

Discussion Guide

For AccessU wireframe testing of 2023 Easy Checks update

Set up

[[@@ new info!!! @brian & @laura]]

- ☐ Check the volume on the machine they are using, so the video doesn't play as loud as Shawn's did! :-)

If using your computer, have these ready to go in the background:

- ☐ Open the prototype.
- ☐ Open the WAI home page.

If using their laptop, when the time comes to use a prototype, you can have them open a browser, type **w3.org/WAI/EO** (*EO in all caps*) then click one of the links under the Page Contents box in: "{temporary links: prototype A, prototype B}"

Prototypes

There are two prototypes to test. The only difference is the structure of the information. The recommendation is to only present one prototype to each participant. Experience of testing with prototypes with only slight differences is that participants don't really notice the difference and asking questions about them doesn't really give any useful information.

Suggestion should be to alternate the prototype used and observe and note any differences in how participants use it.

- [Prototype A](#) - defaults to card view on landing page
- [Prototype B](#) - defaults to list view on landing page

What works and what doesn't in these prototypes [[@@ new info!!!
@brian & @laura]]

The following will work:

- Links to switch the list/card view layout on the homepage
- Links to the alt text, heading levels checks
- Links to the resource homepage from the checks pages on Prototype B
- The video

Nothing else is guaranteed to work - although it might 😊

If they come to something that doesn't work, it's OK to say that it's not working yet in the prototype. As noted below, you can ask what they would expect it to do – and then help them get to the right place in the prototype. e.g, get to the Headings check.

Differences between versions

The only difference between A&B is the content order. A has:

- What
- Who depends on this
- How to check
- Using bookmarklets
- What does good and bad look like
- Other ways to check

- Learn more

B has:

- What
- What does good and bad look like
- Who depends on this
- How to check
- Using bookmarklets
- Other ways to check
- Learn more

General advice

Try to approach testing in an informal way. If you can avoid just asking each question in turn and use them more as prompts when the conversation dries up or when it deviates too much from the goal.

Try to avoid leading questions with the participant. For example, 'could you tell me what is good about the page?' assumes that there is something good about the page and hints to participants that you don't want to hear bad stuff. Asking something like 'what do you think of the page?' is much more open and does not skew the participants' responses.

Try to keep questions open. This is less problematic during interviews since if you asked a closed question like 'do you usually do that?' then conversation can naturally flow from a closed answer to a more open 'why' or 'tell me more'.

Try to ask questions that lead to deeper information. Think of the four year old constantly probing with 'why'.

Try to avoid asking questions that the participant has if they relate to something in the prototype. 'What do you think' is a good question to respond with as appropriate.

Try to listen (and take notes) more than talk.

Who will be able to use the prototypes

These prototypes will not work with assistive technology. It is possible that someone who uses assistive technology could still be a participant but you, as moderator, may need to play the part of the assistive technology. For example, if the participant usually uses a screen reader you could ask them to tell you what they would do and you could respond as the screen reader. This is often called [Wizard of Oz Testing](#).

Opening questions

Before you start with any questions ensure the participant knows the following:

We are not recording this session. I will be taking notes but these do not include any personal or identifiable information about you.

Before using the prototype it would be useful to understand the following:

How would you rate your accessibility knowledge?

(You can ask below beforehand if they have lots of time, and we don't have others waiting to do the test. If not, then get them into the prototype right away, and you can come back to these questions if they have time afterwards and no one else is waiting.)

Do you regularly check for accessibility issues?

- Why is it you do this?
- How do you do this?

How do you find out information about running checks?

- Are there any particular search terms that you use?
- Do you have any regular sources that you use to find out more?

Do you run any tests on a mobile device? If so, could you tell me a bit about them and the device you tend to use?

What W3C Web Accessibility Initiative resources do you use regularly?

Session tasks and prompts

The prototype will allow participants to explore the home page and two checks: alt text and heading structure. You can introduce the session with something like:

I am going to ask you to take a look at an early prototype for a WAI resource. The resource will support people who are relatively new to accessibility by helping them carry out some accessibility checks.

As this is a prototype, it is not complete. Not all the links will work as you expect and there will be dummy content used. If you do click on something that doesn't work, please tell me what you would expect to see if it had worked.

As you are using the resource, please talk out loud as much as you can. I am interested in what you think about the prototype, what you are looking for, whether it makes sense and how you would use it.

Feel free to ask questions, I may not be able to answer them immediately. This is because it might be that the answer is in the prototype and I am interested in finding out if it can be easily found.

Finally, just to remind you, this is not a test of you but a test of the prototype. There is no right or wrong answer to any of the questions.

If the participant is happy to proceed then:

Could you use this website to find out more about how you might check for some accessibility issues?

Things to watch for: [[@@ new info!!! @brian & @laura]]

Note that these are to watch out for rather than specifically calling out. Although if the participant mentions something then do explore further with questions.

- On the first page, do they notice "Card view" or "List view"? Do they know what it means? Do they click on it? If so, do they have a preference?
- Do they play the video? Do they comment on it? If they watch, do they watch the whole thing? Do you get a sense of their reaction to it?
- On the checks pages, how much do they read the text in the yellow box at the top? Their reactions to it?
- The questions below, e.g., did they find it too much text? Too technical? etc...

Questions/prompts

Use these as appropriate ~~during the session~~ after they are done exploring. It may be that the participant answers the question without you needing to ask. That is fine. You might need to follow up to find out more about any of the topics. This can be done as part of the conversation afterwards.

- What do you think of the heading structure?
- What do you think of the text used in the headings?
- What do you think of the level of content on the page? Is it too advanced?
Too simple?
- What do you think of the amount of content on the page? Too much? Too little?
- What do you think of the layout of the page?
- Would you like to see more or less information about the topic or check?
- Have you used bookmarklets before?
 - If no, would you be able to guess what it is or how it might work?
(best explored after the bookmarklet information has been read)
- Would you be interested in seeing short 'how-to' videos to support the information about the check?
- What other information about a check might you want to see?