Law for Life 'Finding out about the law' e-learning module

Evaluation feedback from the first testing phase

1. Introduction

This report presents evaluation feedback from the first testing phase of the 'Finding out about the law' e-learning module. The e-learning module is being developed by Law for Life with the aim of helping people without any legal knowledge to build their capacity to recognise when laws apply in everyday situations and to find reliable information about how to deal with legal issues. Shared Enterprise CIC is working with Law for Life to evaluate the effectiveness of the e-learning module.

The 'Finding out about the law' e-learning module was tested by nine people in September 2014. Six people tested the e-learning module at Age UK in Eltham. These were participants of a regular IT class for 'improvers'. All were retired and had been learning to use IT for more than one year. Three people tested the e-learning module independently. These three people are participants in a community legal education project run by Community Links in partnership with Law for Life.

2. Evaluation of the e-learning module

Two methods were used to collect feedback from the people testing the e-learning module:

- An on-line evaluation questionnaire was developed which asked 15 questions about the e-learning module. A link to the evaluation questionnaire was put into the final page of the e-learning module and the e-learning instructions direct learners to move onto the evaluation questionnaire. Five of the Age UK testers and three Community Links testers completed the on-line evaluation questionnaire, giving eight questionnaire responses in total.

- The Shared Enterprise evaluator participated in the Age UK testing session and collected verbal feedback from five of the six Age UK testers, along with two Age UK IT trainers who provided IT support during the testing session.

The evaluation collected feedback on two broad levels:

- The technical or practical issues of using the e-learning module; that is, did testers find the e-learning module straightforward to use?

- The content and learning objectives of the e-learning module; that is did testers build their legal capability through this learning module?

3. Main issues raised in evaluation feedback

The main issues from the evaluation feedback in relation to the technical and practical issues of the e-learning module were as follows:

- Finding the e-learning module. The Age UK testers followed written instructions for how to get started which included the web address for the e-learning module. Most of the Age UK users looked for the module by typing the web address into Google search. When this produced no results, the testers did not know how else to find the module and needed help from the IT tutors to find it.

- The log-in is over-complex. The Age UK testers were comfortable with having to create an on-line account in order to use the module, but disliked having to set three security questions. This point was also made by several survey respondents: '*reduce the log-in information. Three is too much and off putting'*.

- All the Age UK testers (and the evaluator) experienced problems on the pages which used pop-ups, as these were blocked by the Age UK (and Shared Enterprise) networks but no 'pop up blocked' message appeared, so the links appeared not to be working. This was a problem on page 7, where nothing happened when testers clicked on the flags, and again on page 21, where nothing happened when testers clicked on the evaluation questionnaire icon.

- Several of the Age UK testers disliked having to move from the e-learning module to other websites when they were asked to search for information. They found it challenging to navigate from one website to another and then return to the e-learning module at the same page at which they left it.

- The Age UK testers were happy that the audio and written information were slightly different. Most preferred the audio but none had any difficulties following the audio and written information at the same time.

- The Age UK testers were happy with the screen layout and font sizes. They were generally indifferent about the colour, graphics and general 'look' of the module. Most described it as '*ok, nothing exciting, just ok'*.

- The Age UK testers would have liked the navigation through the e-learning module to be made simpler, or to have clearer instructions. They were annoyed by the requirement to select the correct answer or combination of answers to the 'knowledge testing' questions before being able to move to the next page, but without any navigation instructions to tell them that this is what they had to do. They also disliked having to click on all the icons on a page before being able to move on to the next page, without any instructions saying this. They were particularly annoyed by having to click on the cat on page 5 before being allowed to move on.

The main issues from the evaluation feedback in relation to the content and learning of the e-learning module were as follows:

- Most testers found the learning content '*too basic*': '*I found it straightforward, however, it did not challenge me at all because of my experience of attending the Law for Life course at Community Links'.* Several of the Age UK testers said that it was '*obvious*' that the law applies in many everyday situations and they believed that '*everyone would know that'.*

- All the Age UK testers said that they had learned something new from taking the e-learning module. For most this was not about the law and when the law applies, but about how to check if a website is reliable and up to date.

- One Age UK tester considered that there was a lack of clarity about what the e-learning module was aiming to do and who it was for. He wanted to know whether the objective of the module was (a) to teach people that the law applies to everyday situations or (b) to show people how and where to find reliable information to address legal problems. He thought the module would work better if it was clearly focused on one of these, rather than trying to do both in what he thought was a rather muddled way. He also felt that the module would benefit from having a more clearly defined target user; for example, is it for older people, is it for inexperienced IT users who don't know how to get to new websites? If the target audience was more clearly defined, then the content of the e-learning module could be more clearly tailored to their interests/IT level etc.

4. Detailed evaluation feedback

Using the e-learning module

The evaluation questionnaire asked: Did you find the module easy to use? Of the eight questionnaire respondents, six said that the module was easy to use, one said that the module was not easy to use and one did not know. In verbal feedback, most of the Age UK participants found the module generally straightforward and easy to use.

The evaluation questionnaire asked: How long did it take to complete the e-learning module? Most questionnaire respondents (5 out of 8) said it took between 30 minutes and 1 hour to complete the module. Two respondents said it took less than 30 minutes. One respondent said it took more than one hour.

The questionnaire asked about the length of time it took to complete the module. Three testers said it was 'about right'. One said it was 'too short' and one said it was 'too long'. Three said they didn't know.

Likes and dislikes about the e-learning module

Testers were asked to say whether they liked or disliked certain aspects of the e-learning module. Those elements which some testers disliked were the log-in arrangements (2 dislikes), the written instructions (1 dislike), the spoken instructions (1 dislike), the case study about Mehri (1 dislike) and answering questions to test
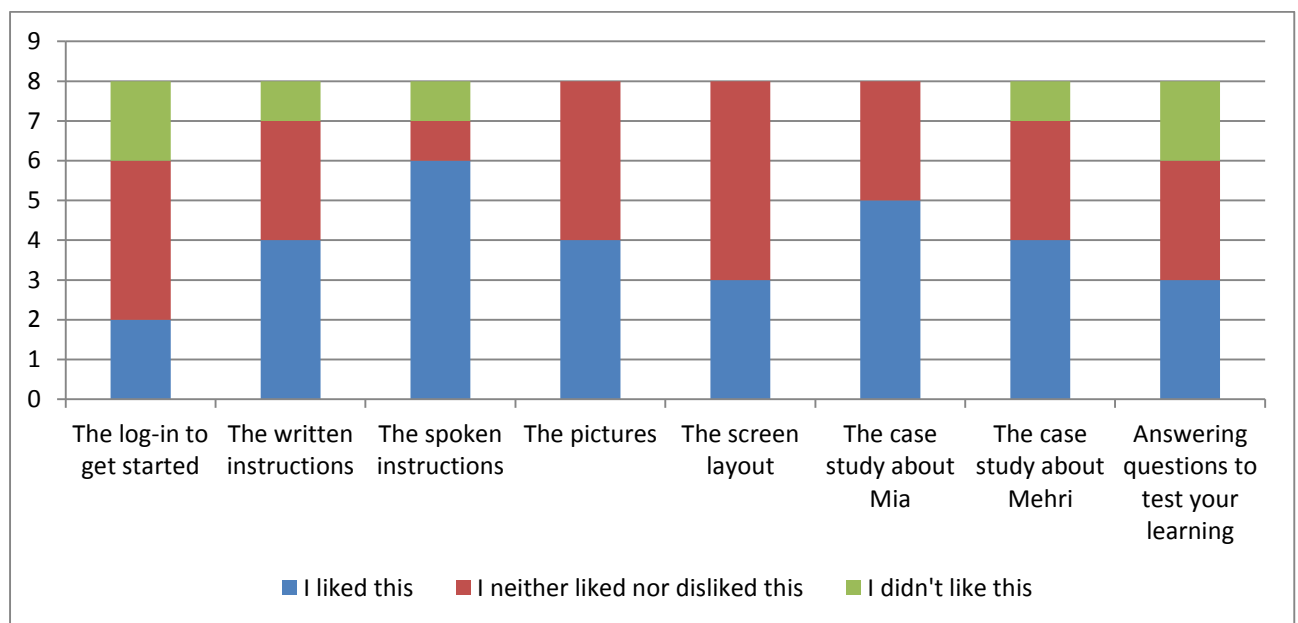
learning (2 dislikes). Additionally, questionnaire respondents made the following comments about what they disliked:

Needs some more clarity around basic instructions for moving on or what Menu is correct. There were some instructions that were not working like the flags.

I didn't like it at all. Bit out of this world. Who worries about getting married or divorced these days.

The elements which most testers liked included the spoken instructions (6 likes) and the case study about Mia (5 likes). The respondents' likes and dislikes are shown in Chart 1.

Chart 1: What questionnaire respondents liked and disliked about the e-learning module

Increasing legal capability

The evaluation questionnaire included a series of questions to identify whether respondents had increased their legal capability as a result of the taking the e-learning module. Because of the low number of testers at this stage, it is not meaningful to provide any analysis of the responses provided. The responses to these questions are shown below, for information and interest.

Three of the five Age UK testers who provided verbal feedback considered that the evaluation questionnaire was too long, *'annoyingly long'* , and that the questions shown below were repetitive and asked for the same information over and again, which they found irritating.

Has this learning module helped you to understand that the law applies in lots of everyday situations?		
Answer Options	Response Percent	Response Count
Yes - a great deal	28.6%	2

Yes - a bit	28.6%	2
No	14.3%	1
I don't know	28.6%	2
answered question		7
skipped question		1

How confident are you that you could identify the legal issues within an everyday situation?

Answer Options	BEFORE you took the e-learning module	AFTER you took the e-learning module	Response Count
Very confident	1	2	2
Fairly confident	4	2	4
Moderately confident	3	3	3
Not very confident	0	0	0
Not at all confident	0	0	0
		answered question	8

How confident are you that you know how to find out about the law?

Answer Options	BEFORE you took the e-learning module	AFTER you took the e-learning module	Response Count
Very confident	2	3	3
Fairly confident	3	1	3
Moderately confident	2	2	2
Not very confident	0	0	0
Now at all confident	0	0	0
		answered question	7

How confident are you that you can choose reliable information about the law?

Answer Options	BEFORE you took the e-learning module	AFTER you took the e-learning module	Response Count
Very confident	2	3	3
Fairly confident	4	3	5
Moderately confident	1	1	2
Not very confident	1	0	1
Not at all confident	0	0	0
		answered question	8

Now that you have taken the 'Finding out about the law' e-learning module, how likely is it that you will....

Answer Options	Very likely	Quite likely	Neither likely nor unlikely	Unlikely	Response Count
Recognise that there may be laws that apply in everyday situations	6	2	0	0	8
Look for legal information on-line	4	4	0	0	8
Choose a source on-line legal information that you can trust	5	1	2	0	8

Choose a source of on-line legal information that applies to where you live	5	2	1	0	8
Choose a source of on-line legal information that is up to date	6	0	2	0	8
				answered question	**8**

Using e-learning in the future

Most questionnaire respondents said they were likely to use e-learning about legal issues in the future (very likely = 3, quite likely = 2, not likely at all = 2). Verbal and written feedback on this question was that e-learning would probably be a useful way to learn more about where to look for information on specific legal issues.

Four questionnaire respondents said they would be interested in taking further e-learning modules on specific legal issues. Three respondents said they would be interested in all four of the subject areas suggested in the questionnaire responses (benefits, family, work, housing). The fourth respondent was not interested in these subjects but would be interested in future e-learning on 'right to reside'.

Final comments

The evaluation questionnaire asked: What was the most useful thing that you learning from the e-learning module? There were five responses to this question:

- *Leaning difference between reliable and non reliable sources of information*

- *The legal age for marriage in relation to parental consent.*

- *Statutory nuisance*

- *How to check that website is reliable and up to date.*

- *Checking the authenticity and reliability of the different sources of information*

The evaluation questionnaire asked: 'Was there anything about the e-learning module that you think could be improved? There were five responses to this question:

- *Yes ,reduce the log in information. Three is too much and off putting*

- *More case scenarios should be used to give ample practice for the learners*

- *No*

- *I think people are well up on things they're interested in*

- *Some sections had did not work.*

5. Conclusions

It would be useful to test the e-learning module further and to collect evaluation questionnaire responses from more testers. This would enable a more detailed and robust evaluation of the effectiveness of the e-learning module. Ideally, at least 30 evaluation responses would be required to undertake useful analysis; for example, to analyse the 'likes' and 'dislikes' by age group or gender, or to identify any significant changes in confidence and knowledge from 'before' to 'after' taking the e-learning module.

The Age UK users were regular IT users and in the 'improvers' group of the Age UK IT Eltham classes. However, they would not have been able to get started or complete the e-learning module independently. All six learners in the class needed help from the IT tutors to get into the module and to navigate through it. The main technical difficulties or dislikes experienced by the Age UK testers were:

- Finding the e-learning module;

- Setting three security questions for the log-in;

- Pop ups blocked and no message indicating this or instructions for how to deal with this;

- Problems moving out of the e-learning module and into other websites and then getting back again;

- Navigation instructions were sometimes lacking, with testers having to work out by trial and error what they needed to do in order to move to the next page.

The Age UK testers were retired professionals. They all found the learning content of the module too basic. Comments in the on-line questionnaire indicate that this was also the case for at least one of the Community Links testers. The main thing which most testers felt they learned from the e-learning module was about how to identify relevant and reliable information on-line. Some testers considered that the learning content would be more relevant if it was more explicitly targeted at particular user groups and if the purpose of the module was clearly stated at the outset.

Testers found that the evaluation questionnaire took too long to complete and asked questions which they considered repetitious. The number of questions in the evaluation questionnaire should be reduced.