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Module 7 - Co-design learning through User Testing

Unit 7.4 – Tool for Designing Learning Scenario / Lesson Plan with User Testing

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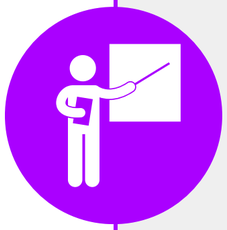
Purpose of the Tool

The User Testing Design Tool has been developed to support educators in integrating user testing systematically into their lesson planning and instructional design. Its purpose is to:

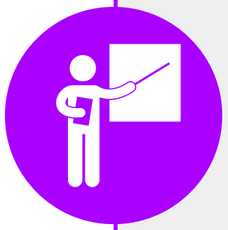
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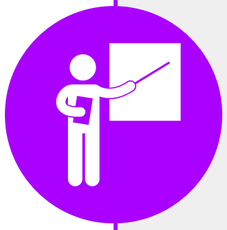
Through this tool, educators can ensure that user testing becomes an integral and purposeful element of the learning experience.



Provide a structured framework for planning, conducting, and evaluating user testing activities.



Support consistent and comparable feedback collection from learners.



Facilitate a clear and iterative process for refining learning resources, materials, or environments.



Strengthen co-design practices by guiding teachers through a transparent, evidence-based improvement cycle.

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Step-by-Step Guide for Using the Tool

Step 1 – Define Objectives

Step 2 – Prepare the Prototype and Testing Environment

Step 3 – Conduct the User Testing Session

Step 4 – Distribute and Collect Feedback

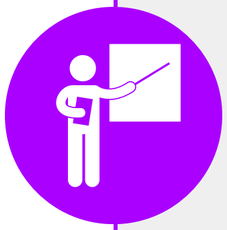
Step 5 – Analyse the Feedback

Step 6 – Iterate and Refine

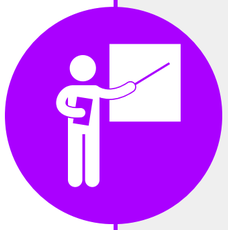
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Step 1 – Define Objectives



- ·Establish the learning goals and the testing purpose (e.g. usability, clarity, accessibility, engagement).



- ·Identify the competencies targeted (e.g. critical thinking, communication, digital literacy).



- ·Clarify expected learner outcomes and the role learners will play during testing.

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Step 2 – Prepare the Prototype and Testing Environment



- ·Select or create the prototype to be tested (e.g. digital tool, classroom layout, printed material, learning activity).



- ·Ensure accessibility and readiness of all materials.



- ·Prepare learners by explaining expectations, feedback etiquette, and the purpose of co-design.

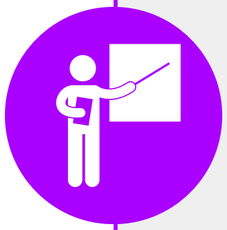


- ·Decide on the structure: individual testing, group rotation, whole-class evaluation.

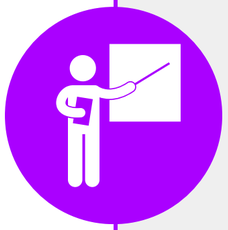
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Step 3 – Conduct the User Testing Session



- ·Allow learners to interact freely with the prototype.



- ·Encourage “thinking aloud” to capture immediate user impressions.



- ·Avoid influencing or guiding learners; focus on authentic user behaviour.

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Step 4 – Distribute and Collect Feedback

Use the prepared feedback instruments (forms, discussion guides, observation grids).

Feedback may include:



- ·Usability (ease of navigation, clarity of instructions)



- ·Engagement (motivation, interest level)



- ·Accessibility (barriers for different learners)

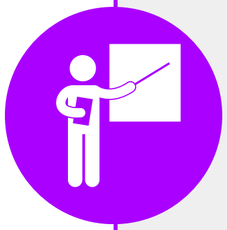


- Quality of user experience (comfort, efficiency, satisfaction)

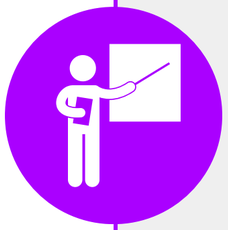
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Step 5 – Analyse the Feedback



- ·Organise data into themes and identify recurring patterns.



- ·Compare individual and group insights.

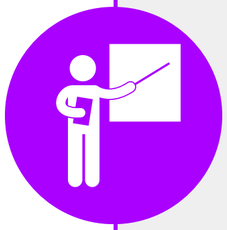


- ·Evaluate which elements require refinement and which are functioning effectively.

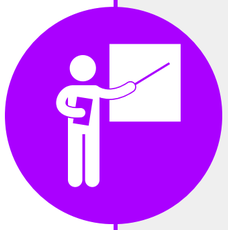
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Step 6 – Iterate and Refine



- ·Implement improvements based on learner feedback.



- ·Communicate changes to learners and involve them in deciding next steps.



- ·Schedule follow-up testing if substantial modifications have been introduced.

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User Testing Checklist

This checklist supports educators in ensuring the proper setup and execution of a user testing activity:

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Before Testing

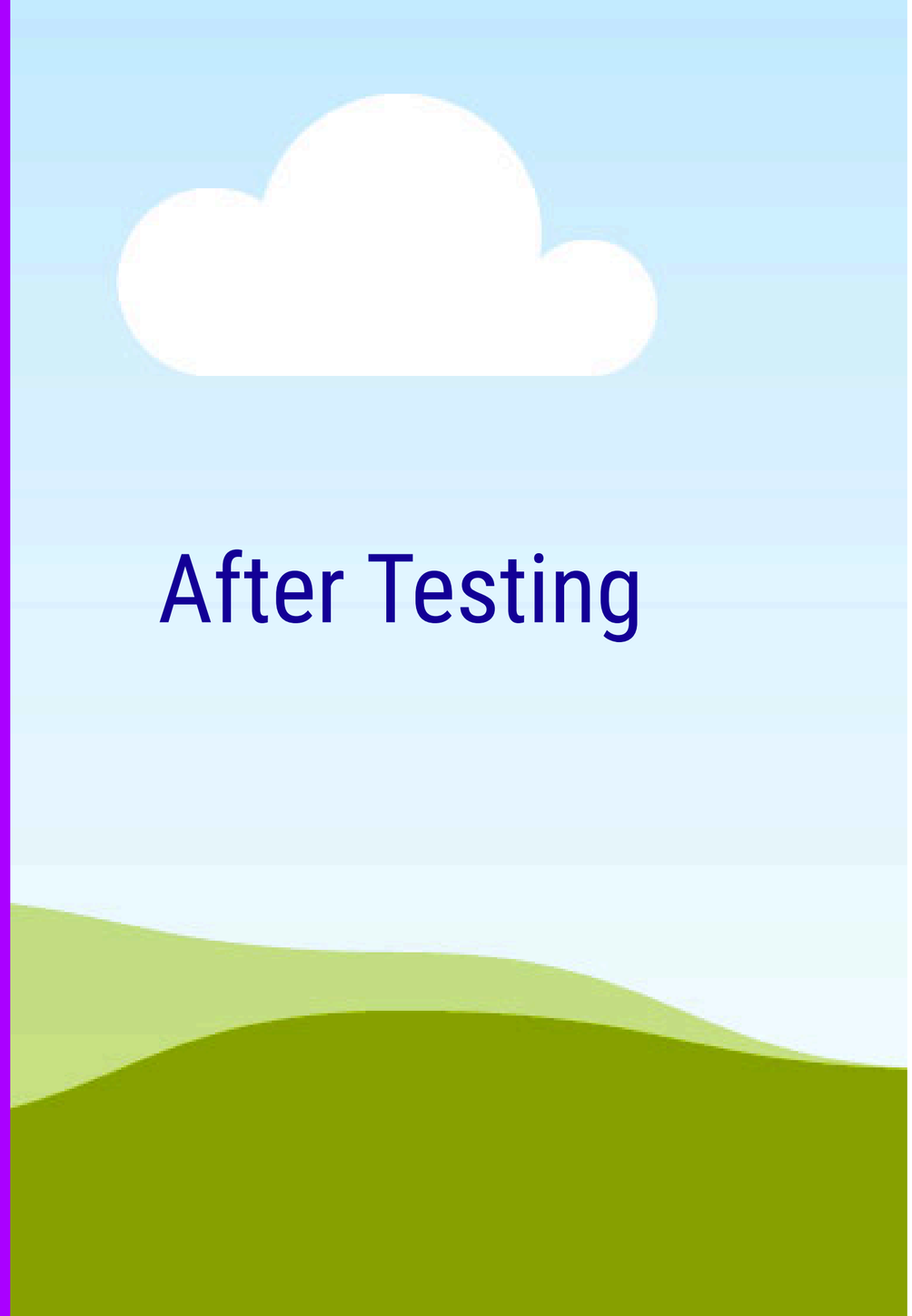
1. ·Learning objectives clearly defined
2. ·Prototype prepared and accessible
3. ·Instructions for learners developed
4. ·Feedback tools ready (forms, rubrics, grids)
5. ·Time allocated for analysis and iteration
6. ·Inclusiveness and accessibility considered
7. ·Classroom grouping strategy established

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During Testing

1. ·Learners encouraged to “think aloud”
2. ·Teacher observes without intervention
3. ·Key behaviours noted (confusion, ease, navigation patterns)
4. ·Feedback collected consistently from all participants

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After Testing

1. ·Feedback organised and analysed
2. ·Iteration decisions made
3. ·Improvements documented
4. Plan for follow-up testing established if necessary

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You have completed Unit 7.4

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