

Big Egg Mobile App FAW exploration



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Objectives

Objectives/Method

Objective: The goal of our weekly sessions is to create a cadence of rapid iterative research inspecting the user experience and our key questions surrounding the experience.

In this round we investigated the Native app signed in experience as explored by the FAW team.

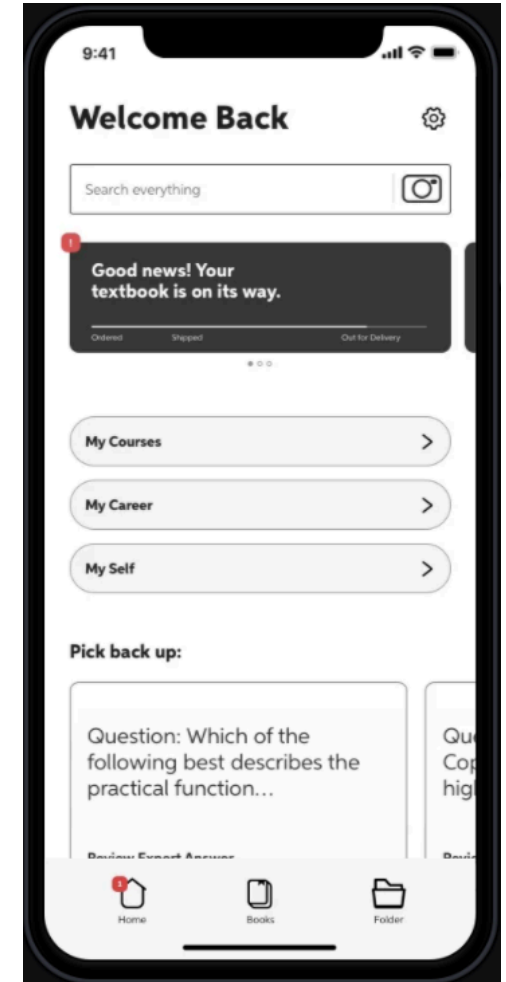
Specific Questions:

- Information architecture and structure.
- Overall are students able to use the structure to complete the core navigation tasks?
- Do any confusion points exist?

How: We utilized a usability/design research methodology where participants went through a series of core exploration tasks on a medium fidelity prototype.

Who:

- 6 students currently subscribed to Chegg Study or Chegg Study Pack and actively their phone for Chegg.



Executive Summary

HIGH LEVEL FINDINGS

Executive Summary

Overall, the basic course hierarchy and structure worked well in navigating students during their core tasks

- Students discovered the courses hierarchy, were able to use it to successfully accomplish their tasks, and students appreciated it as an organized way to navigate Chegg.

Key confusion areas

- Ignoring and misunderstanding “Your Tools” as settings.
- Misunderstanding the “Folder” as quick access to courses and tools.
- Difficulty posting a question and looking for more prominent action on the home screen.
- Needing more guidance on what to do next when discovering practice exams and finding text book solutions.

Executive Summary

Key behaviors we should be aware of

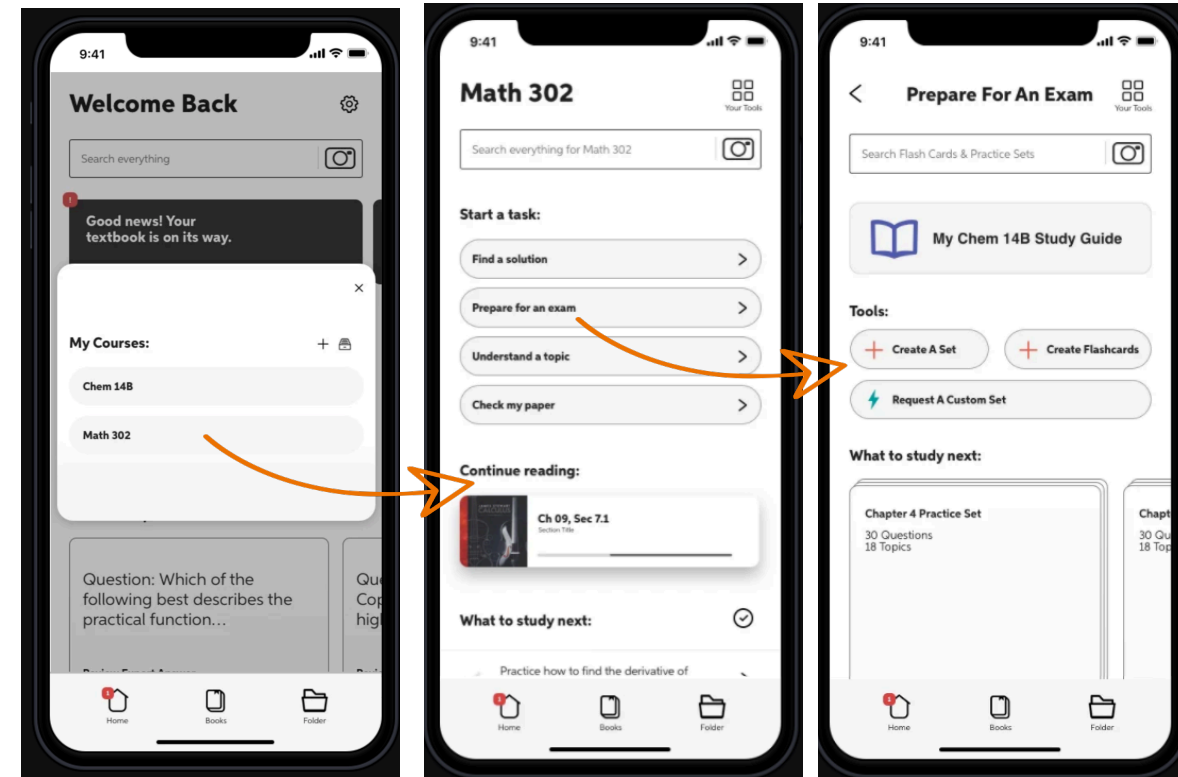
- Students were search centric and looked towards search for many of their tasks.
 - *A successful and relevant search experience will be an important part of the user experience.*
- eTextbooks were relied on more than just reading. They were sought out as official references for accomplishing other tasks like learning a topic/concept or helping prepare for an exam.
 - *How might we integrate more tightly Textbooks with other tasks and tools?*

Findings

Overall course hierarchy worked well

Overall, the basic course hierarchy and structure worked well in navigating students during their core tasks

- All students discovered the courses hierarchy.
- All students used the course hierarchy to successfully accomplish their core tasks.
- All students were effectively able to understand when they were in a course and did not commit in any errors of searching/browsing for subject material in the wrong course.
- When probed, students appreciated using courses as a way to navigate Chegg. Students commented it as a way to help focus and organize their study process.



Key Confusion Areas

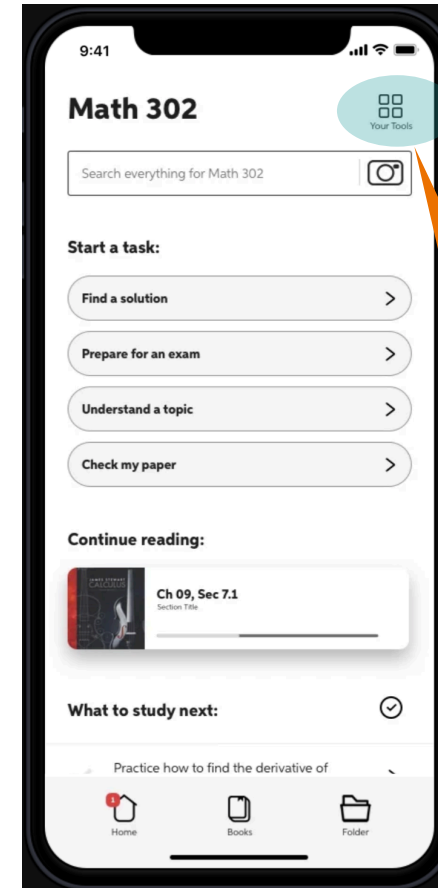
Your Tools was ignored and misunderstood

Although appreciated, “Your Tools” was ignored and misunderstood as settings based on its positioning

- Many students did not notice or use the area to accomplish their tasks.
- Several commented interpreting the area as their settings or profile.
- In general, students liked the tools as short cuts to their key tasks across Chegg.

Mixed impressions if “Your Tools” should be localized to a course or global across a courses.

- Some saw it as tools that only applied to the course at hand.
- Others found value in quick access to any tool from anywhere within the site.



“It would be cool if it was near home, books, and folder. It’s stuff that you use. Better positioned at the bottom. That made me think it was settings.”
P03

Implications/Recommendations

- Consider a different position for “Your Tools”.
- Consider making “Your Tools” a global setting as we have seen successful usage of this in [past research](#).

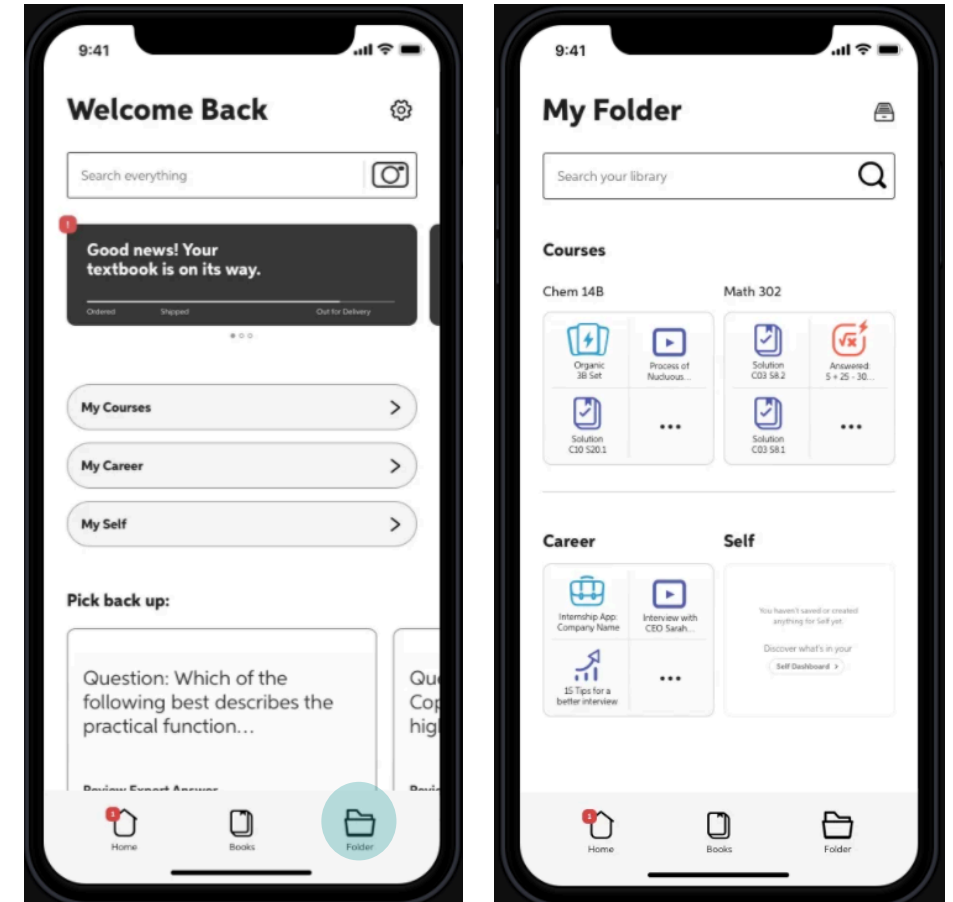
Folder was misunderstood

The “Folder” was misunderstood and misused as quick access

- Some students saw it as a similar section to “My Courses” or “Tools”, viewing it simply as quick access to their courses and tools.
- This caused these students to sometimes focus on using the “Folder” to accomplish their tasks.
- Attraction was influenced by the prominent positioning of the “Folder” on the navigation bar.
- For some, the visual dashboard within the “Folder” was a visual appealing way to navigate between courses.

Students successfully expected saved information to also be within the “Folder”

- Students appreciated access to a “Folder” within a course and outside a course.
- While students felt it made sense to have “Folder” within a course, they were also sensitive to that saved information was important enough to be easily accessible.



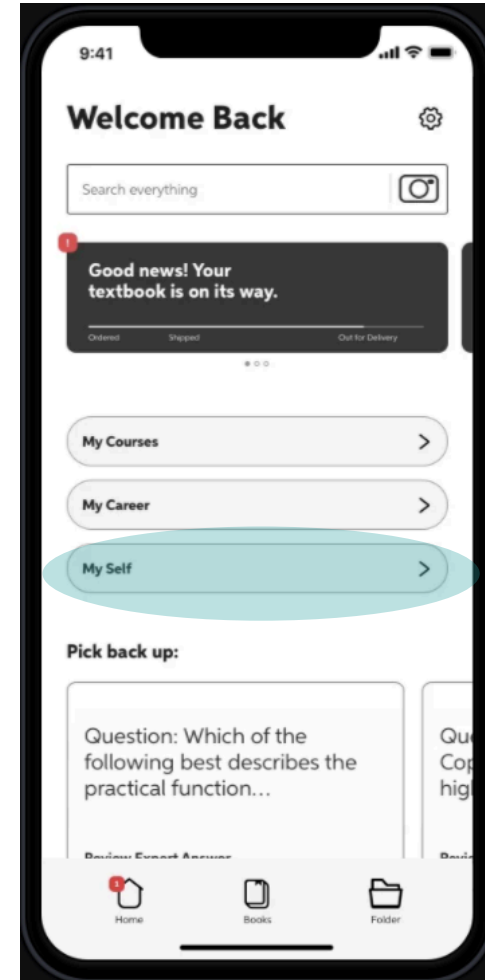
Folder was misunderstood

“My Self” was often confused as “My Stuff”

- Several students attempted to go to the “My Self” area attempting to find bookmarked solutions.

Implications/Recommendations

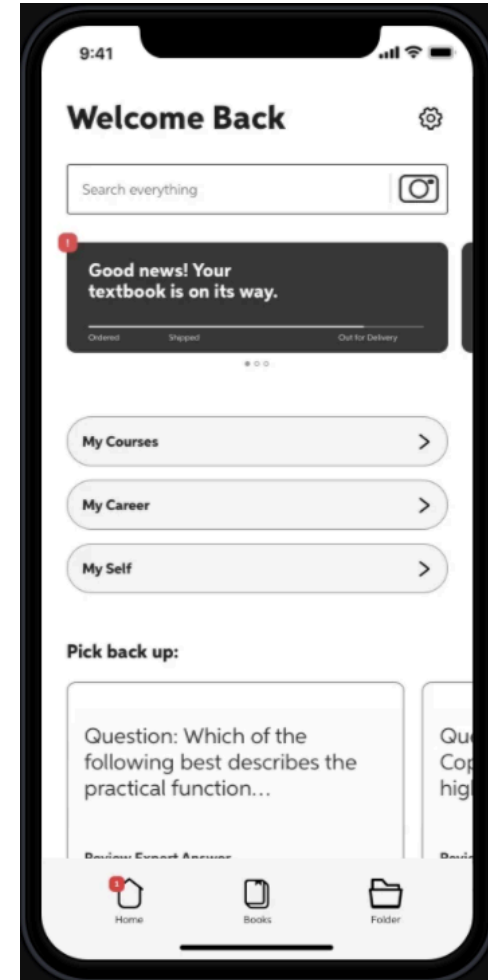
- *Consider removing “Folder” from the Navigation bar to reduce confusion as a main navigational tool.*
- *Consider adding more possessive language (i.e. My Folder) within “Folder” to further convey their own saved content.*
- *Students’ appeal of the “My Folder” visual navigation of courses/content could lead toward an interesting exploration for the home screen.*



Difficulty posting a question

Some had difficulty posting a question

- Some first expected and/or desired a more prominent action on the home screen.
- Note that the natural flow for students when posting a question was to first search for the question and once discovered it doesn't exist to then have easy access to post a question.



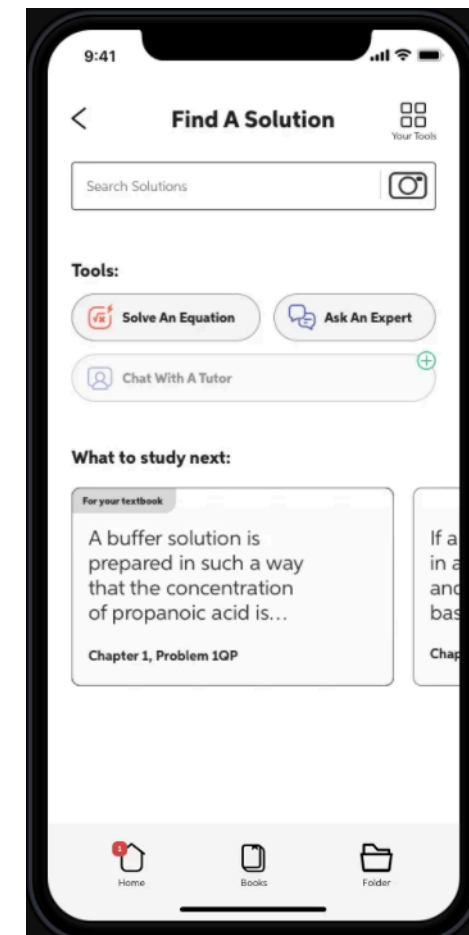
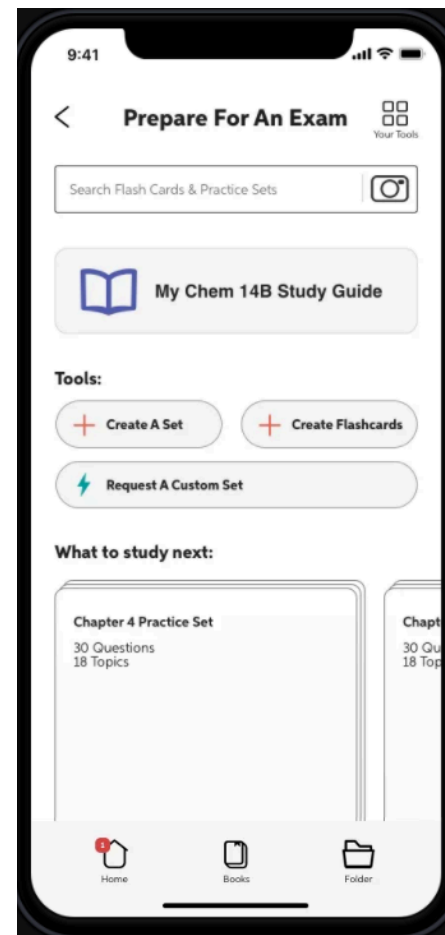
Minor difficulty discovering Practice Exams and TBS

Discovering Practice Exams had minor difficulty as students weren't sure what to do next in "Prepare for an exam"

- Many students navigated correctly to "Prepare For An Exam" within a course, however, students weren't sure what to do next.
- Focus was often on the study guide or flashcard tools.
- Unclear if "create a set" was related to a practice exam or flashcards.

Looking up Text Book Solutions had minor difficulty as students weren't sure what to do next in "Find a Solution"

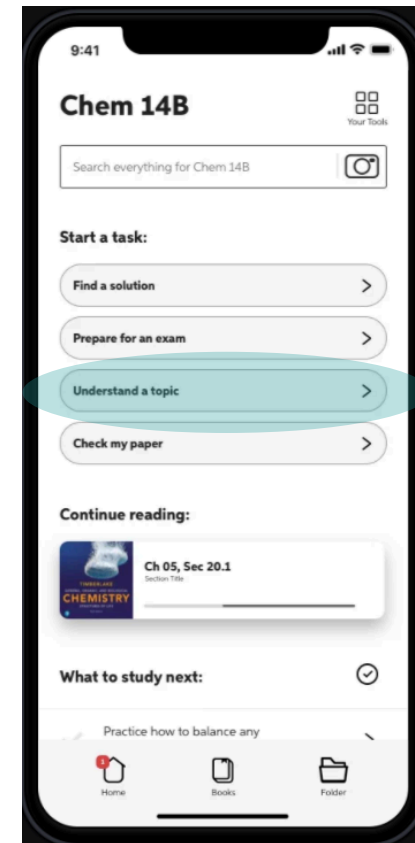
- Many students navigated correctly to "Find a solution" within their course, however students weren't sure what to do next.
- Additional, some looked within the "Books" widget within the navigation bar hoping to find TBS there.



“Understand a Topic” expected within other tasks

“Understand a topic” was sometimes expected within other tasks areas

- When asked to learn more about concept (e.g. mitosis, radioactivity), some went to “Prepare for an exam” because that was their study context.
- P01 suggested “Understand a topic” roll into “Find a solution” as understanding a topic is often tied to homework problems and solutions.
- While students understood the phrasing “Understand a topic” they often had difficulty describing what they would expect within the section.

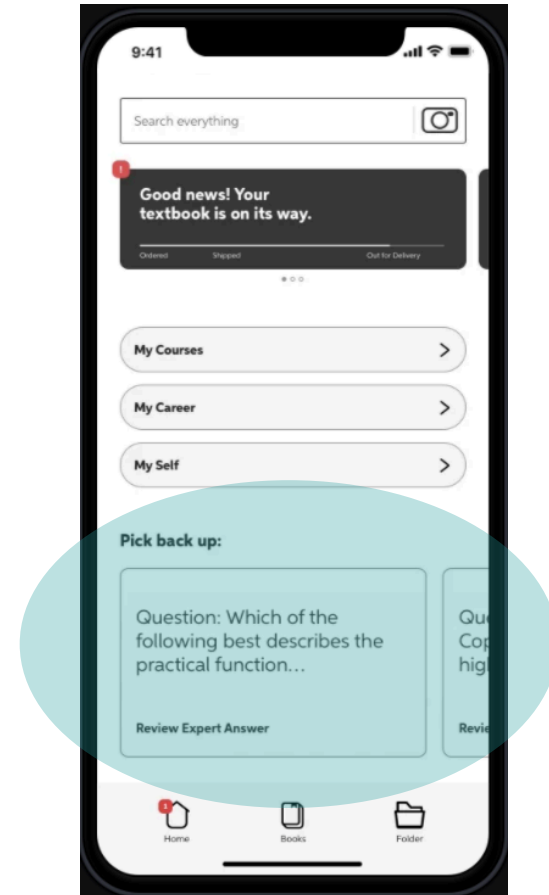


Implications/Recommendations

- Consider including “Understand a topic” content within “Prepare for an exam” and expanding the search to cover topics.

PAQ answers in "Pick back up"

Many expected to find the answer to their own previously posted question in the "pick back up" area of the home screen



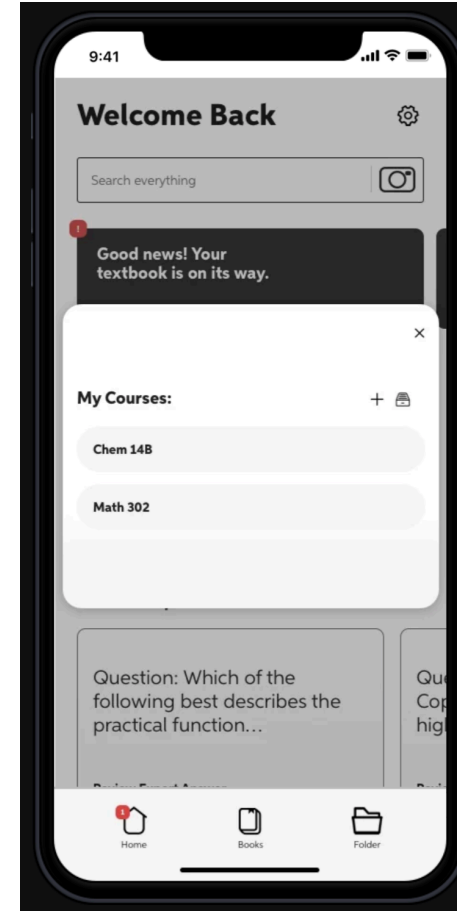
Implications/Recommendations

- *Ensure students' PAQ answers are included in this section.*

Not attempting to add courses

Students did not often think to add a new course

- When presented with a task in course they have not yet added, students did not think to add a course.
- However, when asked directly to find a way to add a course, students successfully discovered the plus icon.



Implications/Recommendations

- *Consider a more prominent add widget to further nudge students to add courses.*

Additional Behaviors

Additional behaviors we should be aware of

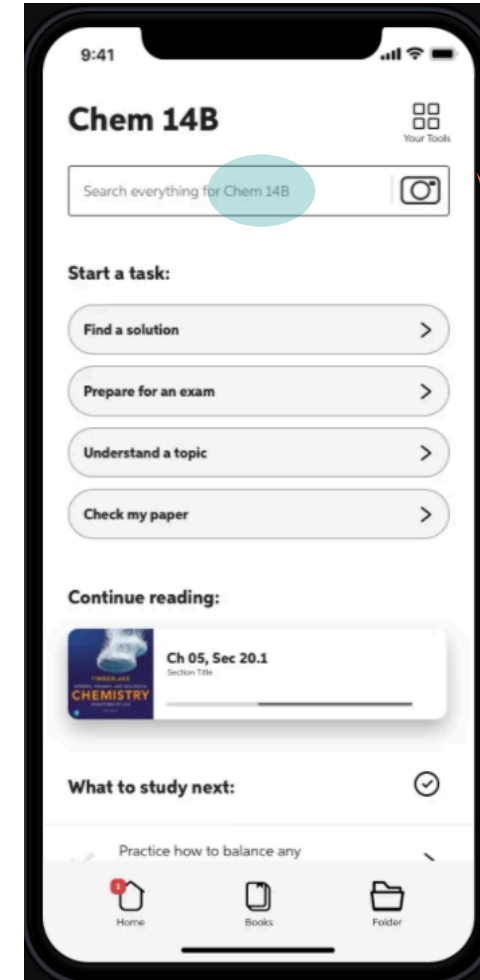
Search centric

Students were mainly search centric when accomplishing their tasks

- Students often looked towards the search for many of the tasks – especially finding answers and posting questions
- Several highlighted the importance of having search prominent on the home screen.

Students understood and valued the course specific search

- Students understood when drilling into a course that the search would only pertain to searching within that course.
- Students valued course specific search and perceived it would yield more relevant results.
 - P07 gave an example of previously looking up a Physics question that involved the eye and then having to comb through Anatomy and Biology results.

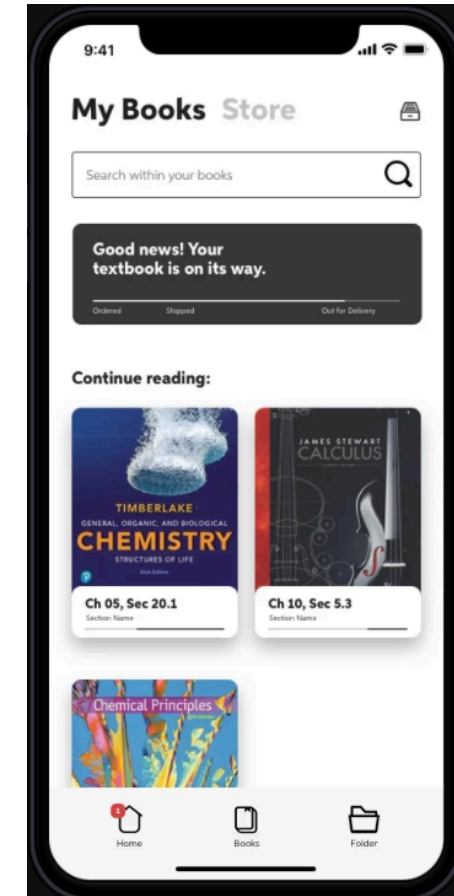


*“There is a lot of stuff on Chegg. It helps to hone in”
P07*

Textbooks used for more than just reading

Students often looked towards their eTextbooks to accomplish tasks

- eTextbooks were relied on for more than just reading. They were sought out as official references for accomplishing other tasks like learning a topic/concept or helping prepare for an exam.
- As an example, P06 wanted the eTextbook to be integrated closely with flashcards so she could easily transfer textbook information to a flashcard deck.
- This behavior could be due to the prominence “Books” on the navigation bar and a general high trust of content within their Textbook.



Study Details

Study Materials

Test script:

<https://chegg.atlassian.net/wiki/download/attachments/428540111/MFA%20script.docx?api=v2>

Prototype:

<https://faworkshop.invisionapp.com/console/share/H81WL8IBC5/496591222>

Research Videos:

<https://chegg.sharepoint.com/:f:/s/UXR/Eottgewe9fLidcuvvG0N5sBCMYV3iZIQekdPLILkUo9TQ?e=8OQyZf>