

**Proposal to Integrate User-Centered Design
in the Purdue Online Writing Lab**

English 515, Advanced Professional Writing
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Executive Summary

On August 26, 2005, the redesigned Purdue Online Writing Lab (OWL) site went live. The new OWL site offers many new features and is better organized than the original site. Further, the new OWL boasts a much more usable design. But while the redesign improves upon the original site, and satisfies many of the goals established by Writing Lab staff, a recent pilot usability test hints at possible improvements for the OWL.

The pilot usability test showed that participants might not understand what the OWL offers, and it showed that participants might be confused by the existing, writing genre-based homepage links. To address the possible limitations in the current design of the homepage links, this document proposes developing a more user-centered, user-based OWL homepage link configuration and corresponding user-based pages to assist OWL visitors in finding and accessing resources they need in a quick and easy fashion. The more user-centered design is based in professional communication and usability design theory, and it follows a marked trend in library Website design to follow user-based configuration. To measure the need for and the effectiveness of the user-based changes, we also propose developing a usability test. This test will measure participants' navigation and understanding of the OWL site and its resources.

Introduction

This document proposes reconfiguring the homepage links of the Purdue OWL. This reconfiguration will take the OWL homepage links from their present hierarchy, loosely based on writing genres, to a more intuitive and user-centered organization that will better serve OWL visitors. In short, we propose reconfiguring the link hierarchy in the following manner:

<i>Current Writing Genre-Based Design</i>	<i>User-Centered, User-Based Design</i>
• Writing Process	• Grades 7-12 Teachers
• Professional	• ESL Teachers
• Technical, and Scientific Writing	• ESL Students
• Job Search Writing	• EFL Teachers
• General Academic Writing	• EFL Students
• Research and Citation	• Purdue Instructors and Students
• Grammar and Mechanics	• Non-Purdue Instructors and Students
• English as a Second Language (ESL)	• Professional Users
• Literary Analysis and Criticism	• Parents
• Writing in the Social Sciences	• About the OWL at Purdue
• About the OWL at Purdue	

Figure 1., OWL Homepage Link Configuration Change

In addition, we propose developing corresponding user-based pages that contain OWL resources for each of the user categories outlined above. Within three-clicks, users will be able to access resources organized around *their* specific tasks. These solutions can work alone, or they can work with other changes to improve the usability of the OWL Website.

To test the need for and the effectiveness of the user-based design, we also propose developing an electronic usability test. Developing this data collection process will help the OWL designers obtain important information to better tailor OWL resources to different types of users. The data collection process will test the need for and the effectiveness of the user-based links and pages. The data collection instrument will be electronic, combining Web-based information (the OWL site) and a response mechanism using a word processing program. Specifically, we propose developing the user-based homepage with corresponding user-based pages to test them against the current writing genre-based design. We anticipate that Purdue University students will act as paid test participants and that Professor Mike Salvo will act as lead tester.

The objective of this proposal is to assist the OWL designers in developing a user-centered Website that serves the needs of its visitors. The scope of the proposal is limited to the reconfiguring of the OWL homepage links and to developing corresponding user-based pages. This document does not propose any additional changes to other parts of the OWL site or to other parts of the Purdue Writing Lab Family of Sites. Our intended audience for this document includes peer reviewers in English 515, Professor Mike Salvo, OWL Technical Coordinator Karl Stolley, Writing Lab Assistant Director Tammy Conard-Salvo, Writing Lab Director Linda Bergmann, and other possible shadow readers in the Department of English at Purdue University. The next section outlines the background of this project.

Background

The following section outlines the general background of the Purdue University Writing Lab and the Purdue University OWL and its impact on Internet-based writing instruction. This section also details the goals of the redesigned OWL and provides data on OWL users. Lastly, the section discusses recent user testing of the OWL in Professor Mike Salvo's English 515 (Advanced Professional Writing: Usability) course and highlights the background of the user-based reconfiguration proposed in this document.

The Purdue University Writing Lab and the Purdue University OWL

The Purdue University Writing Lab first opened its doors in 1976 and soon became one of the paramount writing lab programs in the world. The Purdue Writing Lab has won numerous awards and has always served as an excellent example for in-person, one-on-one tutor-based writing instruction. To add to its writing instruction resources, the Purdue Writing Lab entered cyber space by launching its OWL in 1994 (*Purdue OWL Family of Sites*).

The Purdue OWL was the first of its kind and is still one of the leading online writing labs in the world. Every year, millions of users from across the globe access the writing resources made available by the OWL:

The OWL has grown into a popular web site that received over 23 million hits from over 125 countries in 2004. OWL tutors answered 1,565 writing-related queries via e-mail, and over 12,000 users are subscribed to the Purdue OWL News, a free weekly e-newsletter. (*Purdue OWL Family of Sites*)

To help the OWL better serve its users, technical coordinators use precise data collecting applications to track OWL users while they are on the site. Based on needs highlighted by the user data, and to better organize and present the OWL's vast library of resources, the Purdue Writing Lab recently redesigned the OWL (*Purdue OWL Family of Sites*). This redesigned site launched on August 26, 2005 and has been undergoing user testing in order to refine its performance. Some of the specific goals of this redesigned site are as follows:

- Maintain writing support for all users
- Develop library-like features
- Move toward a more interactive environment
- Ensure that users are able to find materials and that they know what they are
- Transition from a print-based culture to an electronic-based culture (the Web)
- Fully utilize advantages of Web-based material
- Ensure scalability – be able to manage 200+ handouts
- Develop multiple identities so that a wide variety of users access the OWL
- Provide good pedagogical material for all users
- Avoid losing information despite the large number of OWL resources
- Remain focused on the mission statements of the OWL and the Purdue Writing Lab
- Create a flexible design so users can navigate and read information in their preferred way
- Attract new users.

In addition to collecting information on users' needs, OWL coordinators have also tracked the types of users accessing the site. This information enables the coordinators to address user needs and develop helpful resources. Data collection reveals that OWL users fall into these categories:

- Non-college teachers (grades 7-12)
- English as a Second Language (ESL) teachers and ESL students
- English as a Foreign Language (EFL) teachers and EFL students
- Purdue instructors and Purdue students
- Non-Purdue college instructors and non-Purdue students
- Professionals
- Parents.

OWL Usability Test in English 515, Advanced Professional Writing: Usability

On Thursday, January 12, 2006, Professor Mike Salvo administered a pilot usability test in his English 515 course (see Appendix 1). The usability test was designed to provide data-driven information on various usability aspects of the Purdue OWL's redesigned site. It's clear that many of the test's questions were developed to measure the success of the new OWL in fulfilling the goals outlined above. For example, question 2. asks participants the following (two of three total questions):

- “What is available at this website?”
- “How does this website differ from the “original” OWL website?”

Specifically, these questions help measure the OWL's effectiveness in ensuring that users are able to find materials and that they know what those materials are.

In addition, the questions help measure the OWL's effectiveness in presenting library-like features and maintaining a flexible design so users can navigate and read information in their preferred way. Unfortunately, preliminary results from the pilot usability test (see Appendix 2) show that participants did not answer consistently when asked the question, "What is available at this Website?" All participants did not list all the resources outlined on the OWL homepage. In addition, participants did not answer consistently when asked the questions, "How does this website differ from the 'original' OWL website?" All participants did not list all of the new options of the redesigned site listed on the OWL homepage. The following are the responses from the pilot usability test for question 2., part 1, "What is available at this Website?":

DATABASE SEARCHES, PERSONALIZED (*scribe note: one unintelligible word*)
 writing handouts
 instructional materials
 description of the newly-enhanced OWL
 printable pages, writing information, free writing help + teaching resources
 database searching, a personalized
 information on writing
 referential and instructional writing aids
 Links to other pages; handouts on writing
 info about the writing process + how to ...
 handouts
 writing resources
 writing help
 handouts in database form
 A LOT
 writing help/information
 writing help

Figure 2., Participant Responses to Question 2., Part 1

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The following are the responses from the pilot usability test for question 2., part 3, “How does this website differ from the ‘original’ OWL website?”:

easier searching for documents, stylesheet for printing, way to collect sources
 better design, less info available
 more user-friendly (esp.), but noted that it is running on new servers,
 addition of content (and revision), no more printable versions of pages
 new server, different format for printing
(Report author note: no answer provided)
 search capabilities, style sheets, MyOWL
 this one is date-base driven w/ search
 new options + better printing
 my owl, fixing WS information
 new search feature, customization, different printing options
 new printable, pages, MyOwl
 seems more like contemporary blog format
 database driven, new print options, new server, look
 The last one sucked, plus, this one is using cascading style sheets,
 and it was much harder to navigate through
 new search capabilities, no more printabl eversion pages,
 content personalization "MyOWL"
 it has a custom management system

Figure 3., Participant Responses to Question 2., Part 3

Based on these responses, it’s not unreasonable to conclude that users may be receiving mixed messages regarding what’s available on the new OWL. The answers are inconsistent and vary widely. These shortcomings call into question the usability of the homepage of the OWL. A limitation in usability may undermine some of the primary objectives of the new site. The next section outlines the problem this proposal addresses.

Problem

The following section outlines the problems addressed by the proposal and discusses the possible implications of not solving the problems.

In general, the main problem we address is that it’s possible users may not be sure what they can do on the new OWL. It’s also possible that users may not be receiving a clear message about what the new OWL offers. Since some of the basic goals of the redesigned OWL are to help users find and navigate its vast amount of resources, the possibility of lost or confused users is cause for concern. More precisely, we posit that one reason users may be confused is that the links on the OWL homepage are configured around a writing genre hierarchy unfamiliar to some users. In other words, we believe that the homepage link configuration is not as intuitive as it could be. Therefore, if a user visits the OWL but is not sure about what grammar and mechanics covers, s/he may not continue using the OWL or may wander around the site looking for resources. If the homepage links were organized in a user-based format, grades 7-12 teachers, for example, could quickly figure out what area of the OWL interests them.

In addition, we posit that users visit the OWL because they have a specific purpose in mind, based on who they are and what their tasks include. Therefore, it's not unreasonable to consider that if the OWL were more user-centered (organized around users' roles and tasks) they might be less confused as to what the new OWL offers *them*. If OWL designers do not address these issues, it's possible that the goals for the OWL may not be achieved and that users may not continue to visit and use the OWL. The next section outlines our solutions to these problems.

Solutions

This section details our proposed solutions to the problems outlined above. First, we describe the proposed changes for the OWL Website. Second, we point to professional communication and design theory that support user-centered configuration. Third, we discuss existing sites that share similar user-centered design features. Fourth, we describe the user testing we will develop in order to ascertain the need for and effectiveness of the user-centered configuration. Fifth, we discuss criteria we will use to determine whether our proposed solutions will work.

Proposed Changes

To solve the problems discussed above, we propose a more intuitive and user-centered approach to navigating and organizing content based on user types rather than on writing genres. Designing links and pages around the type of visitors accessing the OWL will allow users to better understand the OWL content. Users will be able to more quickly access the information they want. To measure the effectiveness of this user-centered approach, we propose that an OWL homepage model be developed that would organize OWL content based on user types. Specifically, this redesign will include new links. These user-based links will take users to pages that list OWL resources organized around user types. This graphic details these changes:

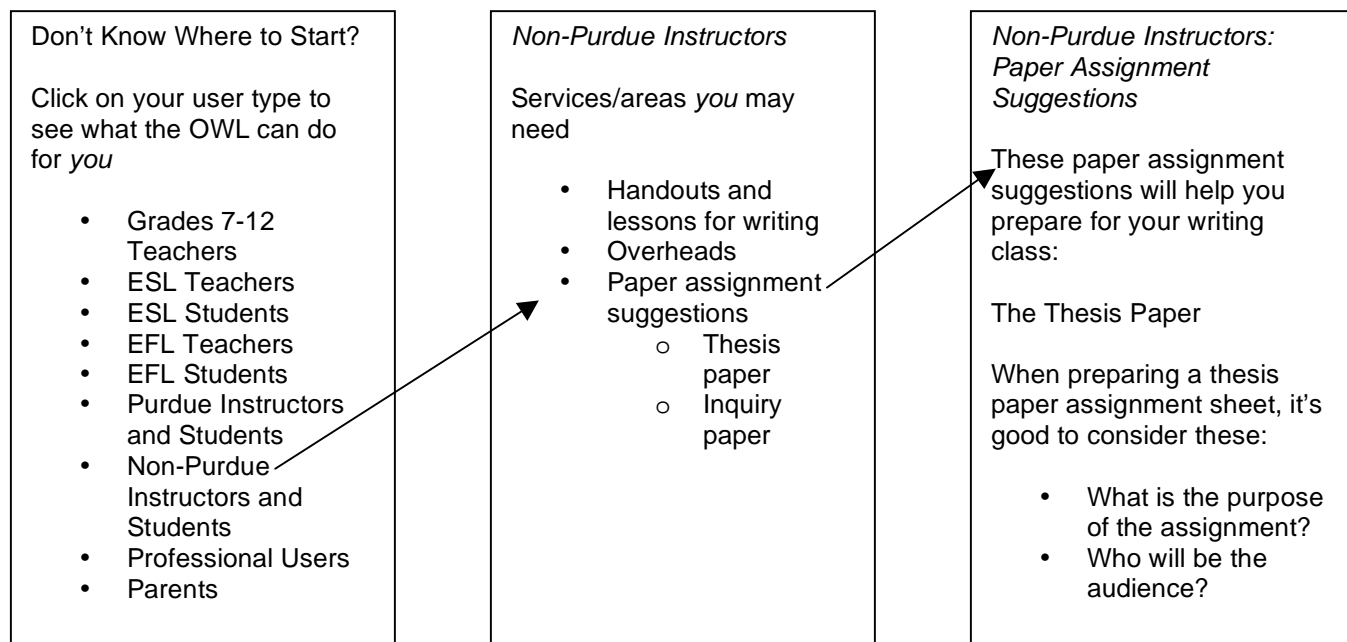


Figure 4., Proposed User-Centered OWL Design (Intuitively Following The Three-Click Rule)

Note that the user-type design is based on user data collected by the OWL technical coordinators that show which specific users visit the OWL most often. This user-centered configuration will allow OWL visitors to access resources important to them within three clicks rather than navigating the OWL based on a potentially unfamiliar writing genre design.

User-Centered Professional Communication and Design Theory

User-based, or user-centered, Website design is a theoretically sound approach and a growing trend in Websites that contain a large amount of information, such as libraries. In Paul V. Anderson's *Technical Communication: A Reader-Centered Approach, 5th edition*, a widely used and widely accepted professional writing textbook, Anderson outlines steps to ensure usability in Chapter 4, Planning for Usability:

1. Identify the information your readers need
2. Organize around your readers' tasks
3. Identify ways to help readers quickly find what they want
4. For a complex audience, plan a modular communication. (81)

We assert that the new, writing genre-based OWL incorporates many of these elements of usability, but that a *user-based* homepage link configuration, with corresponding user-based pages working as portals to OWL resources, will make the site even more usable. Specifically, it's clear OWL designers have identified the information users need, and that they have *begun* to organize the site around users' tasks. But we believe that the site can more effectively help users quickly find what they want by following the user-centered structure we outline above. In addition, we believe that since the OWL serves such a complex audience, the user-centered configuration will create a more modular communication that is more easily navigated and used by different types of visitors. We feel that this reasoning is in line with the goals of the redesigned OWL outlined in the Background section above.

In Chapter 16, Communicating Electronically, Email and Web Sites, Anderson emphasizes the need to design pages that follow a hierarchical organization and that use intuitive categories to help readers quickly find what they want: "...construct your hierarchy so that readers need to make no more than three clicks from the homepage to "drill down" to what they want" (390). Regarding intuitive design, Anderson cites fellow expert Karen Schriver, stating

To help your readers avoid errors, create categories they will intuitively think of when searching for a topic...intuitive categories increase readers' accuracy when predicting which link will lead them to the information they want. [Schriver, 1997] (391)

We believe that the user-based link configuration and the corresponding user-based pages outlined above are more intuitive than the current OWL homepage design.

In *A Practical Guide to Usability*, Joseph S. Dumas and Janice C. Redish provide more support for creating user-based links and corresponding pages. Dumas and Redish assert that ensuring "...usability means focusing on users" (5).

Further, Dumas and Redish maintain that

People consider a product ‘easy to learn and use’ in terms of the *time* it takes to do what they want, the number of *steps* they go through, and the *success* they have in predicting the right action to take. They use the interface...to help them achieve their own performance goals. (5)

Dumas and Redish emphasize that ensuring usability means helping users accomplish tasks, and they state that any time wasted trying to accomplish these tasks will decrease the likelihood that users will consider the application easy to use: “People’s tolerance for time spent learning and using tools is very low” (5). We believe that the intuitive, user-centered link configuration and corresponding user-based pages outlined above provide the type of usability Dumas and Redish consider so important. We also believe that this usability is in line with the goals of the redesigned OWL site.

User-Centered Websites

After some preliminary Internet research, we conclude that many Websites with diverse users who must navigate a large amount of information have moved to the intuitive, user-centered design we outline above. We chose to highlight the sites below because they are used by a large number of users from all age groups and professions. Further, the users’ needs may change each time they access the site. Finally, the Websites contain large amounts of information that readers must be able to navigate and access quickly, and the Websites maintain this information in a library format. This library format is consistent with the goals of the redesigned Purdue OWL. Some of these sites include the following:

- United States Library of Congress: <http://www.loc.gov/index.html>
- The New York City Public Library: <http://www.nypl.org/>
- The Los Angeles Public Library: <http://www.lapl.org/>.

The screenshot below shows the homepage for the United States Library of congress.

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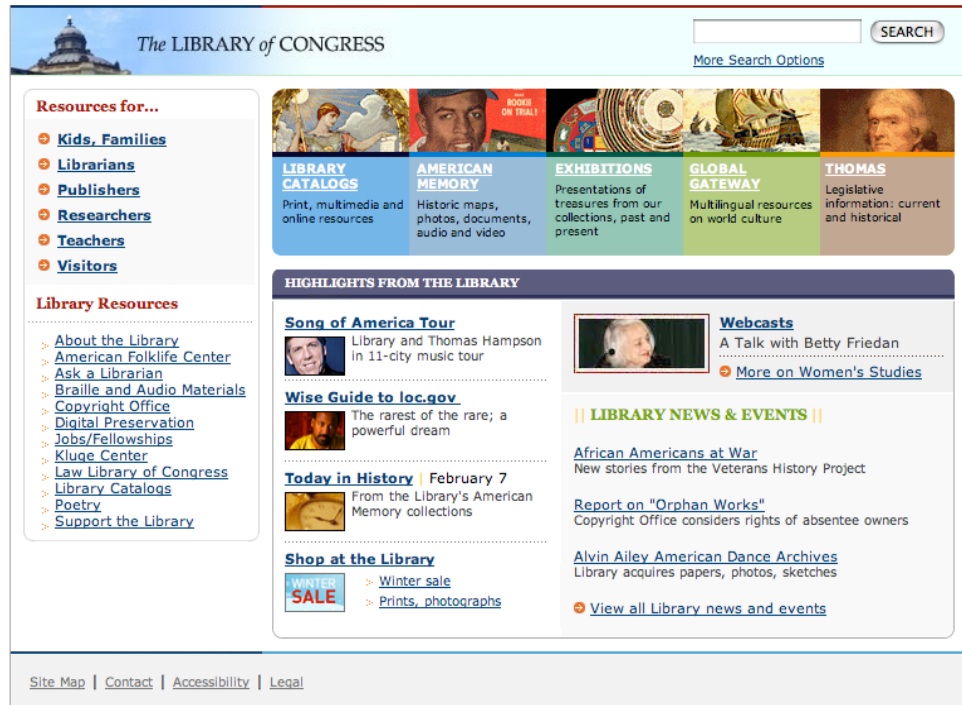


Figure 5., Homepage for the United States Library of Congress

Please note the user-based configuration of the links on the upper left side of the homepage. This type of design mirrors the user-centered hierarchy we describe above. Each of the user-based links take site visitors to pages organized around *their* particular user category. The screenshot below shows the Kids and Families page from the Library of Congress homepage.

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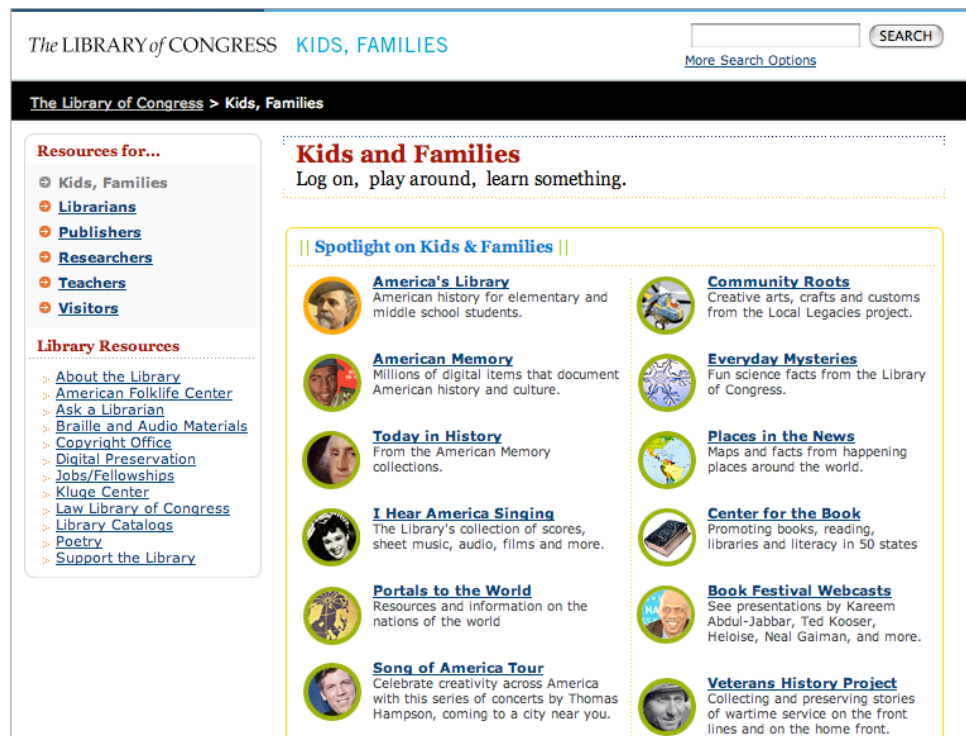


Figure 6., Kids and Families Page of the United States Library of Congress Website

As you can see, the links on the Library of Congress homepage are configured intuitively to help users identify the areas of information most interesting to each individual reader. This design, we maintain, exhibits the type of usability the Purdue OWL should achieve. Further, you can see that within three clicks, users can access the type of information they want without having to search through a large number of pages.

Usability Test (Method)

To test the need for a more user-based link configuration for the OWL homepage and user-based corresponding pages, and to test the effectiveness of these changes, we propose developing an electronic usability test. This test will ask participants to view and use the current version of the OWL. The test will also ask participants to view and use the user-based version we will develop. We will measure the amount and type of information participants find and use, and we will measure the amount of time it takes participants to access this information. Finally, we will ask participants to reflect on their experience with both versions of the OWL.

Resources

The usability test will require the following resources:

- Paid Purdue University student participants to test the two different OWLs
- English 515 class members to record time and observe participants
- Internet access to the existing OWL homepage and connected pages containing resources
- Access to the user-based OWL homepage and user-based connected pages containing user-based resources (both versions will contain the same *amount* of resources)
- A self-directed, word processing-based data collection instrument

Testing Scenario

We propose organizing the testing scenario in the following way:

1. Participants will access and use the current version of the OWL and answer questions in the word processing data collection instrument. During this step, English 515 class members will time the participants and observe their reactions
2. Participants will access and use the user-based OWL and answer questions in the word processing data collection instrument. English 515 class members will continue timing and observing the participants
3. Some participants will be asked to use the user-based OWL first and then the current version of the OWL
4. Participants will fill out a follow up questionnaire that asks them to compare both sites.

Some of the test questions may include, but are not limited to, the following questions taken from the pilot usability test:

- a. From the OWL Family of Sites Homepage, follow the link titled [The OWL at Purdue](#).
- b. Read the OWL Webmaster's Blog entry dated August 26.

Please briefly answer the following three questions:

- o What is available at this website? _____
- o How many years has the OWL been online? _____
- o How does this website differ from the "original" OWL website? _____

Comments:

- a. Please find the document titled [How to use Adjectives and Adverbs](#) under **Grammar and Mechanics** in the Navigation menu.
- b. Select this document.

Please briefly answer the following questions:

- o Did the website react in a way you expected it to? **Yes / No** (Circle one)
 - o Please explain your answer and describe your expectations.
- a. Return to the main OWL website: <http://owl.english.purdue.edu/>
 - b. Follow the link titled [The OWL at Purdue](#).
 - c. Please find the document titled [Research Overview](#) under **Research and Citation**.
 - d. Select [Research Overview](#).

Please briefly answer the following questions:

- o Were you able to find the document titled [Research Overview](#)? **Yes / No** (Circle one)

If you answered "No," what would have helped you find this document? (If you found the document, how did you find it?) Briefly describe your impressions of the order and layout of the items listed under the heading **Research and Citation**.

These questions were included in the pilot usability test, and we will use them as a baseline against which to measure the user-based configuration. Some of the follow up questions comparing both sites may include, but are not limited to, the following:

1. Which version of the site did you find more professional?
2. Which version of the site did you find more organized?
3. Which version of the site allowed you to more quickly access information you needed?
4. Which version of the site are you more likely to use for different writing tasks?
5. Which version of the site might you return to after you leave Purdue?
6. Which version of the site provided more information? (This question works to ascertain which version of the site participants *perceive* as containing more information regardless of the fact that both versions will contain the same amount of resources.)

This is a working list and will be refined during the development of the usability test.

Criteria

To determine whether a need exists for (and the effectiveness of) a user-based OWL configuration, we will analyze the report of consistent and complete lists of OWL resources from test participants. We will look at response times for accessing specific OWL resources. In addition, we will analyze how test participants respond to questions on OWL professionalism, organization, and amount of content. Lastly, we will study the comments test participants provide on their reactions to the two versions of the OWL. We will analyze and present this information quantitatively and then provide qualitative conclusions and recommendations.

Conclusion

The Purdue OWL has a long and rich history. Its list of successes includes awards, millions of happy and returning users, as well as a vast library of effective writing resources. Recently, coordinators redesigned the OWL to update its usability, organization, and appearance. While these changes work toward the success of the OWL and satisfying users' needs, we feel that the OWL could be even more user-centered.

The results from a recent pilot usability test hint at possible limitations in the current OWL design. These limitations include inconsistent, incomplete reporting of OWL resources and inconsistent, incomplete reporting of new features of the redesigned OWL. This confusion could keep the OWL from achieving some of the goals established to help guide the redesign. Therefore, we propose reconfiguring the OWL homepage links to reflect a more user-centered approach. This approach may help users access and use information they need in a quicker and easier fashion. Professional communication and design usability theory support the need for user-centered configuration. In addition, Websites sharing characteristics with the OWL have moved to user-based formats. To test the need for and the effectiveness of the proposed changes, we propose designing a usability test that will ask participants to compare and contrast the two versions of the OWL. We believe that this test will help us help the Purdue OWL staff achieve the goals for the OWL to provide top notch writing assistance for millions of users worldwide.

Works Cited

Anderson, Paul. *Technical Communication: A Reader-Centered Approach*. 5th ed. Boston, MA: Thomson-Wadsworth, 2003.

Dumas, Joseph S., and Janice C. Redish. *A Practical Guide to Usability Testing*, Revised Edition. Portland, OR: Intellect Books, 1999.

Purdue OWL Family of Sites. 26 Aug. 2005. Department of English, Purdue University, West-Lafayette, IN. 7 Feb. 2006 <<http://owl.english.purdue.edu/>>.

Appendix 1: Pilot OWL User Test

Self-reporting Usability Form
Salvo 515 Spring 2006

1. Note the current time in minutes and seconds: _____ (hours: minutes. seconds, i.e., 9:12.24)
 - a. Open any browser.
 - b. Go to the following web site:
<http://owl.english.purdue.edu/>

Note the current time in minutes and seconds: _____

Which browser did you use to access the document? _____

This document refers to “The OWL Family of Sites.” What do you understand this to mean?

2. Note the time in minutes and seconds: _____
 - c. Follow the link titled [The OWL at Purdue.](#)
 - d. Read the OWL Webmaster’s Blog entry dated August 26.

Note the current time in minutes and seconds: _____

Please briefly answer the following three questions:

- o What is available at this website? _____
- o How many years has the OWL been online? _____
- o How does this website differ from the “original” OWL website? _____

Comments:

3. Note the current time in minutes and seconds: _____
- Please find the document titled [How to use Adjectives and Adverbs](#) under **Grammar and Mechanics** in the Navigation menu.
 - Select this document.

Note the current time in minutes and seconds: _____

Please briefly answer the following questions:

- Did the website react in a way you expected it to? **Yes / No** (Circle one)
- Please explain your answer and describe your expectations.

5. Note the current time in minutes and seconds: _____
- Remain on the page titled [How to use Adjectives and Adverbs](#).
 - Find out how you would print this document.
 - Find out how you could obtain a copy of this document in PDF format.

Note the current time in minutes and seconds: _____

Please briefly answer the following questions:

- Were you able to find the instructions or link for printing? **Yes / No** (Circle one)
- Were you able to find the instructions for downloading a PDF document? **Yes / No** (Circle one)
- Are you familiar with PDF format? **Yes / No** (Circle one)

Do you have any suggestion for where printing or links should appear on this page?

6. Note the current time in minutes and seconds: _____
- Return to the main OWL website: <http://owl.english.purdue.edu/>
 - Follow the link titled [The OWL at Purdue](#).
 - Please find the document titled [Research Overview](#) under **Research and Citation**.
 - Select [Research Overview](#).

Note the current time in minutes and seconds: _____

Please briefly answer the following questions:

- Were you able to find the document titled [Research Overview](#)? **Yes / No** (Circle one)

If you answered “No,” what would have helped you find this document? (If you found the document, how did you find it?) Briefly describe your impressions of the order and layout of the items listed under the heading **Research and Citation**.

7. Note the current time in minutes and seconds: _____

- a. Remain at [Research Overview](#) under **Research and Citation**.
- b. Please locate the resource’s sections.

Note the current time in minutes and seconds: _____

Please briefly answer the following questions:

- o How many sections does this resource have? _____
- o Were you expecting this information to appear here? Why or why not?

8. Note the current time in minutes and seconds: _____

- a. You should still be at **Research and Citation > Research Overview**.
- b. Scroll down to the bottom of the page.
- c. Find the Legal Information.

Note the current time in minutes and seconds: _____

Please briefly describe your understanding of the legal information presented:

9. Note the current time in minutes and seconds: _____

- a. You should still be at **Research and Citation > Research Overview**.
- b. Find Contact Information for the OWL, the OWL Webmaster, and Purdue Writing Lab staff.

Note the current time in minutes and seconds: _____

- o If you wanted to contact the OWL with a question about the website, who would you contact? Why?

- o If you wanted to know the Purdue Writing Lab’s hours of operation, where would you find that information, and who would you contact?

- o Who would you contact to invite an OWL staff member to talk to your school about the Purdue OWL and writing lab?

10. Note the current time in minutes and seconds: _____

- a. Return to the main OWL website: <http://owl.english.purdue.edu/>
- b. Please locate the handout titled: [Transitional Devices \(Connecting Words\)](#)

Note the current time in minutes and seconds: _____

Please briefly answer the following questions:

- o Were you able to find the document titled [Transitional Devices](#)? **Yes / No** (Circle one)

If you answered “No,” what would have helped you find this document? If you answer “Yes,” how did you find it? Please add any comments.

Please add any comments, observations or questions you have about this website, the usability testing procedures we have just completed, or any other questions you may have about this process to the back of this form. You may contact Michael Salvo by email [salvo@purdue.edu] or telephone [765-494-4425] with any questions or concerns you may have. Please do not include any identifying information on these materials.

Appendix 2: Results from Pilot Purdue OWL User Test

Please see attachment in MS Excel.