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Module 7 - Co-design learning through User Testing

Unit 7.3 – Example Scenarios

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Learning Scenario 1

Improving a New Educational App through User Testing

Abstract

This scenario engages students in testing a new educational app used in blended learning. Through structured feedback and iteration, students co-design the improvement of navigation, content, and engagement features.

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Keywords

Co-design, educational app, usability testing, iteration, student engagement

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Table of Summary

1. Subject: ICT in Education, Blended Learning
2. Topic: Usability and content refinement of digital tools
3. Age of Students: 16+
4. Preparation Time: 1 hour
5. Teaching Time: 3 hours
6. Online Materials: Prototype app version, Google Forms for feedback
7. Offline Materials: Printed feedback forms, observation notes

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Integration into the Curriculum

- ICT and digital literacy modules; project-based learning.

Aim of the Lesson

- Students actively improve digital learning tools through co-design testing.

Outcome of the Lesson

- Students develop digital literacy, analytical thinking, and collaborative refinement skills.

Methodology and Key Competences

- Digital skills, communication, collaboration, critical thinking.

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Activities

1. Introduction (15 min):

Teacher introduces the app and sets objectives.

2. Testing Phase (60 min):

Students use the app during class activities.

3. Feedback Collection (30 min):

Individual surveys and group discussions.

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Activities

4. Analysis & Synthesis (45 min):

Groups categorize feedback into usability, content, and engagement.

5. Iteration Proposal (30 min):

Students propose solutions to identified issues.

6. Reflection (15 min):

Discuss shared ownership in improving educational tools.

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Learning Scenario 2

Testing Classroom Layouts for Collaborative Learning

Abstract

This scenario engages students in co-designing and testing different classroom seating arrangements to improve collaboration, communication, and focus. Instead of testing a digital tool, students test physical learning environments by experimenting with layouts (e.g., circle, clusters, rows) and providing structured feedback.

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Keywords

Co-design, classroom environment, collaboration, student-centered design

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Table of Summary

1. Subject: Educational Design, Social Skills, Learning Environments
2. Topic: Impact of classroom layout on collaboration and learning outcomes
3. Age of Students: 15+
4. Preparation Time: 30 minutes
5. Teaching Time: 2 hours and 45 minutes
6. Materials: Movable desks/chairs, flipcharts, feedback forms, sticky notes, camera (optional for documenting layouts)

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Integration into the Curriculum

- Can be integrated into social sciences, civic education, or project-based learning modules where learners reflect on how environments affect engagement and inclusion.

Aim of the Lesson

- To encourage students to critically reflect on how physical learning spaces shape interaction and learning, and to empower them to redesign these spaces through user testing.

Outcome of the Lesson

- Students understand the role of the environment in shaping learning experiences; they develop collaboration, observation, and reflective evaluation skills.

Methodology and Key Competences

- Critical thinking, collaboration, problem-solving, and design thinking applied to space.

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Activities

1. Introduction (15 min):

Teacher introduces the concept of classroom design and explains that students will test layouts as users.

2. Baseline Setup (20 min):

Students start with the traditional “rows” layout and complete a short collaborative activity (e.g., group problem-solving task). They record challenges and positives.

3. Alternative Layout Testing (2 × 30 min):

Layout 1: Clusters of 4–5 students.

Layout 2: Circle or U-shape.Students repeat a similar collaborative task in each layout, recording their experiences.

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Activities

4. Feedback Collection (30 min)

Groups fill feedback forms comparing layouts (criteria: collaboration, focus, comfort, engagement, inclusion).

5. Analysis & Discussion (30 min):

Teacher guides whole-class reflection on which layout worked best, why, and what improvements could be made.s.

6. Iteration Proposal (15 min):

Students suggest a hybrid or modified arrangement (their own design).

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Activities

7. Reflection (10 min):

Teacher links the process to co-design principles: users (students) testing and shaping the learning environment.

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You have completed Unit 7.3

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