
- Can users find contact details easily?
- Where content links out to other agency websites does this make sense for users?
- Do users know and are they comfortable being moved from site to site?
 - Do they even notice?
- For a "services" page – which of two layouts works better for them?
 - *[This could be a comparison test, or an A/B test?]*
- Does key information presented in the 'content slapper' stand out sufficiently?
 - Is it useful to users?

Participant Introduction

Thanks for coming in today.

My name is [Name] and I'll be taking you through the session. [Name] will be taking notes, so I can give you my full attention.

We've been brought in by the DIA to look at the usability of their new website. Basically what that means is that we're evaluating the website by getting real users like you in to see what it's like to use.

I'd like to stress that we're **testing the designs** today, and not your abilities. If you find parts of the designs difficult to use or understand, so will other people and it is our job to make sure we make the appropriate changes to improve it.

We want to improve it, so we need to **know honestly what you think**. If you think something is poor, please say so. Don't worry about our feelings, you won't offend anyone here, we had nothing to do with creating the site. And all responses are anonymous, we will never associate your name with a response.

You **may decline** answering any of the questions or completing any of the tasks if you choose. If you want to take a break or want to leave the session, just let us know.

Recording

We want to **record today's session**, so that we can analyse the data in depth later. The recording is for analysis and training purposes only and will be held completely confidential.

The software we use records where you click, and the camera and microphone record where you look and what we both say. There will also be people from our team and the DIA in the next room watching the session.

If that's ok with you, **please read** and sign this consent form, which states that you give us permission to record.

[Administer consent form.]

[Start recorder.]

Introduce tasks

Today's session will last for **approximately 60 minutes**. We will spend the next five minutes going through some general questions.

Then we will have a look at the new website, and do some tasks.

Then finally we'll ask you **a few more questions at the end** about what you thought of the site.

Because the website is still being developed, we'll be **running you through an early version of the website** today. Not everything on the site will be perfect and some of the content might not read quite right. Don't worry about that.

We'd like you to **'think aloud' as you go along**. We want to know what you are thinking – no matter how trivial you think it might be. So, if you don't know what something is for, please tell me. If at any point you might just **give up** and leave the site, please let me know as this information is really valuable for us.

Do you have **any questions** before we begin? OK, let's start with a few general questions.



Opening Questions

1. What sort of things do you do on the internet?
 - a. How do you usually go about finding information online? Google, recs, reputable sites
 - b. How much time do you spend online every week?
2. What government websites have you used before?
 - a. How often do you visit government websites?
 - b. Can you remember what information you looked for the last time you visited a government website?
 - c. What did you think about your experience with those sites? Good/bad, easy to find/ hard
3. Have you used the newzealand.govt.nz website before? (yes, no , don't remember)
4. If you wanted to find out more about government information or services, how would you go about that? [google, nz.govt.nz, go directly to the site...]

Task order, Layout B:

Participant 1	1,2,3,4,5,6,7,8
P2	2,3,4,5,6,7,8,1
P3	3,4,5,6,7,8,1,2
P4	8,1,2,3,4,5,6,7
P5	5,6,7,8,1,2,3,4

Task 1: Find information - low income, housing support

[Start with google] [start where left off if not first task]

“Due to budget cuts at work, you’re not working as many hours as you used to and you’re now having difficulty paying your rent. You want to find out now what your options are.”

Probe

- *[Stop them when they come to the site first]*
“What are your first impressions of the site? Anything you like or dislike here? What do you think you would be able to do on this website?”
- “How would you use this information? What would you do next?”
[can they find contact tab or the action buttons?]”
- “What other help can you get?”
[can they find the related services tab with other hardship info or “more like this” info at the bottom]
- “Would you ever think about finding out if there is any help for paying your rent?”
- If went off-site and didn’t notice –
“Did you realise you are on a different site? What do you think about that?”
- If went off-side and noticed –
“Did you know that you were going to go to a different site? What did you think about that?”

Explore

- How do they go about finding information? Google, search, navigation (What terms use?)
- Can they find contact tab or the action buttons?
- Can they find the related services tab with other hardship info or “more like this” links on right?
- Do they notice the cross-linked sections/related information?

Task 2: Find content – phone scam

[Start from where left off after previous task]

“You’ve received a few phone calls from companies claiming you’ve got a virus on your computer and they’d like you to pay them to help you fix it. You don’t trust them, find out if there’s anything you can do about the calls you keep getting.”

Probe

- “If you were using google, what would you search for?”
- “How would you use this information? What would you do next?
[can they find contact tab or the action buttons?]”
- “Is there any other information in this section that could be useful?” (Relating content, e.g. recent scams or post scam?) – “More like this” at bottom
- If went off-site and didn’t notice –
“Did you realise you are on a different site? What do you think about that?”
- If went off-side and noticed –
“Did you know that you were going to go to a different site? What did you think about that?”

Explore

- How go about finding info? Search, nav (What terms use?)
- What do they look for, legal action, how to stop calls, etc...
- Cross-linked sections – orb (online scam) vs consumeraffairs (phone scam) report a scam?
- Can they find their way from current scam list to the page to report it?
- Can find action buttons or contact info?

Task 3: Find content – job loss

“Your employer has told you that you are about to be made redundant; you don’t really know what your rights and responsibilities are in this situation and you want to find out if there is any information available online to help you.”

Probe

- [*Stop them when they come to the site first*]
“What are your first impressions of the site? Anything you like or dislike here? What do you think you would be able to do on this website?”
- “If you were using google, what would you search for?”

- “What are your options at this point?” [unemployment benefit – “related services”, hardship benefits – “more like this”, get a new job...]
- “What do you need to do to get an unemployment benefit?” [related services]
- If use search (again) -
“Can you see another way of finding this information”

Explore

- How go about finding info? Search, nav (What terms use?), do they see “related services”
- Cross-linked sections – (e.g. from guide to redundancy to unemployment benefit under related services)
- Can find action buttons or contact info?

Task 4: Find content – get police clearance

“Have you ever needed to get Police Clearance for a job or volunteering position before?”

If yes:

“For your new job, you need to get Police Clearance. How would you go about doing that?”

If no:

“In some industries, employers will ask for Police Clearance, especially when the new job involves working with children or the elderly. Imagine that for your new job, you need to get Police Clearance. How would you go about doing that?”

Probe

- “What kind of page do you think you are on at the moment?” (service provider – useful?)
- “If you were using google, what would you search for?”
- “What would you do next?”
[can they find contact tab or the action buttons?] (Criminal record – button to download pdf form)
“What do you expect when clicking the button?” (PDF or page with link to PDF?)

Explore

- How go about finding info? Search, nav (What terms use? - business term vs user terms)
- Cross-linked sections –
- Can find action buttons or contact info?

Task 5: Find content – name change

[Start from the homepage]

“Following your wedding, you have changed your name and now need to change the details on your driver license. Find out how to do that.”

Probe

- “If you were using google, what would you search for?”
- “What steps do you need to go through?”
- “What would you do next?” find the action button to download the form, call up, go to NZTA or the AA website, write down location for service centre and go in person [can they find contact tab or the action buttons?]

Explore

- How go about finding info? Search, nav (What terms use?)
- Previous steps
- Do they comment on govt vs. non-govt provider? NZTA vs. AA?
- Contact details?

Task 6: Find general info – children services

“You've been looking at this page and want to find out if there is any other information tagged for "children".”

Probe

- “If you were using google, what would you search for?”
- If search –
 - “What do you think about the search results?”
 - “Have you noticed the options on the side? What would you expect to happen when you click one of those? Would you use these?”
 - “Is there another way to go about finding information and services relating to children?” [Find by keyword]

Explore

- How go about finding info? Search, nav, “Find by keyword” (What terms use?)
- Notice/use “Find by keyword”?

Task 7: Pay fine and get info – AA

[Start from homepage]

“You need to pay a traffic fine and you think the AA is the place to go sort this out. Is that right?”

Probe

- “If you were using google, what would you search for?”
- “What would you do next?” [notice “pay fine online” button?]
- “What other government services can you access at the AA?”
 - If search -
 - “Is there another way to go about finding what services the AA provides?”
[Government Directory]
 - “Can you tell me a little bit more about the AA?” [do they know/realise/care that it’s a non-government agent] “What do you think about the AA being listed on this site?”

Explore

- How go about finding info? Search, nav (What terms use?)
- Can find action button?
- Notice/use “Government Directory”?

[If there is time]

Task 8: Find info – Jury Duty

[Start from google]

“You’ve been selected for jury duty and you’d like to try to get out of it. Find out what you can do?”

Probe

- [*Stop them when they come to the site first*]
“What are your first impressions of the site? Anything you like or dislike here? What do you think you would be able to do on this website?”
- “Can you tell me in what cases you can get excused from jury duty?” [see “what need to know tab?]
- “What would you do next?” [notice “Jury duty response form” button?]

Explore

- How go about finding info? Search, nav (What terms use?)
- Can find action button? (jury duty response form)

Post questionnaire

1. Was there anything you liked or anything that worked well on the site?
2. What would you change about the site?
3. Did you notice the different sections we were in? What did you think of them? (e.g. Driving & Transport; Internet, Media & Communication)
4. Out of these following categories, where would you put information about Daylight Savings in NZ? Randomise order
 - a. Key dates
 - b. General information
 - c. Weather & Climate
 - d. NZ calendar
 - e. About NZ
5. How likely would it be that you use this site?
6. [Show designs on screen /guk/govtnz-topic-driving-transport.html]
What do you think about this site? What does it make you think about the organisation?
What kind of an organisation are they? Anything you like or dislike here?

Debrief

Thanks for your time and input today. Do you have any final questions or comments?