EAGLE
EnhAnced Government LEarning

www.fp7-eagle.eu

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Objective 8.2 Technology-enhanced learning;

Target outcome c): Holistic learning solutions for managing, reaching and engaging learners in the public administrations

Deliverable 8.2

UX-Validation Campaign Final Report

WP 8 – WP UX-based Validation
Lead Participant: DHBW

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Glossary

DE	Deutschland (validation country; Germany)
EC	European Commission
EAGLE	EnhAnced Government LEarning
EU	European Union
FP7	Seventh Framework Programme
IE	Ireland (validation country)
LU	Luxembourg (validation country)
ME	Montenegro (validation country)
OER	Open Educational Ressource/s
PA	Public administration
UX	User Experience
WP	Work Package

Executive Summary

This Deliverable reports the results of all validation campaigns done in connection with the development of the EAGLE platform, using

- pre-platform testing methods like mockup testing, eye-tracking or card-sorting,
- **UX-validation methods** like perspective-based inspection, task-based observation and think-aloud protocol for platform prototype testing.

Need for the Deliverable

Documentation of validation activities is essential for iterative development of an integrated platform like EAGLE. Results collected from end user engagement are the basis for enhancement and optimisation of the final product.

Objectives of the Deliverable

Validation aims to collect evidence in order to increase the validity of arguments leading to a specific interpretation of collected data. A number of different methods were applied at different stages of the project to find evidence whether the created EAGLE solution actually provides the intended results for the users. This deliverable presents **methods, materials** and **results** of these **engagement campaigns**.

Outcomes

A total number of **220 employees from 50 communities** or county councils in **four countries** (DE, LU, IE, ME) took part in EAGLE platform validation activities from **October 2015 to January 2017**. In two validation rounds, a number of different validation activities were carried out. The EAGLE portal prototypes were mostly accessed from the employees' workplaces and tested under real-life conditions. PA employees who participated in these activities have high qualification levels as well as high ICT skills levels. The majority (58%)

is younger than 40, but has already been working in PA for at least 8 years.

Results show high user satisfaction and increased eagerness to try out new forms of knowledge acquisition through peer and community interactions. For most employees or stakeholders, learning was not so much in the focus. EAGLE is rather perceived as a platform on which new forms of learning and knowledge management can be organized on an individual or group base, and where lively discussions on inspiring topics of PA can take place in an informal way.

Next steps

This deliverable serves as a basic document for

- future platform updates,
- further improvement of intuitive use of the platform and
- tailoring the platform to organisation-specific needs, environments and contexts.

1   Introduction

This deliverable presents the results of interactions with users that took place in the 2nd and 3rd year of the project. All previous user engagements that yielded input for requirements elicitation have been documented in the respective deliverables (e.g., D2.2, D3.1, D7.1, etc.). The recent interactions concern change management (WP3), e-enabling (WP4), localisation and contextualisation (WP7), and validation (WP8). Validation of tools and principles that took place in those WPs is documented in the WP's deliverables, respectively. Please refer to

- D2.2 – for validation of requirements
- D3.1 – for validation of the Change Management Guideline
- D7.1 – for validation of the culture model
- D9.5 – for validation of Policy Recommendations.

WP8 focuses on project/technology validation via User Experience (UX) principles. In D8.1, three phases of validation were planned to take place, at M14, M20 and M27. In Phase 1, mock-ups and wire-frames were shown to PA workers, and also the process maps were elicited. In Phase 2, PA employees were presented with the first working prototype of EAGLE, and were allowed to adapt the OERs of others or to author their own. In Phase 3, the community-building aspects of EAGLE were tested, as well as other platform features. Trials in Phase 3 also focussed on the evaluation of the learning facilities of the EAGLE solution.

Five project partner organisations were involved in these validation activities: DHBW and Fraunhofer for Germany (DE), LIST for Luxembourg (LU), DCU for Ireland (IE), UNIM for Montenegro (ME). Validations were carried out with small, medium-size, and larger municipalities as well as with several county councils. The EAGLE project being spread over a 3-years duration, it was getting more and more difficult to work with the same users or user groups over the whole period of time. With the exception of ME, most validation teams had to recruit and motivate new users in new municipalities to make them take part in their validation activities.

Validation of the EAGLE platform always has to be aligned with platform development iterations. A new version of the platform prototype can only be validated if it is stable enough to be used for performing the planned validation exercises, tasks and processes. Delays at the very beginning of the project had consequences on the start of platform development and on further development iterations. Originally planned validation timelines were therefore shifted at several occasions.

The second point is that the situation in the local government bodies, in particular the personnel available as contacts, has an immense impact on the work of the whole project. Close cooperation with end users being one of the pillars of this project, this puts an enormous pressure on the regional validation teams who can only do their work when local government workers indicate their availability for validation sessions. We would like to express our gratitude to all PA employees and stakeholders involved in EAGLE validation activities for their valuable feedback and recommendations.

2   Validation Round 1

The goal of the validation was to investigate how users found the EAGLE platform from the point of usability, practicality and effectiveness of its overall design. The methodology chosen was User-experience-based (UX) validation which can be briefly described as follows:

- UX describes how a person feels about using a computer system or product
- It also covers a person's perceptions of the practical aspects such as utility, ease of use and efficiency of the system
- UX is influenced by knowledge and experience of the user, the user's concerns, expectations, skills and abilities
- UX particularly focuses on the perception and reactions of the user on the actual or expected use of the learning solution. It aims to consider emotions, perceptions, preferences, typical behaviour during as well as after the use of the learning system.

2.1   Pre-platform testing

The first validation activities included engagement model, persona and wireframes testing in the regions; this was conducted until May 2015 with a small user group to feed into the mock-ups.

Mockup testing

Designers use mock-ups[1] early in the design process in order to get feedback from users about designs and design ideas. Mock-ups can be made of cardboard or other low-fidelity materials. There are also a number of tools for creating mock-ups for websites. Users may test the mock-up, imagining that it works, and thus provide valuable feedback about functionality / usability / understanding of the basic design. Mock-ups offer a number of advantages[2], e.g.:

- They make it possible to do usability testing early in the development process and
- They focus on content and functionality, so there is no need to bother about the graphic design.

Mock-ups of a large number of future Web pages were created with Pencil[3], an open-source prototyping tool. Among these, carefully chosen mock-ups were shown to users from several small municipalities. Print-outs of the mock-ups of central functionalities, like, e.g., OER creation and community building, and their future representation on the EAGLE website were used, spread out on a large table in the employee's office and discussed in great detail. Interestingly, we discovered that although no clickable mock-ups could be presented to the users, valuable feedback was given that immediately fed into the platform development.

From M14 to M20, personas, wireframes & mock-ups (using paper-based mock-ups and flyers) were tested in Germany and Luxembourg. In Germany, employees from 5 small rural communities were made familiar with the EAGLE persona concept and the requirements of different personas. Additionally, paper mock-ups were shown to them aiming to find out whether these requirements were addressed by the planned system. EAGLE portal mock-ups and persona flyers were also presented to visitors at the Congress "neueVerwaltung" in Leipzig, Germany, and feedback was collected through short

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[1] See **https://de.onpage.org/wiki/Mockup**.
[2] For more see **https://www.interaction-design.org/literature/book/the-glossary-of-human-computer-interaction/mock-ups**.
[3] For more see **http://pencil.evolus.vn**.

questionnaires. In Luxembourg, small focus groups of stakeholders from two municipalities took part in the validation of personas and scenario. Visitors to the 8th European Quality Conference in Esch-Belval focussing on future challenges of PA on a European level were asked to provide their feedback on mock-ups and personas. Results of mock-up and personas validation were integrated into the development of the first prototype.

Card-sorting[4]

To learn more about the users' expectations on what to find on a start page or website in general, we used the card-sorting method. A large number of terms used for building the EAGLE portal were written on pieces of paper, and the users were asked to arrange them in a way they would like them to be presented on the future EAGLE platform. Users put aside terms they did not understand (well), and grouped the cards according to their needs. This method helped us to find out that some terms are not really self-evident for the users, e.g., many did not see why they should have things like "statistics" or a "dashboard" shown prominently on the start page, and some did not know what a "studio" might mean and what they would be able to do there.

Eye-Tracking

Eye-tracking was also used as a method for pre-prototype[5] and early testing of the platform. While attending regional or national events (e.g. in Leipzig and in Esch-Belval, see below), the eye-tracking equipment was also used with video capturing and think-aloud observation. It proved to be useful for attracting passers-by on such events to make them try and test, while learning more about the EAGLE project and its planned achievements.

2.2   Validation of prototype 1

In D8.1, a large set of UX techniques to be used as validation methods were identified from the literature. In discussions with WP2, WP3, WP4 and WP5 the most suitable techniques were identified for the first round of validation of their outputs. From these techniques, the validation partners chose those that best suited with respect to target groups, community settings and general validation environment.

The following methods were used for validation meetings with user groups:

- Task-based observation
- Concurrent thinking-out loud.

Only in LU, test users were invited to come to the LIST premises, where the prototype was shown in a dedicated computer room. This allowed us to apply the eye-tracking equipment which can only be used if it can be fixed to a computer with the eye-tracking software running. In all other countries, validation sessions were performed in real working conditions of the municipalities. This means that the validation team arranged meetings with one or more PA employees and visited them in their village or town at their daily workplace. In some cases it was possible to use a conference room with laptop and beamer. It is interesting to note that even in a country like DE, you may encounter quite difficult infrastructure

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[4] For more details: **https://www.usability.gov/how-to-and-tools/methods/card-sorting.html**.
[5] See **http://www.electronicink.com/think**, **http://www.simpleusability.com/services/usability/eye-tracking** and **http://professionals306.blogspot.de/2007/05/what-is-eye-tracking.html**.

conditions. There are places in rural areas where there is no mobile (Internet) available; and there are municipalities in which employees are not allowed to freely use their Internet browsers.
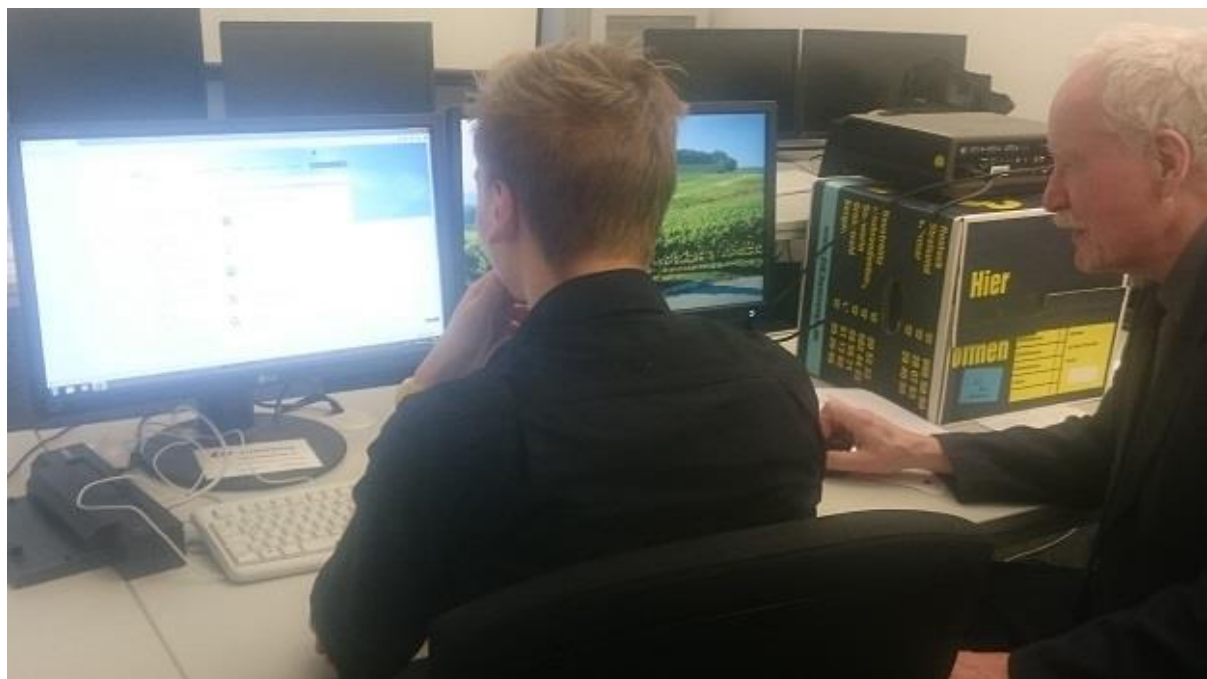
FIGURE 1 : PROTOTYPE 1 VALIDATION ON SITE IN DE AND LU

Task-based observation & Thinking out loud

These methods were applied because they allow a high level of interaction of the users with the system. By task-based testing (e.g. Goodman et al., 2012) of scenarios (for example: How can I find relevant information on this platform?), users can be observed during prolonged engagement with the solution. Thinking-Out-Loud (e.g. (van Someren et al., 1994; Boren & Ramey, 2000; Konrad 2010) is particularly helpful in finding out some of the motivations and expectations of the users, which are crucial for UX.

In order to validate the first version of the EAGLE platform prototype, face-to-face validation meetings were hold in the four validation countries Germany (DE), Luxemburg (LU), Ireland (IE), and Montenegro (ME). Using prototype 1 of the EAGLE platform means that the basic functionalities were visible and usable, but not yet fully operational. Test users were made aware of the incomplete state of the platform. Validation sessions took place from October 26 to December 14, 2015.

The validation teams in the four countries were equipped with material (forms and questionnaires, and a short guideline telling them how to perform the different parts and phases of the validation (warm-up; pre-questionnaire; Informed consent form; tasks; post-survey questionnaire; debriefing). For details of the materials used, please refer to Annex A.

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2.2.1 Results of the questionnaire – General data

	DE	LU	IE	ME		total
Number of small communities (< 10.000 inhab.)	3	1	0	3		7
No of medium size communities (10-50.000 inh.)	2	2	0	6		10
No of large communities (>50.000 inh.)	0	0	0	1		1
County councils	2	0	1	0		3
Total number of users	**18**	**5**	**11**	**63**		**97**
	18,5%	5,2%	11,3%	65%		
F | M	9 | 9	2 | 3	4 | 7	31 | 32	46 | 51	47% | 53%
Age groups	<20 | >60	20-29	30-39	40-49	50-59	
	1 | 1	18	36	22	19	
	1,1%| 1,1%	18,5%	37%	22,7%	19,6%	
Job position	Management		Employee		Trainee	
	27		66		4	
	28%		68%		4%	

TABLE 1: OVERVIEW OF STATISTICAL RESULTS

Participants taking part in the validation are working in quite a variety of administrative structures, ranging from very small rural communities with only one employee working in the office to county council administrations with 500 employees, covering a population of 260.000. The majority of participants came from medium-sized towns (between 10.000 and 50.000 inhabitants). ME had participants from three small towns and seven medium-sized ones, as well as the capital of Podgorica. Validation in IE was performed with employees from the county council of Donegal.

Age groups & Gender

Age groups were balanced. However, the high number of users from ME in age group 30-39 is responsible for the fact that this appears as the strongest age group. In the other countries, there were more participants from age groups 40 to 60, reflecting the fact that public service has a high proportion of senior staff.

With 53% male and 47% female employees, both sexes were almost evenly represented.

Job position

Both management staff and clerks were present for validation. In DE, LU and IE half of the users were from management, and the other half had an employee job; in ME, however, 80% of the users were employees.

2.2.2 Results of the questionnaire – Platform UX

The following table shows the results of the questionnaire. The questionnaire 1 can be found in Annex A. (Likert-scale, from 1, strongly disagree, to 5, strongly agree).

	DE	LU	IE	ME	Ø
Q1 (computer literacy)	4.1	3.2	3.7	4.3	**3.8**
Q2 (joy of use)	3.9	3.0	3.6	4.4	**3.7**
Q3 (design)	3.5	3.6	3.3	3.6	**3.5**
Q4 (features)	3.9	3.6	3.9	3.9	**3.8**
Q5 (navigation)	3.5	2.8	3.2	3.9	**3.4**
Q6 (search & find)	3.4	3.2	2.8	3.8	**3.3**
Q7 (freely browse)	4.1	3.8	3.5	3.8	**3.8**
Q8 (knowledge gain)	3.1	3.6	3.4	4.0	**3.5**
Q9 (want to come back)	4.0	4.0	4.0	4.3	**4.1**
	Ø 3.7	**Ø 3.4**	**Ø 3.5**	**Ø 4.0**	**Total 3.7**

TABLE 2: RESULTS OF THE QUESTIONNAIRE – PLATFORM UX

As our colleagues from ME put it, the quantitative data analysis of the questionnaire showed a rather positive user experience in the first validation of the EAGLE prototype. Joy of use, interesting features, and freedom to move were rated high and aroused users' curiosity over future developments and enhancements of the platform. Search and navigation as well as design and knowledge gain received slightly lower marks. But with an overall average mark of 3.4 (for LU who were the first group to validate) to 4.0 (ME) users express their satisfaction and ability to handle the platform features successfully.

2.2.3 Use of Social media

Social Media Channels	Private use (%)	During work (%)
Facebook, Google+, LinkedIn; XING; Whatsapp	**73**	39
Twitter	14	4
Blog	20	11
Discussion forum	32	27
Chat	29	15
Wiki (other than Wikipedia)	33	31
Instagram, Flickr, Picasa, etc. (for pictures)	30	8
YouTube, Vimeo, Dailymotion etc. (for videos)	**67%**	32%
Other online services (dropbox, viber)	23	25

TABLE 3: USE OF ONLINE SERVICES

The great majority of users were familiar with Social networking via Facebook or else (73%) and with YouTube videos (67%). About one third of them were familiar with discussion forums (also during work),

chats and Wikis, and with sharing pictures on specific platforms. Blogs were not that well-known, and only few people were using Twitter. No surprise that people were using social media mainly in private life, and less during work, and that age groups 1 and 2 (20 to 39) use them more frequently than users 40 years and older.

2.2.4 Knowledge resources for job purposes

Knowledge Resources	DE	LU	IE	ME	Ø
Newsletter, Bulletins	91%	100%	70%	32%	77%
Other resources (print)	54%	60%	80%	49%	61%
Online resources	80%	80%	100%	67%	82%
Exchange with / phone call to colleagues from other municipalities	91%	100%	100%	68%	90%
Workshops, training centre	68%	100%	100%	52%	80%

TABLE 4: KNOWLEDGE RESOURCES FOR JOB PURPOSES

We asked this question to find out to which extent PA employees were still relying on print resources, and what type of other resources they use to keep themselves informed about current job issues. The results are difficult to analyse, especially to generalise, as multiple answers were allowed. In general, we can derive a strong tendency to use online resources rather than print in all validation countries. All users had trainings done in training centres, and phone calls between colleagues from other municipalities whenever in need of advice or suggestions are very common.

2.2.5 Digital literacy

The first item on the questionnaire was: "I consider myself a knowledgeable computer user". Answers were as follows (1 = strongly disagree; 2 = disagree; 3 neither agree nor disagree; 4 = agree; 5 = strongly agree). Statistics show that the majority of users ranked their computer competencies rather high.

The EAGLE prototype was shown in different browsers, depending on the user's installation or other technical requirements (e.g., the eye-tracking material requires Internet Explorer; the topic maps only worked in the Chrome browser). However, most often the Firefox browser was used. In general, Prototype 1 worked quite well with all browsers mentioned.

DE	LU	IE	MN	Ø
4.1	3.2	3.7	4.3	**3.8**

TABLE 5: DIGITAL LITERACY

2.2.6 Task scenarios

The following tasks were defined and carried out by all users in all validation countries and regions:

1. Find relevant information on a specific topic
2. Share a piece of content with other users
3. Find an expert on a specific topic
4. Organise online cooperation / create a group

See Task sheets in Annex A for more details.

2.2.6.1 *Most frequently chosen items to perform the tasks*

While the users carried out their tasks, the validation teams wanted to find out how they proceeded, i.e., which functionalities were tried out first in order to find information or an expert. The results collected using a tally chart (see Annex A) are shown in table 6.

	DE	LU	IE	ME	Total
Search	22	4	23	77	131
Topics	15	6	22	9	52
Forum	48	5	24	50	127
Network	28	23	23	52	107

TABLE 6: MOST FREQUENTLY CHOSEN ITEMS

Users showed a strong preference to go to the **search** button or search bar and enter some (more or less) relevant terms.

Forum is the feature that most users are familiar with. Readiness to post a question or an answer to a forum seems to be easiest and most probable for them to do.

Network was chosen for performing Task 4, although many people did not understand this term very well. The presentation of the network features was still insufficient. In LU, nobody understood the term "Netzwerk" and people could use it only after explanation by the validation team.

Topics: Would be the item many users would have wanted to go to when browsing through information resources. However, the topic map functionality was not yet fully available, sometimes it was not displayed at all due to technical (i.e. browser) problems. Those who had the chance to look at the topics were expecting to find an alphabetically sorted list of general topics and subtopics. Unfortunately, no useful feedback could be collected at this stage.

2.2.7 **Feedback and recommendations**

One of the central missions of the EAGLE platform & solution is the promotion of collaboration facilities and support to allow collaborative learning and authoring. Both collaboration and authoring facilities were tried out and discussed with the test users after experimentation.

2.2.7.1 *Collaboration*

There are two aspects to consider: firstly, what is the attitude of public administration (PA) employees towards collaborating with colleagues from other municipalities, what are the experiences from the past? Secondly, how was collaboration done in the past and how has it been changing in the meantime, and what is their opinion concerning online collaboration and tools provided by the platform?

In the questionnaire, exchange with colleagues or calling a colleague by phone is ranged among other knowledge resources for job purposes. Much more than being an important knowledge resource, a human contact is considered as very valuable for PA employees. Especially for sensitive issues / topics, they would most often rather contact people they know than post to some anonymous community. Although working in a small remote rural community, they are not working in complete isolation, but

have numerous contacts with the population and are embedded in a network of colleagues working in other communities. As for now, contacts mostly take place over the phone. Users remarked that they would appreciate community features offered by the platform whenever there are new topics to deal with. This could be a place where a discussion among colleagues with the same kind of questions or problems could be held. The community feature with which most users are familiar is the forum. Users would first go to the forum page because they expect to find practical tips there. Readiness to post a question or an answer to a forum generally seems to be most widespread.

2.2.7.2   Community

It was difficult for the users to check out how the community features really work, mainly because the group functionality was not yet working. The web page displays something called **network**, but most users did not understand what it is. On the network page, you get a list of user names but no information about their competences. It remains unclear if these people are members of the platform or those who have been posting to the forum. Search for a name here is of no use: in order to find an expert, you would need a combined search for people and subjects / topics. This made users also aware of the fact that everyone would have to provide his own profile details if he wants to be perceived as a knowledge provider or source. If I need an answer to a problem I have, I would be happy to find someone who can help me out, but am I ready to declare myself as being an expert?

A community discussion would be very appreciated by users if they could have an exchange of experiences or knowledge when following-up an instructional course or training session. This way, the EAGLE platform could be used by trainers (or executives) who integrate the EAGLE community features into their (blended-) learning or training scenario.

2.2.7.3   Content authoring

Content is considered being any kind of **contribution** (Forum post / Blog entry / Wiki entry / OER creation) to the EAGLE platform. During task performance, most users were unsure about which of these tools they should use for posting some information, question, or for providing information to others. Most people have no experience with either of these and are rather sceptical about using them at all by themselves. As already mentioned above, most users are familiar with posting to a **forum**; to share a short piece of new or adapted information, most of our users wrote a **blog** entry, seemingly the easiest to handle. But the question remains of why one should use a blog rather than creating a resource with the OER creation tool? People in ME did not find the **Wiki** useful, and only few people in the other validation countries had a clear understanding of what it is. Some short and hands-on introductions to these features should therefore be made available to users.

The **Authoring mode** (OER creation) provided by the platform was not well accepted, as there are too many steps to take. Some of these steps can make you stop and give up, like the "Licenses" drop-down menu, or the "Topics" among which you have to choose 3 times – if you do not know what to do, you cannot continue the process. The users disapproved of the lengthy procedure. By the way, no one knew what an OER is. This term had to be explained.

If the validation team had not been there to encourage people to produce some short text, the authoring tools could not have been tested. The readiness to contribute was for all of our users very low, mostly because they do not consider their knowhow valuable enough for others to be interested in. Reason for this is mainly lack of time, not necessarily lack of skills (if content creation is easy to learn).

2.2.7.4   *Essential features that did not fully meet the users' expectations*

Start page: The start page is the EAGLE platform's shop window. The users expect to find concise information on all contents and functionalities that are provided by the platform. They primarily use the feature description for navigation through the platform, expecting that clicking on the symbols (icons) "Learn", "Engage", "Contribute" and "Search" will lead them to the page where they find what they are looking for. This is currently impossible to do, as the icons are not clickable, and there is no relevant page linked with them. The validation teams had to point many users to the navigation bar on top and to encourage them to have a look at the scroll-down menu. Users reported that they did not find the navigation menu intuitive, suggesting that a different structure and different wording is needed for some of the menu options.

On some of the workplace computers, we saw that the EAGLE start page did not fit on the visible screen, and scrolling was required in order to view all information displayed on this page. There is currently too much (useless) text on this page, and the activities list on the right takes far too much space. Many suggested taking these activities away from the start page, and just displaying a button saying: "Most recent activities" for those who are interested in viewing this specific page.

The "**Learn**" feature is only displayed on the start page, and users were eager to know what is going to be shown on the Learn page. This is mainly due to the fact that they remembered from previous campaigns that EAGLE was also planning to provide (open) learning, and they did not really understand what that means and how it looked like.

Summary of suggestions by users for improvement of **start page:** Make icons intuitive & clickable, shorten descriptions, make navigation menu intuitive and understandable, make activities list smaller.

Search

All participants used the Search option for finding a piece of information on the EAGLE platform. In general, people are familiar with searching information on the Web, but we also observed users who were not familiar with using or defining keywords for search and just entered a whole phrase. Moreover, the search bar is not well placed and highlighted, some people did not find it at all. The current prototype offers only a limited functionality of the search function. Many users expressed the wish for an advanced search they are used to from daily work (e.g., Google search). The functionality of the search function you can find on the community > network page was unclear to almost all users, particularly as you cannot look for profile information of the people registered on the platform on this page.

Some users were afraid of an overload of information when they would use the platform in a daily routine. Even though filter categories are already implemented, none of the test users applied them. Therefore the filter categories have to be improved and better explained so that people can use them properly.

My EAGLE

Most users had problems with this page. Either they recommended that the name be changed or they expected this to be their central point, a place that people can personalize with their own items, forums, topics, documents, groups, etc., and arrange these items to their own discretion. They would like to use My EAGLE like a personal desktop from which they start their work and perform all current tasks. Therefore, all things that they can do or initialize, be it "create group" or "invite a friend" should be placed on the My EAGLE page.

2.2.7.5   Legal status & security

Legal status of resources: For users in PA it is always necessary to work within a legal framework. While some users were afraid of missing legal certainty, others saw potential to receive hands-on practical tips (e.g. in the *Forum*). Therefore, it is important to make the legal status transparent, for example by classifying different types of content, ranging from formal to informal information.

PA employees are very much concerned by **data security**! They have been instructed to publish as little information as possible, be it in private or in job life. "Firewalls provide security, but everything can be hacked". The platform should not be completely open to the public, because this would keep employees from making their opinions known to other colleagues. It should be used only by those who are directly working on a specific problem, only then efficient collaboration and exchange can take place.

Other users said that not just everyone should be able to access the platform, as there is a danger of abuse, or of people writing nonsense. Another remark was: "It might be quite interesting to see if outside people could bring in new and fresh ideas".

2.2.7.6   Quality of content

Generally, people in DE do not expect to look for relevant information on a specific topic on such a portal. There are plenty of other highly reliable online resources to retrieve official information on new legislation from. Anyway this kind of information should be distributed, as usual, by a superior central instance.

Many users were concerned about the quality of the content when it is not validated. They ask the following questions:

1. Is the content or the author reliable? Then a seal of approval would be required.
2. Is it useful? Rating should be provided by experts.
3. Is it up to date? Add the date.

2.2.7.7   Functionalities not well understood by users

Some functionality was not well understood, because they could not yet be fully demonstrated and tried out by the users.

About us / Contact us: This section was confusing for users. Who is "us" from an EAGLE user point of view? As it is of no use for them, it should be moved to the footer navigation, together with disclaimer and legal notice. Or change into "About EAGLE" and "Contact the EAGLE team".

Dashboard: The dashboard was considered being completely unnecessary and should be displayed, if at all, at the footer, for those who would like to check it from time to time.

Statistics: Almost none of the users paid attention to these statistics issues, and considered them rather useless at this point.

2.2.7.8   Functionalities missing

Users listed a couple of features that, in their opinion, were still missing:

- **Help** (there are several pages on which the user feels confused or even gets lost; a help area or a FAQ collection should be provided);
- **Favourites**: the My EAGLE page could probably take care of this;

- **Comment** (on any kind of contribution): is also an easy way of interacting with other contributors to the platform;
- **Notifications** (on new posts, or other contributions).

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EAGLE		Dissemination level **PU**
Contract Number **619347**		Version **1.0**

3 Validation Round 2

No second round of formative validation with users from PA took place, because the platform had not reached a sufficiently presentable state by June 2016. However, there were several internal validations after the first validation round, performed by novices and experts from all validation partners.

3.1 Pre-Tests

1. At the Bottrop Consortium Meeting in October 2015, members of the Consortium split into groups and established a comprehensive structured list of platform issues, which was then transferred into the issues list of the development portal, in order to be implemented in the next iteration(s).
2. Before starting an attempt to give an online access to real users, a number of internal tests were performed throughout 2016, this time also involving those members of the project partners' organisations who did not yet know the platform at all or at least, not very well.

Applying the perspective-based inspection method, internal experts from the project consortium, provided with a set of tasks, went through the prototype taking on the perspective of one or more of the personas. The following functionalities were tested in particular:

- User registration and login
- Forum
- Wiki
- Authoring tools
- Networking
- User profile.

Some of the results of this test:

Forum: The forum itself was considered not user friendly (reply button hard to find (colour / contrast problem, 'follow topic after posting' should not be the default setting; presentation of threads, postings and answers not in a way that people are used to from other forums: too much space, no quick overview possible (who answers to which question/answer/thread)).

Wiki: The Wiki start page is not intuitive at all. (Front Page: should give an introduction to what is coming on following pages; Difficult to find the "add page" button; "all pages" shows a random order and is confusing, etc.).

Authoring Tool: Newbies to the website ask: "Where is the authoring tool?" It is practically impossible to know where to go for creating a resource. You can be lucky to find it by "trial & error". Inserting a picture is a big challenge for most people. Never ending loading processes on the "Authoring" page were criticised.

User Profile: Picture upload to the profile did not work: The picture size was a problem, although the one they had chosen was below 330K. People would expect automatic resizing of picture. The picture format is not very common. People don't know how to create a PNG manually.

Networking: Users would expect receiving a message after "friends" have accepted the invitation. In job environment, it would be better to speak of "colleagues" not of friends.

It was only after ironing out most of the above mentioned issues by the development team that the EAGLE portal was considered being sufficiently prepared for validation with real-life employees from PA.

3.2   Pre-validation workshops

The first element planned for Validation round 2 was a series of workshops with users from local governments. Aim of these hands-on workshops was to find out whether the approach of the solution with users creating content is feasible, and what kind of (digital) competencies users would need for this. The workshops were presented as free-of-charge training with a letter of participation at the end (see Workshop Series leaflets in Annex A), where users can learn how to create simple knowledge resources and share them on an Internet platform (like EAGLE). For target groups in Germany, the following topics were put on the agenda:

- Module 1 – Forum and netiquette
- Module 2 – Open educational resources
- Module 3 – Wiki and blog.

Highly motivated employees from different municipalities who wanted to improve their digital competencies were invited to come to our organisations, bring their own devices and their own ideas and topics to work with, and develop content items that would be of immediate use for their daily work, assisted by the EAGLE validation and training teams. They were supposed to work with a platform prototype providing all basic functionalities for authoring of different types of resources (authoring tool, blog, Wiki, message board). Schedules were fixed and invitations were sent out from March 2016 on to local contacts, and great effort was put in workshop planning and organisation. Nevertheless, the reactions from the target group were rather feeble: Only two workshops with five participants took place in Germany. Many scheduled workshops were postponed upon request of PA employees and had then finally to be cancelled due to unavailability of the people. The feedback from the few employees that actually participated in workshops, however, was very positive.

FIGURE 2: WORKSHOP – MASTER CLASS IN PODGORICA (ME)

A larger group of participants (11) attended the workshop which was organized for June 24 at the Human Resource Agency for PA in Podgorica (ME). Mostly key stakeholders and policy makers were present in a master class which had been fixed with the following objectives:

• Dissemination of the EAGLE project and the EAGLE platform
• Enhancement of stakeholders' digital skills
• Make key stakeholders become familiar with the possibilities of EAGLE platform - ease of use of platform features
• Exchange and sharing of opinions and impressions about possibilities of EAGLE platform
• Discussion on Change Management needed for successful implementation and exploitation of the EAGLE platform.

After an introduction to the EAGLE system, people were working in small groups and had a closer look at the main functionalities of the EAGLE portal. Qualitative feedback was collected through follow-up discussions:

The general impression of key stakeholders was positive. All participants agreed that the main functionalities of EAGLE portal are clear "at first sight" and can be easily accessed from the home page. They were confused with Blog and Wiki options (Community section and Community tools), because they did not understand how these tools can be used in the everyday work of employees. Also, they all agreed that creating a new Wiki entry and using the Wiki editor is too complicated. The Forum was considered as the most usable community tool for employees since they were already familiar with how to use it. All stakeholders agreed that the most important advantage of EAGLE platform can be the possibility to easily find information related to PA. In order to use the EAGLE platform in the future, they expect to have advance search options and find more information. The general impression of stakeholders was also that PA employees would need additional IT skills and training for using the EAGLE portal. They also pointed out that PA employees will not use EAGLE portal for publishing or exchange information related to work without recommendation and approval of their superiors.

Quantitative results of the evaluation questionnaire are shown in table 7 below.

	Yes	**Partially**	**No**
The workshop topic was new to me	1	3	6
	10%	30%	60%
Workshop contents and materials were interesting and useful for me	9	1	0
	90%	10%	0%
The workshop has provided me with new stimuli and challenges for my daily work	7	3	0
	70%	40%	0%
In order to use EAGLE myself in the future, I think I'd like to:	**improve my digital skills**	**be more willing to share my own knowledge**	**find more information on the platform**
	2	3	9
	20%	30%	90%

TABLE 7: RESULTS FROM WORKSHOP EVALUATION QUESTIONNAIRE

3.3 Online Survey

The EAGLE solution aims to support and enhance already existent informal learning practices, detected in the PA communities in previous workshops. In validation round 2, we attempted to explore EAGLE users' attitudes and motivations to use technology for enhancing these "Informal learning" practices, e.g., processes such as help seeking, knowledge and resource sharing, and exchange of practices, as well as the creation or search for OERs.

The first step of the second validation round was an online survey. It was developed in close co-operation with WP4, in particular with the University of Wolverhampton. The survey is directly linked to the ontological roles to be implemented within the platform and hence also relates to the validity of the scaffolding strategy. Further motivation for spreading such a survey shortly before conducting face-to-face meetings was to have an incentive for the recruitment of new participants for our face-to-face validation sessions.

Users were invited to participate in answering the questionnaire in order to:

1. Assess their readiness to use such a platform ("Digital Check-up")
2. Provide a training needs analysis for those wishing to implement the platform (management/stakeholders).

The survey aims to ascertain the employees' views on how they use or engage with information and communication technologies (ICT) at work, and how these technologies might support their learning opportunities. See the print version of the questionnaire in Annex A. Three language versions were created, English, German (Luxembourg used the German version), and Montenegrin.

The Online Survey was conducted independently from the face-to-face validation workshops. Due to the fact that the survey was of course anonymous, we do not know if some of the users participated in

both validation activities. It is worth noting that in some countries, the online participation was more popular (DE), whereas in others (e.g., ME) more people preferred to take part in face-to-face events.

The link to the Survey was published on the EAGLE website, on Twitter, as well as in two newsletter articles addressed to employees in PA in Germany (Kommune21; Fraunhofer eGovernment Newsletter). It was also sent out to a large number of e-mail contacts in municipalities from previous engagement campaigns in all validation countries. It is difficult to calculate a response rate, but we estimate that less than 10% of them responded to the survey. The following text was used to address potential participants:

> *"Innovative online platforms and interactive systems allow local governments to easily store, share and exchange knowledge, to find experienced colleagues and to network with other public officials. But do public servants already have relevant skills to face the digital challenge? Is there a need for an upskilling of their digital competencies? Participate in a short survey to find out how you use or engage with information and communication technologies (ICT) at work, and how these technologies might support your learning opportunities. Your feedback will help the EAGLE project understand how employees in public administrations use ICT within their professional lives. It will take less than 15 minutes to complete this digital check-up."*

3.3.1 Personal and professional data

The access to the survey was open from

- October 4 to 31 for PA employees in Germany
- November 4 to 28 for Luxembourg
- November 10 to 25 for Ireland, and
- November 2 to 23 for Montenegro.

	DE	LU	IE	ME	Total	
Number of respondents	**28** (18 | 10)		**12**	**8**	**48**	
%	38 | 20		27	15		
Female | Male	7 | 21		10 | 2	3 | 5	20 | 28	42% | 58%
Age groups	20-29	30-39	40-49	50-59		
No.	9	17	12	10		
%	54		46			
Experience	0-3	4-7	8-15	16+		
years	9	11	11	17		
%	42		58			
Job position	Management		Employee		Other	
	21		23		4	
	44%		48%		8%	

TABLE 8: GENERAL DATA FROM THE ONLINE SURVEY

The survey was completed by 48 individuals across four validation countries. The distribution of the sample is shown in the table above.

	Deliverable Nature	
	D8.2	
EAGLE	Document Title	Dissemination level
	UX-Validation Campaign Final Report	**PU**
Contract Number	Version	
619347	**1.0**	

3.3.1.1 Age groups and gender

Age groups were pretty balanced, however a slightly higher number of people under 40 (54%) responded to the survey. Provided that participation was absolutely voluntary, it might well be the case that younger people felt more addressed by such a survey. More men (58%) than women (42%) were involved.

3.3.1.2 Job position and professional experience

The majority of respondents have a long job experience (58% with more than 8 years in PA). Slightly more employees than management staff took the time to fill out our survey.
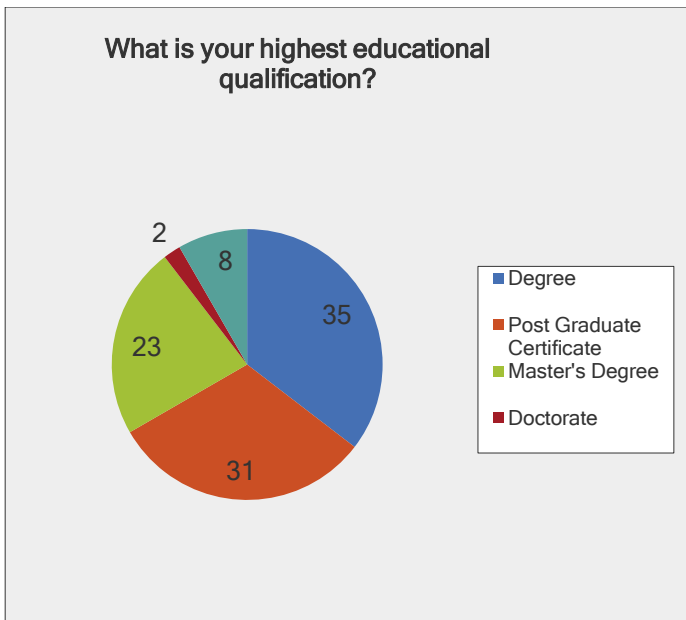
3.3.1.3 Qualification level (Q3)

FIGURE 3: QUALIFICATION LEVEL

The participants in the online survey had high qualification levels, 54% of the respondents had even a post-graduate or a master's degree.

3.3.1.4 Workplace description (Q7)

How would you describe your workplace?

Legend:
- Office based in one location
- Mainly mobile and in different locations
- Sometimes mobile
- Home based
- Other (please specify)

Values shown: 2, 2, 21, 0%, 74

FIGURE 4: WORKPLACE DESCRIPTION

The great majority (74%) of employees work in an office, only 21% are sometimes mobile. With our survey, we did not reach any people who work mainly mobile.

3.3.1.5 Use of mobile devices (Q16)

Use of mobile devices

Category	Value
Talking	2,00
Email	2,71
Texting via SMS/messaging…	2,45
Social networking/media…	2,51
Web conferencing (including…	4,45
Internet searches	2,32
Photography	2,86
Video	3,83
Calculator	2,95
Diary/Calendar	2,32
Note-taking (including…	2,95
Listening to music	4,13
Playing games	4,66
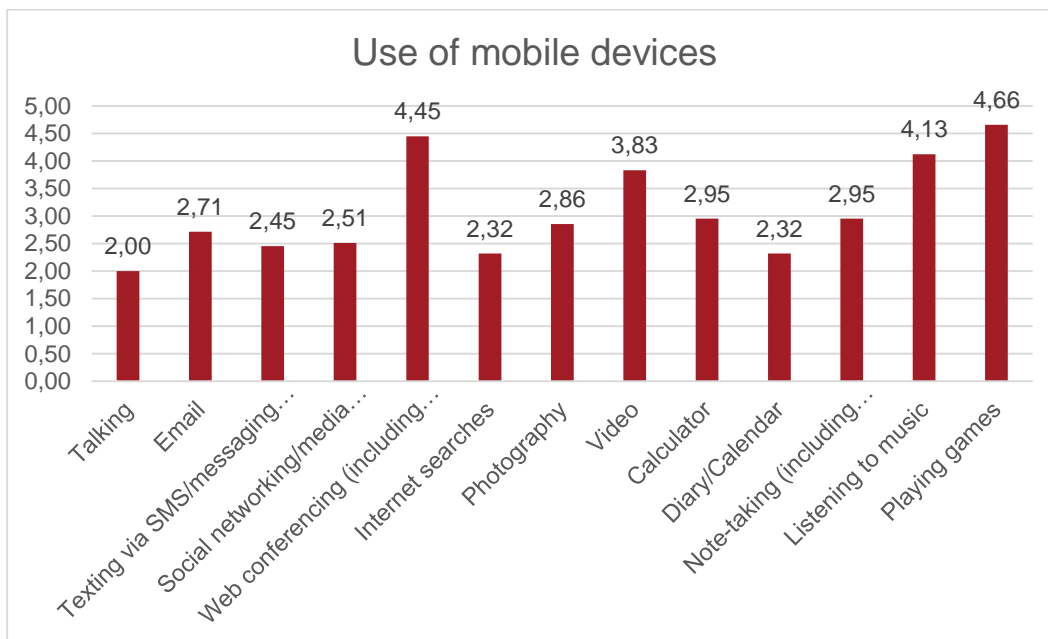
TABLE 9: USE OF MOBILE DEVICES

	Document Title	Deliverable Nature
		D8.2
EAGLE	**UX-Validation Campaign Final Report**	Dissemination level
		PU
Contract Number		Version
619347		**1.0**

With this question we asked about the frequency of using mobile devices. In general, mobile devices are not used very often. About half of our users do use mobile devices daily for talking, emailing, texting, and calendar functions. Referring to Q7, only 21% of the employees indicated that they were sometimes mobile and in different locations. Mobile activities like, e.g., web conferencing or playing games, are practically of no importance to our target group.

3.3.1.6 Internet connectivity (Q13)
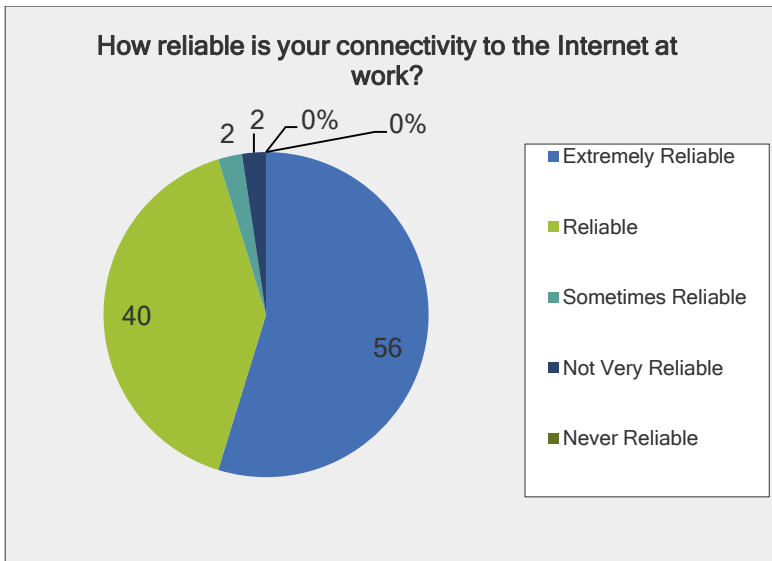

FIGURE 5: INTERNET CONNECTIVITY

96% of our users have reliable Internet connection at their workplace, no matter which country or region they are based. This is completely different as compared to validation round 1, where, particularly in rural areas, some validation teams had encountered bad or non-existing (broadband) Internet connectivity, or areas of no (mobile) reception.

3.3.2 Learning

3.3.2.1 Learning preference (Q8)

Which of the following describes how you prefer to learn most of the time?

- I like to have clear goals and targets set for me to achieve. These are monitored and I get frequent feedback about performance in relation to my goals and targets. I like to develop skills and competence by working towards my goals in a highly structured

- I like to develop my own ideas and set my own targets. I like to collaborate on tasks with other people. I reflect on my own performance and feedback on others work too.

- I like to take part in activities by interacting with peers and experts through dialogues and discussion. I like to work in a community in collaboration with experts/managers and other colleagues. I like to work in a community that is wider than my immedi
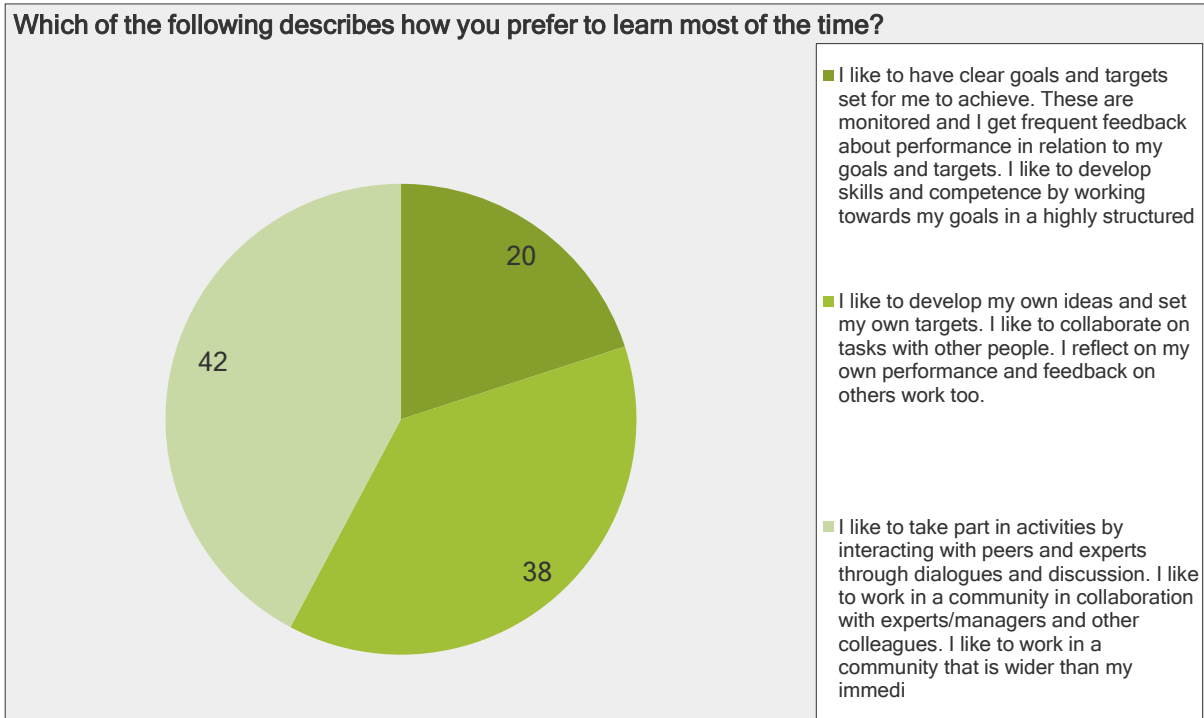
FIGURE 6: LEARNING PREFERENCE

There were three options to choose among in this question and only 20% opted for formal learning with clear goals and the monitoring of these in a structured way. Option 3 *("I like to take part in activities by interacting with peers and experts through dialogues and discussion. I like to work in a community in collaboration with experts/managers and other colleagues. I like to work in a community that is wider than my immediate work colleagues")* was the most frequently chosen option by all respondents (42%). These employees obviously had already made positive experiences with informal learning and with organising their own learning process, and with the benefits of peer and community learning. The result from ME is worth mentioning: from a total number of seven, six people opted for learning preference 3, i.e. learning by interacting with peers and experts as well as through collaboration and community building. All Montenegrin respondents were from age groups 20 to 39. In the other countries, answers to this question were more balanced.

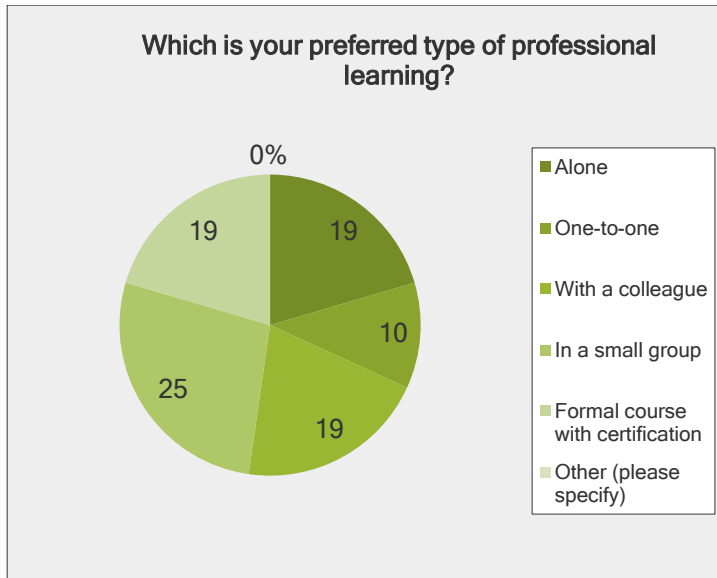### 3.3.2.2 Preferred type of professional learning (Q9)

FIGURE 7: LEARNING TYPE

No clear tendency for any type of professional learning can be derived. Nevertheless, the largest group of respondents (25%) were inclined to learning in small groups. Formal courses with certification were chosen only by 19% - this stands in contrast to the answers we received for **Q10**:

Would you prefer to receive formal certification for any professional training you do?		
Answer Options	Response Percent	Response Count
Yes	81	38
No	19	9

TABLE 10: FORMAL CERTIFICATION

When it comes to professional training, 81% prefer to get a certificate. By professional training they most certainly understand formal courses organised by training departments. Obviously, Q9 was understood as meaning informal daily professional learning in non-organised learning settings which can be carried out as and when required by the employees themselves.

3.3.2.3   IT competency self-assessment (Q12)

Which of the following descriptions describes your attitude towards using ICT at work?
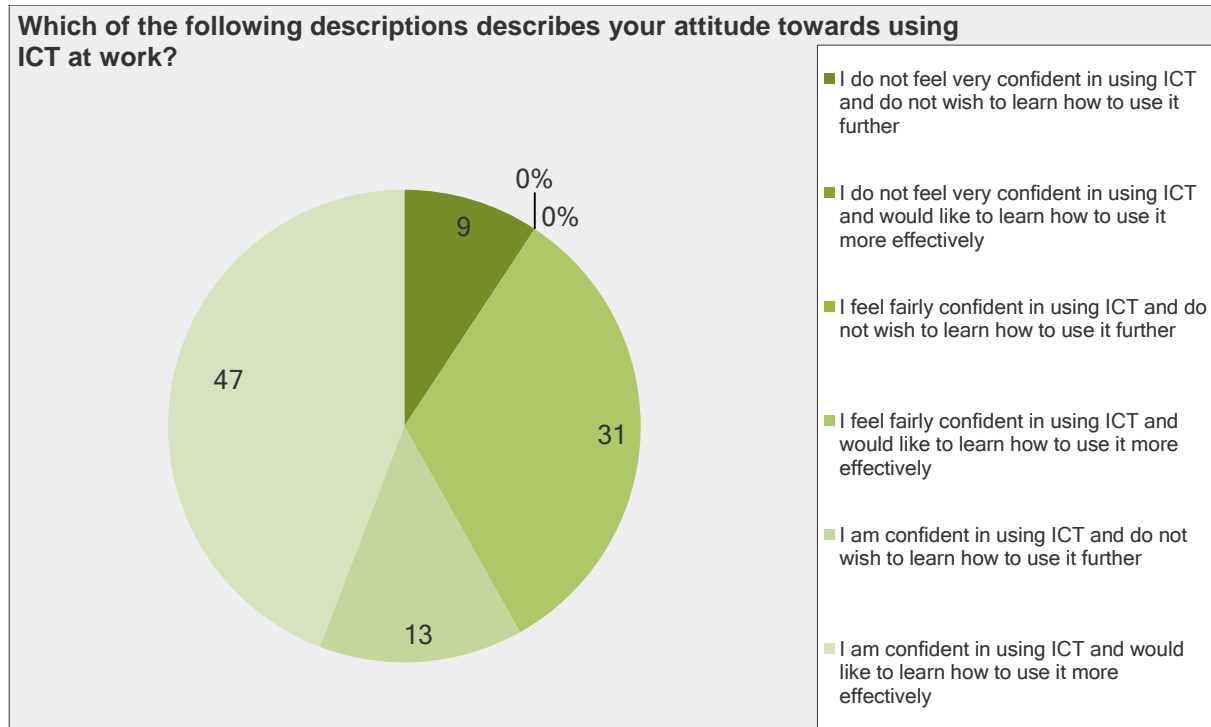

FIGURE 8: ICT COMPETENCY SELF-ASSESSMENT

Only 9% do not feel confident in using ICT, this means that predominantly people counting themselves among ICT experts took part in the survey. It is clear that not everyone has the same understanding of the term ICT. What kind of ICT competencies were meant will be analysed in later questions (Q11, Q15, Q16, Q17, Q18), where people would have to go into more detail describing their level of ICT competency. Interestingly to note, that among those who have fairly or very good competencies, more than three quarters (78%) would be eager to learn even more.

3.3.2.4   Rating of online activities at the workplace (Q11)

This section was asking about the employees' level of confidence to do certain things using technology.

Rating of online activities

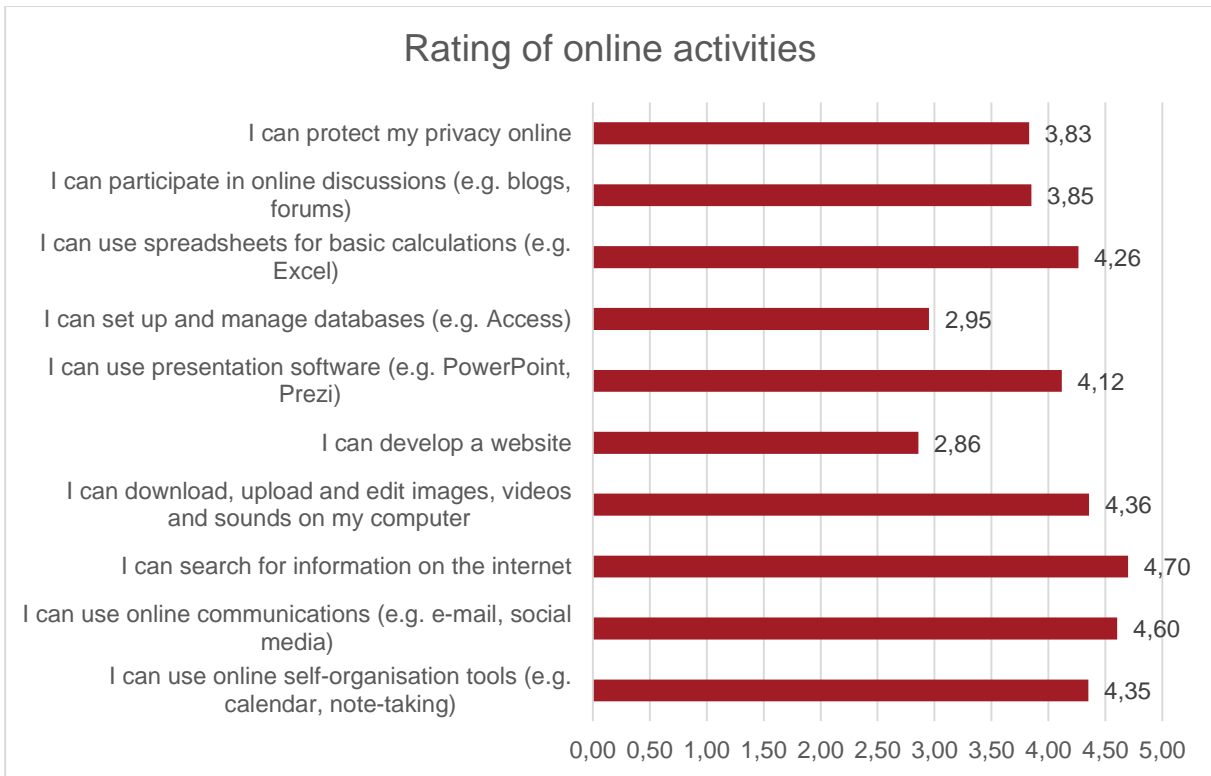| Activity	Rating
I can protect my privacy online	3,83
I can participate in online discussions (e.g. blogs, forums)	3,85
I can use spreadsheets for basic calculations (e.g. Excel)	4,26
I can set up and manage databases (e.g. Access)	2,95
I can use presentation software (e.g. PowerPoint, Prezi)	4,12
I can develop a website	2,86
I can download, upload and edit images, videos and sounds on my computer	4,36
I can search for information on the internet	4,70
I can use online communications (e.g. e-mail, social media)	4,60
I can use online self-organisation tools (e.g. calendar, note-taking)	4,35

TABLE 11: RATING OF ONLINE ACTIVITIES

For this question, statements could be rated from "I don't know what it is" (1 point) to "I could show others how to do it" (5 points), which means that **high numbers are equivalent to expert competence**. Only few people indicated their expertise in website development (2.86) or management of databases (2.95), whereas use of online communication (4.60) and information search (4.70) were rated as being very common online activities. Also the participation in online discussions, including blogs and forums (3.85), is quite common, as well as the protection of privacy (3.83).

3.3.3 Use of or engagement with information and communication technologies at work

The aim of Q15 to Q18 was to elaborate how the PA employees use or engage with information and communication technologies (ICT) at work, and what they think about engaging in online community activities.

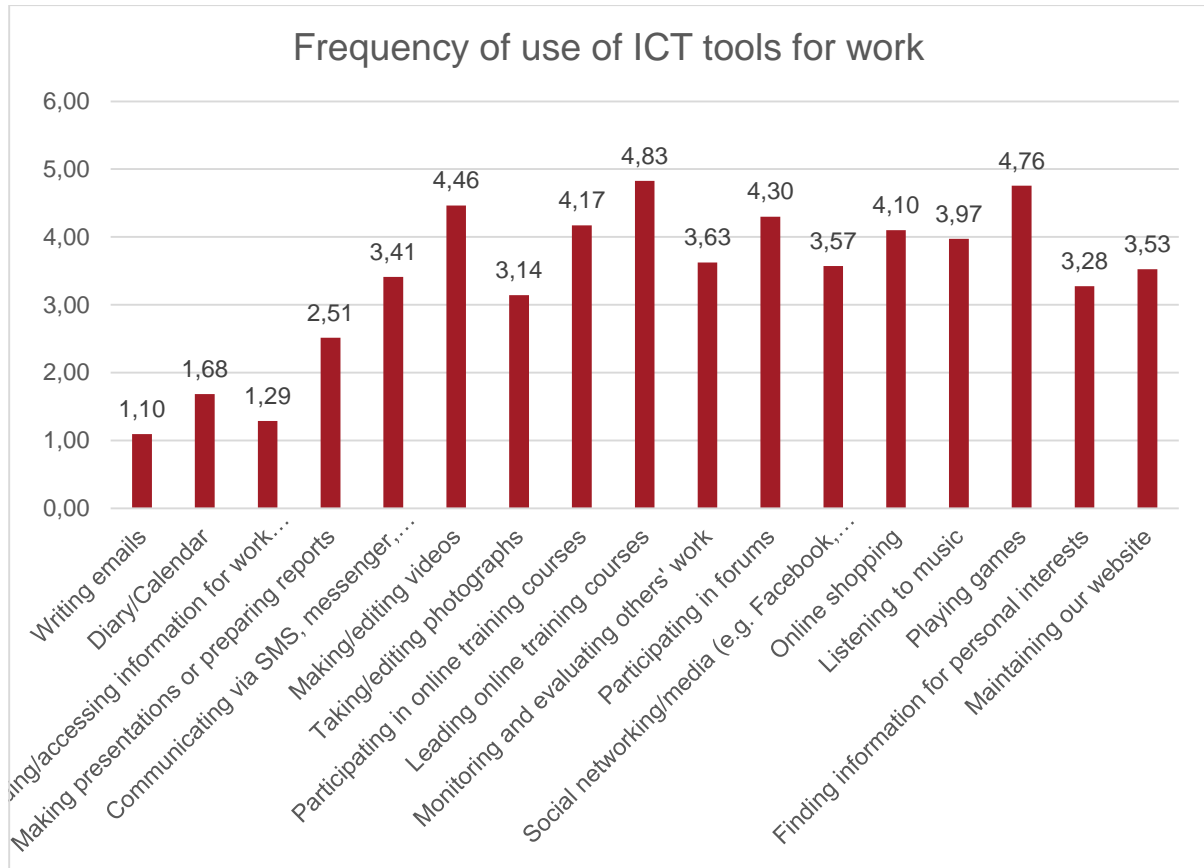### 3.3.3.1 *Frequency of use of ICT tools for work (Q15)*

TABLE 12: FREQUENCY OF ICT TOOLS USE FOR WORK

Low numbers indicate high frequency, i.e. "writing emails" (1,10) is an everyday activity, whereas "Leading online trainings" (4.83) is rarely or never done by most of the respondents. Among the most commonly used ICT tools, we find

- Diary/Calendar,
- Finding/accessing information for work-related topics, and
- Making presentations or writing reports.

Participating in online courses does not seem to be very common: more than half of our users (22 out of 42) have never participated in any online courses during work. The same number has never sought advice from a discussion forum for work purposes. Social networking (3.57) is done by a number of people, but 40% of our employees have never used Facebook or Twitter for workplace networking. Participation in forums is also done very rarely (4.30).

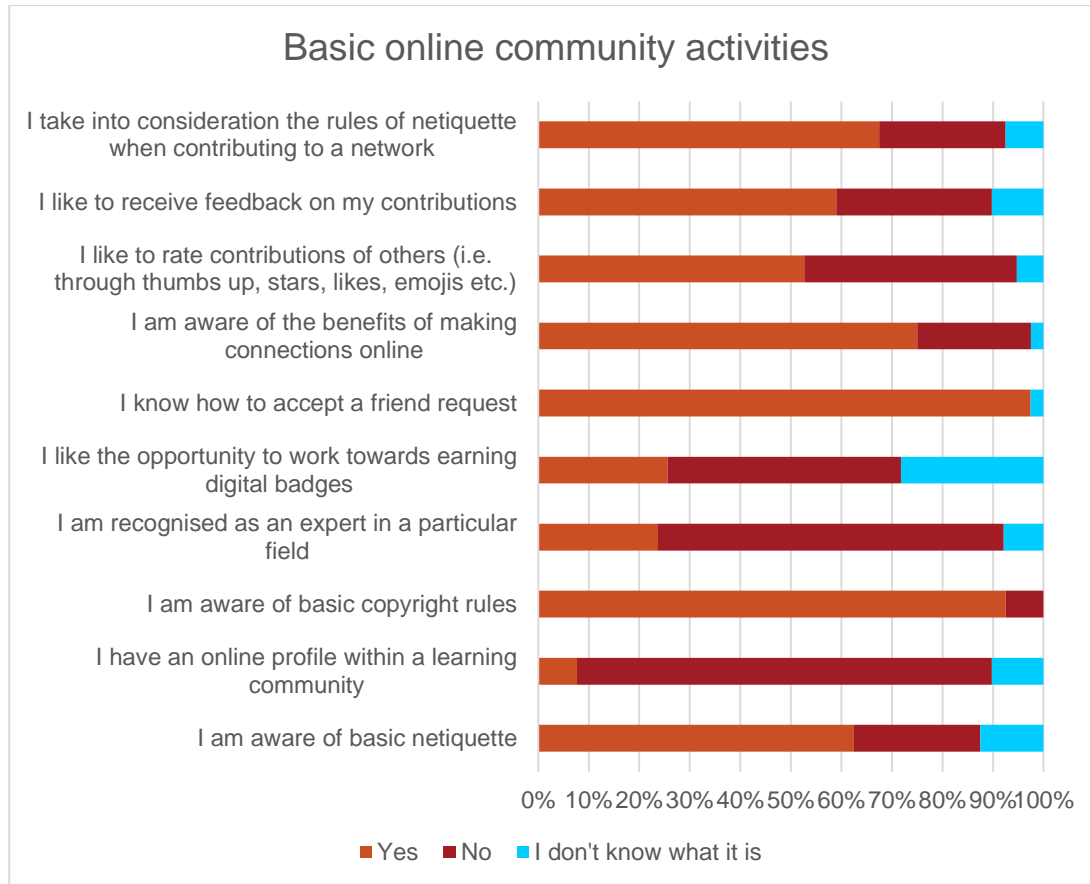### 3.3.3.2   *Basic online community activities (Q17)*

TABLE 13: BASIC ONLINE COMMUNITY ACTIVITIES

Almost everyone (97%) knows how to accept a friend request in social media. And consideration of the rules of netiquette also seems to be widely employed (67,5%). The great majority (92,5%) are aware of basic copyright rules for online publications. If they put some own contribution online, then many (59%) would be pleased to receive some kind of feedback. The possibility to rate contributions provided by others does not seem to be that well accepted, though, as 47% either did not like to rate or even did not know how to do it.

Only three people (out of 39) have an online profile within a learning community. 75% are aware of the benefits of making connections online, thus confirming that their previous online contacts had been rather positive. However, the principle of **digital badges** was unknown to almost a third of the respondents, and half of them did not like the opportunity to earn digital badges. Some increase of awareness would be required to make PA employees think more favourably about being valued for more intensive online engagement activities.

3.3.3.3 *Advanced online community activities (Q18)*

Advanced online community activities

TABLE 14: ADVANCED ONLINE COMMUNITY ACTIVITIES

This question asks about the frequency of engaging in these online activities, i.e. the higher the number, the rarer the engagement. Very few of these activities are done by our target group on a daily basis, some are done sometimes, rarely, or even not at all. The only activities below the level of 3 (which means **higher frequency**, 3 points are given to "rarely") are:

- I read blogs which relate to work (2.95)
- I collate ideas with other people who share similar interests to me (2.95)
- I rate other people's resources (2.98).

It is interesting to have a closer look at those online community activities that respondents **never** do:

Answer Options	Never	%[6]
I create and upload basic resources for use with colleagues and/or an online community	17	43,6
I maintain a Wiki about work related topics	34	85
I write a blog in relation to my work	38	95
I pose questions online to inform my own learning	22	55
I download resources from an online community	19	47,5
I rate other people's resources (i.e. through thumbs up, stars, likes, emojis etc.)	17	42
I give feedback or share expertise on a work related topic	17	42,5
I endorse the profile of my connections	20	50
I use an online forum with colleagues to share ideas and get information about work	26	65
I work with others online to create new materials	24	58,5
I promote awareness of my resources to others online	21	52,5
I make contact with other users who comment on similar issues online	22	55

TABLE 15: ONLINE COMMUNITY ACTIVITIES NEVER DONE BY RESPONDENTS

Using **online forums** is not that widespread in public service, as 65% of the respondents never use a work-related forum. This is in agreement with the answers we received for Q15, where 80% of the respondents indicated that they rarely or never participate in forums. Using Wikis (85%) or blogs (95%) is even more unpopular: Only two people write **blogs** with relation to their work, only three maintain a **Wiki** about work-related topics. If we go back to Q11, we can see that many employees are quite familiar with the use of blogs for discussing job-related topics. But there seems to be no need to use blogs or Wikis for the purpose of publishing a piece of content in public service. In Q11, the question is about whether users know how to do it (e.g., participate in forum discussions and blog), and the answers show that they do know how to do it; answers to Q18, however, show that the great majority make no use at all of neither forums nor blogs or Wikis.

Uploading or **downloading** of resources is done by some employees sometimes or rarely, but almost half of our respondents never do this in the framework of online communities. Co-creation of online material is never done by 58,5% of the respondents. It is interesting to note that after all 50% **endorse** their connections' profile, while the other half never does it or even does not know what this is all about. The same applies to giving **feedback** or **rating** of resources: 58% are fairly familiar with rating other people's resources and 57,5% with giving feedback or sharing expertise on work-related topics, but 42 and 42,5%, respectively, never engage in this kind of online activities.

3.3.3.4   *Conclusions*

PA employees participating in the EAGLE online survey had a relatively high level of digital competence. For the great majority, online communication is considered as a daily routine. When it comes to dealing with social media issues or to advanced engaging in online community, however, this is not yet that widespread in PA. The online survey did not reach any experts in online engagement, like, e.g., professional bloggers or social media managers, as this is not our main target group. This way though, the average employee with relatively high computer expertise was made aware of other digital competencies he or she would need to acquire in the future. One of our respondents remarked: „From

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[6] From 38 to 41 respondents, depending on question item.

my answers I obviously do not use ICT to a great extent but I am conscious of its importance and would be happy to increase my knowledge and usage". The results show that there are indeed digital skills gaps and lack of online engagement also among well-qualified PA staff.

For using the basic functionalities of the EAGLE platform, the competencies reported are fully sufficient. Working with the authoring tool, and engaging in discussion forums or online communities are easy to learn and to do. The results of the survey point out to Management staff in PA that their employees are keen on learning new things or practices, and that these new competencies are best acquired by informal learning. Basic authoring know-how (e.g., about licensing of OER) and ease of use of EAGLE authoring tools would best be learnt in hands-on (training) workshops.

3.4 Validation of prototype 2

Validation sessions scheduled and carried out:

Date	Place	No of participants	Country
23 Nov 2016	**Diekirch**	1	LU
24 Nov 2016	**Stadt Witten**	11	DE
24 Nov 2016	**Pétange**	1	LU
24 + 25 Nov	**County Donegal**	8	IE
25 Nov	**Podgorica**	10	ME
28 Nov	**Bertrange**	2	LU
1 Dec	**Hosingen**	1	LU
5 Dec	**Ettelbrück**	2	LU
16 Dec	**Northern towns (8)**	16	ME
10 Jan 2017[7]	**City council Bergstraße**	7	DE
Total No. of communities: 17		**Total No. of participants: 59**	

TABLE 16: VALIDATION MEETINGS 2ND VALIDATION ROUND

A guideline (see Annex A) for organising and conducting validation sessions was given to the validation teams, to make sure that all validation activities were following the same methods and procedures.

3.4.1 Methods applied

Whereas the first validation round focused on getting feedback from the users on usability of the EAGLE platform (e.g. Nielsen, 1993) and on user experience while working with the prototype, the second and final validation round attempted to find out whether PA employees were able to use the platform for

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[7] Results of this late validation session could not be fully integrated into this report.

learning and knowledge exchange. Like in the validation of the first prototype, the following methods were used for collection of user feedback:

1. Task-based observation
2. Concurrent think-aloud (CTA).

Concurrent Think Aloud (CTA) is used to understand the participants' thoughts as they interact with a product by having them think aloud while they work. The researchers in the validation teams asked the participants to speak out as they were working on a task to better understand the participant's mental model for the task and his/her decision-making in real time. After completion of each task, participants were asked to return to the starting point (Home page) for the next task and to continue with the next task.

3.4.2 Task scenarios

Tasks as close to real work as possible were defined, then presented and explained to the employees, i.e.

Task 1. SEARCH You want to find information on a specific topic (material had been uploaded by the regional validation team). How do you look for it and where can you find it?
Task 2. FORUM / MESSAGE BOARD Engage in one of the discussions in the forum! Open a new thread or post a reply to one of the questions posted by others.
Task 3. BLOG Read the blog entries and add a comment. Or write your own blog entry.

Task 4. RESOURCES
 	
Check out the resources section and view some of the contributions.
     - Rate the quality of a resource
     - Bookmark a document and read or edit it later
     - Look for mistakes in documents and correct these
     - Adapt the content and upload a modified version.

Task 5. (COMMUNITY BUILDING) (larger focus groups) Establish ties with your colleagues and create your own network

TABLE 17: TASK-BASED VALIDATION

3.4.3 Feedback and recommendations

3.4.3.1 Start page overview & feedback

The start page having been redesigned after the first validation round, we wanted to make the users have a close look at the page and briefly state their impressions (look & feel, navigation, terms used). Most of the users found the start page very appealing. Some of the remarks were: "There is not too much information, and you can easily navigate to the main areas of importance". "The look & feel is

professional, but not too administrative", "it looks modern and everything is clearly represented". In some countries, however, there was confusion about the two buttons "**Engage**" and "**Contribute**", as some users did not immediately understand the difference between these two functions.

Special attention was given to the **News & Updates** section which was considered very useful, particularly because you can directly access any newly created or uploaded resource and you also get the author's name at this place. On the other hand, users mentioned the risk to have too many news items here that do not concern you personally, making you feel getting spammed. They would rather only have personalized news here.

As a rule, users do not appreciate that much if they have to scroll down the start page to get all relevant information. Currently, even the News & Updates section is not completely visible without scrolling. If you only stick to the five buttons section, you would never have the chance to learn about the topics section which is placed at the bottom of the page. One user suggested to create a 6th button to access the **topic maps** section, and to provide even more of these central buttons that allow direct access to important sections. The "**Start**" button, on the contrary, was found a bit misplaced, you only need it when you are new to this website, so it should better be placed in a "Help" section on the top or on the bottom of the page.

Concerning the top navigation bar, the "**About**" menu was confusing for some of our users: they would not expect to find "**Help**" tutorials in this section. It should not be placed so prominently, as it is only needed for people who are completely new to the portal. In case of errors or problems, users would appreciate if system response was provided through short help messages.

Text links are harder to distinguish than buttons, especially if they are not underlined and / or in striking colours.

Not all users found the **background image** suitable, some had the impression to be on a website for students, rather than on a portal for employees in public administration, others suggested to choose a picture that is more in accordance with EAGLE goals and target group, and that also respects cultural diversities.

3.4.3.2 Login procedure / registration

An interesting problem occurred in ME with user registration. Users who register for the first time on the EAGLE platform with their own e-mail account have to wait for automatic e-mail confirmation before they can continue with the procedure. Users in ME received a confirmation e-mail message with an activation link appearing like plain text and not with a "clickable" link. The users were confused and didn't know what was wrong or how to continue with registration. The validation team members had to explain that they need to "copy and paste" the link text and open it in another browser window to finish registration. This technical problem might be due to the fact that most of the participants were using closed mail clients integrated in an internal system.

3.4.3.3 Search

Most users went straight to the search bar and entered the respective search term. Only one user found resources by using the topic maps. Some tried to find resources by scrolling the content of the Resource page.

In general, most users are familiar with searching information on the Web, with the common position of a Search box on a web page (top right) and with the meaning of a search icon. Observation showed,

however, that many users are not familiar with using or defining keywords for Search. Many users just type whole phrases in Search box.

The "Search" button (in contrast to the "Search" box) is a bit misleading as it does not provide browsing or searching of resources, but a link to navigating the topic maps.

In general, good results were achieved through the search function, but people always expect more, being used to everyday work with Google search. People found out that the EAGLE search function works differently, and that they have to adapt their search habits in order to get good results (example: if they forget to put the accent in French, no result). Having search filters is considered very useful, but it would also require some effort to learn how to apply the filters. For LU, it would be an advantage to get results in both French and German, no matter which language you use for searching.

3.4.3.4 Forum / Message Board

Most users are familiar with using online forums, and therefore completed this task without any problem and very quickly. They also found it easy to post a question to an already existing topic, as well as to reply to a certain post.

More advanced forum users were not completely satisfied with the EAGLE discussion forum. Many clicks are needed to get there, and opening a new thread is not easy to find. They suggested to provide more categories so that people reach their topics of interest much faster than now. Currently the order of messages is rather messy. After providing a contribution, some users wanted to go back to their entry and correct or even delete it, which is currently impossible. People found it confusing to have a "follow" button on top and one "follow topic after posting" at the bottom of the editor. Flagging of posts seems to be not evident to everybody, they were thinking they could mark posts as being especially relevant. On the whole, the message posting procedure could be presented in a much shorter and clearer way.

3.4.3.5 Blog

The "flag" was also an issue in the blog section. For most people, a flag is rather a symbol for signaling importance than for marking inappropriate content. In the blog editor, flag means "anchor". But what does anchor mean? Learning to use all the functions for creating a new blog entry will therefore take time and effort. If you write a comment to a blog entry, you cannot go back and correct or delete it, you can only provide another comment to your comment. This is not really practical. Some features seem to be different from what users know from other blogs, like, e.g. you can only subscribe to all blog entries listed, not to specific ones, while you are by default subscribed to your comments.

In general, users found it easy to create a **new blog entry** by just clicking on the respective button. When they tried to post a reply (comment) on a blog, they had some trouble with finding the reply button after having typed the comment. One user did not find it at all. Besides that, users did not understand the difference between the options **Add Comment** and **Post Reply** (see picture below).
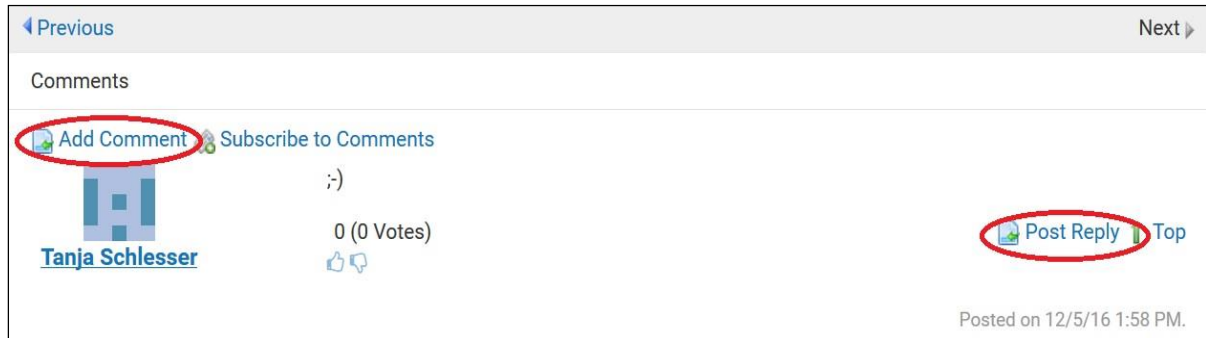
FIGURE 9: BLOG OPTIONS

Some of the translations will need to be reworked to make their meaning fully understandable. On the whole, the task was easily executed by most users, as providing a simple comment is not a problem. For some people though, it was not evident if blogs are something you really need in PA. The fact that all platform users have the right to rate blog contributions was considered uncommon. PA employees expect to have contributions rated and validated by an expert or a head of division.

3.4.3.6 Resources

The presentation of the resources list did not meet the users' expectations. Access to resources is not intuitive, first the arrow to open the preview, then the "eye" symbol that finally opens the resource. Most users had trouble with finding out how to open a resource and to understand the symbols. They suggested to make the resource's title clickable, so that they can view it immediately. Bookmarking or editing a resource only makes sense after you have checked the whole content of a resource.
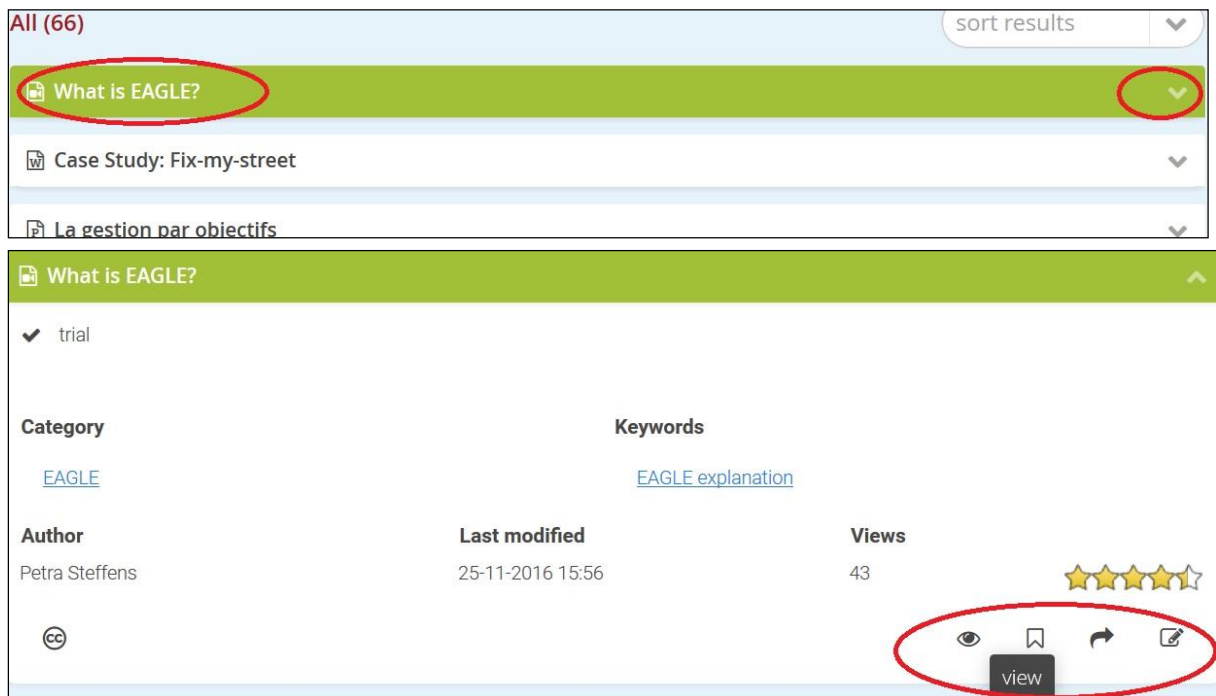

FIGURE 10: OPENING AND VIEWING OF RESOURCES

Another remark was that too many resources are presented in an arbitrary order. At this point, users expected to be able to filter relevant resources.

Bookmarking and the functionality behind it was generally well understood and appreciated. Also to have all bookmarked resources listed in your "My EAGLE" section. Rating by clicking on stars is well-known, but reserves remain as to whether everybody should have the right to rate the quality of all kinds of resources. Users feel that there is a risk of bias and non-validity of information when no editorial or expert revision is provided. Some would have appreciated a link to the author of the resource with contact details, qualifying him or her as an expert.

Too many steps are needed for editing or **modification** of a resource. And it remains unclear what has been changed in the resource. Some of the sections are difficult to understand, like, e.g. the selection of scope or licenses. People were in doubt whether all kinds of resources (i.e., also highly official documents) can be modified by everyone, saying that there should also be a locking mechanism for these resources.

3.4.3.7   Community Building

With a little help of the validation team members, it was no problem for our users to add a friend and reply to or confirm a friend request. Many said that "friend" was not the right term for a professional environment, more convenient would be to have "contacts".

3.4.3.8   General discussion

- How can we use the EAGLE platform for learning?

Many people raised concerns over user-generated content as not being sufficiently reliable and approved. They said that learning material would need to be based on "certified knowledge", as provided by e.g., educational publishers who make sure that contents are of high quality. When talking about learning, in most countries people mean formal learning, they would not use the term "learning" if they learn something informally or just *en passant*.

With dual education as practiced in Germany, many employees do their education on-the-job in public administration, and pass their exam after 2-3 years of working and training. Making training contents available on an online platform would be an interesting option for trainers and/or HR executives in PA. On the EAGLE platform, contents would then be linked to the EAGLE community features, work groups would be created, with a limited access for learners to discuss and exchange tips and experiences, as a follow-up to instructional courses or catch up on a subject matter.

In larger cities (like Witten (DE)), a lot of learning material is created for employee training purposes that in the future could just as well be distributed via an online platform like EAGLE. Trainers and HR staff would need some instruction or coaching on how to create and work with learning-community-based training arrangements within the EAGLE platform.

- How can we use EAGLE for information retrieval and storage?

All EU countries already provide many useful information portals and data bases for their PA employees, and EAGLE would not be needed as an additional one. But there are certainly many other, more informal fields of knowledge or creativity in which the exchange of experiences and sharing of thoughts would be of great value. EAGLE could support the development of an informal learning culture in PA which goes beyond the informal chat between colleagues.

3.4.4   Results of the questionnaire – General data

Women and men were equally represented in the face-to-face evaluation sessions. The age group 30-39 (40,7%) was most strongly represented; 77% of Montenegrin participants were under 39. Regardless of that, mostly employees with longer job experience were involved, 54,2% had more than eight years of service. Validation of the final prototype was explicitly addressed to stakeholders and decision makers, and we were able to mobilize a considerable number of them to check out the latest version of the EAGLE portal. (Details of questionnaire and validation process guideline see Annex A).

	LU	DE	IE	ME	Total	%
Gender						
Male	5	9	1	14	29	49,2
Female	2	9	7	12	30	50,8
total	7	18	8	26	**59**	
%	11,9	30,5	13,6	44,1		
Age group						
20-29	0	5	1	6	12	20,3
30-39	2	5	3	14	24	40,7
40-49	4	5	4	3	16	27,1
50-59	1	2	0	2	5	8,5
>60	0	1	0	1	2	3,4
Years of service in PA						
0-3	1	1	1	4	7	11,9
4 to 7	0	4	0	16	20	33,9
8 to 15	2	4	2	6	14	23,7
16 +	4	9	5	0	18	30,5
Managerial responsibility						
Employee without m.r.	1	12	4	16	33	55,9
1-5 people	3	3	2	4	12	20,3
6-10 people	0	2	2	4	8	13,6
DH	3	1	0	2	6	10,2

TABLE 18: VALIDATION OF PROTOTYPE 2 – OVERVIEW OF RESULTS

3.4.5 Results of Question 1 to Question 6

After performing the five task scenarios, participants were asked to answer a short questionnaire. The questions aimed at finding out how the employees' estimated to use the EAGLE platform for their own (informal) learning. While doing the tasks, they were given enough time to test some of the learning features and see if

- their current digital competencies were sufficiently advanced to work with the platform
- the functionalities offered by the EAGLE system were
    - useful and easy to learn
    - considered as being learning-conducive.

	strongly agree	agree	neither	disagree	strongly disagree	Response count	Rating average
Q1-Computer skills	33	24	1	1		59	1.49
	55,9%	40,7%	1,7%	1,7%			
Q2-Information retrieval	17	30	9	2	1	59	1.98
	28,8%	50,9%	15,2%	3,4%	1,7%		
Q3-Storing of resources	14	34	6	5		59	2.03
	23,7%	**57,6%**	**10,2**	**8,5%**			

TABLE 19: IT SKILLS, INFORMATION RETRIEVAL , STORING OF RESOURCES

A high percentage of users (96,6%) stated that their computer skills were sufficiently advanced to use or work with the EAGLE platform. These skills ratings are exceptionally high. In the online survey the ratings were also quite high, but the participants were still a bit more restrained (Q12).

79,7% were satisfied with searching for information / resources on the EAGLE platform. Answers to this question depended on whether the validation teams had previously uploaded relevant resources. The participants were free to find out by themselves by which search method to proceed, as the task was described as follows: "You want to find information on a specific topic. How do you look for it and where can you find it?" Indifferent or negative rating could thus have been influenced by not applying the right search method from the start.

Q4 – Most interesting resources found through…	DE+LU	IE	ME	total
Message board	5	3	6	14
Repository	12		2	14
Topic maps	4	2	3	9
Search function	12	6	21	**39**
Other	1			1
Total	**34**	**11**	**32**	**77**

TABLE 20: RESOURCE LOCATION

The possibility to store resources was also rated positively, though 6 were undecided, and 5 out of 59 seemed to expect more of this function. The functionality of storing an online resource so that it can be accessed and processed later in the user's personal workspace (i.e. My EAGLE) is not evident at first glance. In a short validation session, there might not be enough time for all users to fully understand the value of this function.

This question addresses the users' habits of how and where to look for a resource. Relevant resources were made retrievable on the message board, as an OER in the repository, a blog or a Wiki entry. Multiple answers were allowed in this question. The repository of resources was found most useful in DE – the answers depend on whether good material had previously been made available. The answers also show that users do not really distinguish between either of these resource locations. Their preferred way of finding the right resource is by using the **Search** function at any rate. Not many of them would first go to the topic maps for searching by browsing through resources.

Q5 – Most useful EAGLE feature	DE+LU	IE	ME	total
Message board	12	3	7	**22**
Blog	3	2	8	13
Wiki	9	1	3	13
Contributions from colleagues	8	2	8	**18**
Topic maps	5	0	5	10
Knowledge sharing	5	3	17	**25**
Work group	4	2	5	12
Network	10	2	9	**21**
Test	0	1	2	3
Total	**57**	**16**	**64**	**137**

TABLE 21: MOST USEFUL EAGLE FEATUREE

Again, multiple answers were allowed. Highest ratings were given to **knowledge sharing, message board, contributions from colleagues and network**. Particularly high were the ratings in ME, where sharing and exchange of knowledge and experience among colleagues seems to be even more highly appreciated than in the other countries. The answers also show that the users are mostly familiar and also quite satisfied with using message boards for information retrieval and learning, and less with Wikis or blogs in PA. The **test** feature was not available for validation, this might be the reason why it was rated as being not very important. Moreover, users might not be aware of the fact that self-tests would be a useful support for informal learning.

Q6 – Learning features	DE+LU	IE	ME	total
Message board post	15	6	12	**33**
Shared resources	15	3	13	**31**
Expert contributions	9	4	18	**31**
Trainer/superior assignments	5	2	6	13
Study group	9	3	1	13
Test	1	0	2	3
Total	**54**	**18**	**52**	**124**

TABLE 22: LEARNING FEATURES

As our focus was on validating the potential of the EAGLE platform for supporting informal learning, no formal learning material (i.e. courses) had been uploaded to the portal. Possible answers to this question were, however, composed of items from both formal (trainer-centered assignments; tests) and informal learning. Again the test feature did not find many supporters, probably due to reasons already mentioned above. The highest number of answers was given to posts from the **message board**, a typically informal knowledge resource. Posting a relevant information to a message board is considered to be done by someone who thinks he or she is an expert in the field, and the knowledge is therefore classified as

reliable content. In the same direction goes the endorsement of **contributions by experts** and **resource sharing**: making a resource available to others means that people who share are people who are competent, and who can therefore promote my own learning. The users knew that EAGLE was also providing the option of building a study group for community learning, but this function could not yet be tested in this validation round.

4 Statistics showing all platform validation activities

A total number of 220 employees from 50 communities or county councils in four countries took part in EAGLE platform validation activities from October 2015 to January 2017.

	Validation on site 1	Work- shops	Online survey	Validation on site 2		
Communities involved						
DE	9	4	--	3		
LU	3	0	--	5		
IE	1	0	--	1		
ME	10	3	--	11		
	23	**7**		**20**	**50**	
Country						
DE	18	5	17	18	59	26,8
LU	5	0	9	7	21	10,0
IE	11	0	12	8	31	14,1
ME	63	11	7	26	107	**49,1**
	97	**16**	**48**	**59**	**220**	100,0
Gender						
Male	51	8	25	26	113	51,4
Female	46	8	20	33	107	48,6
Age Groups						
20-29	19	7	9	10	45	20,5
30-39	36	4	16	26	83	**37,7**
40-49	22	4	11	16	54	24,5
50-59	19	1	9	5	35	15,9
>60	1	0	0	2	3	1,4
Managerial responsibility						
Employee	66	2	22	30	120	54,5
1-5 people	12	4	7	10	33	15,0
6-10 people	12	6	6	13	40	18,2
DH	3	2	6	6	17	7,7
Other	4	2	4		10	4,5
Years of service						
0-3	6	2	9	6	23	10,5
4 to 7	20	2	10	18	50	22,7
8 to 15	30	4	11	17	62	28,2
16+	41	8	15	18	85	38,6

TABLE 23: OVERALL STATISTICS OF VALIDATION ACTIVITIES

It remains unclear how many communities were involved in the online survey: although there was a section for indicating their community, most respondents to the survey did not mention their community's name. ME as the EAGLE project's main validation partner had the largest number of participants (49%) in validation activities, although not many (only 7) took part in the online survey. Concerning **gender**, slightly more men (51,4%) than women (48,6%) were overall involved in validation activities. There were some slight differences in the different types of activities, with more men than women taking part in the online survey, and less men than women involved in on-site validation.

Looking at the age groups, we can see that our validation activities reached **more people under 40** (58,2%), and that the **age group 30-39** was the strongest group (37,7%) across all validation activities. Mainly the high number of users from ME is responsible for this result: ME had more employees under 39 involved in EAGLE validation than other countries. In the other validation countries, a higher proportion of senior staff (age groups 40-60) was involved, especially in on-site validation activities.

The largest group (66,8%) has **more than 8 years experience** in PA. Again, there were differences with respect to the validation country: Montenegrin participants contributed more to the proportion of staff with less than 8 years of service, whereas the staff from the other countries had mostly longer seniority.

Although the majority of our participants were "simple" employees (54,5%), we had the chance to also involve a large number of stakeholders and people with **managerial responsibility** (41%). This is crucial for introducing the EAGLE solution to communities, because without convincing the management side, acceptance on the employee side would be rather low. These kind of statements were heard on many occasions during validation on site.

5   Conclusion

In both rounds of validating the EAGLE platform prototypes, positive UX was reported from the validation teams. Joy of use, interesting features, and freedom to move were rated high and the users' curiosity was aroused over the further development stages of the platform. Most of our users were able to overlook still existing usability issues, as long as they could successfully perform the validation tasks. In the follow-up discussions of the users' expectations and experiences, many useful suggestions for enhancement of UX were collected, which are going to be taken into account when finalizing the platform and making it ready for the users in PA.

After becoming more and more familiar with the EAGLE platform, it was generally well accepted. Users carried out specific tasks that not only made them search for existing information, but also create, rate and share their own resources, and use the tools that EAGLE provides for collaboration. Informal interchange, bringing people with common interests together, self-control, group work, and mutual support were the opportunities for interaction that people found most interesting.

The validation results also show that quite a number of employees do not yet engage in online community activities at all. In order to participate more actively, some said that they would need some encouragement from their superiors, who should set a good example through their own visible engagement in these dedicated online communities. Others, however, would rather engage in work or learning groups which have a limited number of participants, and which exclude their superiors.

Besides high user satisfaction, an increased eagerness to try out new forms of knowledge acquisition was perceivable. Working with the platform features and filling out the online survey made people reflect on their current ICT competence level. Especially those who already have an advanced ICT skills became aware that permanent training and practice is needed in order to keep their level up to date.

It is worth noting that for most employees or stakeholders, learning was not so much in the focus when thinking about using or introducing the EAGLE platform. Learning is for most of our users equivalent to formal learning leading to certificates. This is not something they would expect to do on the EAGLE platform. EAGLE is perceived as a platform on which new forms of learning and knowledge management can be organized on an individual or group base. EAGLE users / members can create their own profiles and their own learning space, and they are able to interconnect themselves to both resources and experts, and to create communities in which they can practice informal exchange of job-relevant topics.

As these mindsets are more widely spread in younger age groups who are more naturally willing to share and engage in online communities, some tradeoff reasoning might be needed in order to also convince more senior employees of the benefits of online engagement. Concerns about the reliability of information and about potentially biased opinions remain to be dispelled.

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Annex A

The annex presents all materials that were used in the different validation activities, i.e.:

- EAGLE Validation Round 1 Questionnaire
- EAGLE Validation Round 1 Tasks
- EAGLE Validation Round 1 Guideline
- Documentation table for validation results (tally chart)
- EAGLE Validation brochure
- EAGLE Workshop leaflets
    - EAGLE Workshop Forum & Netiquette
    - EAGLE Workshop Wiki & Blog
    - EAGLE Workshop Open Knowledge Resources & Licensing
- EAGLE Workshop evaluation form
- EAGLE Online Engagement Survey
- EAGLE Validation Round 2 Questionnaire
- EAGLE Validation Round 2 Tasks
- EAGLE Validation Round 2 Guideline

Appendix 1

Validation 1
Questionnaire
Location:

EAGLE

Name					
Age	20-29 ☐	30-39 ☐	40-49 ☐	50-59 ☐	>60 ☐
Years of service in public administration					
Gender	female		male		
Municipality / Region					
No. of inhabitants					
Working hours	Part-time (h)		Full-time (h)		
Main tasks & functions					
Level of education and study area					
Position/ Job title					
What kind of knowledge resources do you use for job purposes?					
Newsletter, Bulletins (please specify)					
Other written resources (please specify)					
Online resources (please specify)					
Exchange with/ phone call to colleagues from other municipalities					
Workshops, trainings	In-house (Y/N)		Training centre (Y/N)		
What kind of online services are you familiar with?	Private use		During work		
Facebook, Google+, LinkedIn; XING; Whatsapp					
Twitter					
Blog					
Discussion forum					
Chat					
Wiki (other than Wikipedia)					
Instagram, Flickr, Picasa, etc. (for pictures)					
YouTube, Vimeo, Dailymotion etc. (for videos)					
Other online services					

Post Survey

1. I consider myself a knowledgeable computer user.

☐	☐	☐	☐	☐
I strongly agree	I **agree**	Neither agree nor disagree	I **disagree**	I strongly disagree

2. Overall, I enjoyed the EAGLE platform. While browsing the EAGLE system, time seemed to go by very quickly.

☐	☐	☐	☐	☐

3. The design of the EAGLE platform is attractive.

☐	☐	☐	☐	☐

4. The features of the EAGLE platform are interesting.

☐	☐	☐	☐	☐

5. Navigation on the EAGLE platform is simple and easy.

☐	☐	☐	☐	☐

6. I had no problem in finding what I was looking for.

☐	☐	☐	☐	☐

7. I felt I had the freedom to go anywhere on the EAGLE platform.

☐	☐	☐	☐	☐

8. After visiting the platform, I feel that I know more about relevant work topics.

☐	☐	☐	☐	☐

9. I would like to return to the EAGLE platform in the future.

☐	☐	☐	☐	☐

Validation 1
Questionnaire
Location:

Suggestions

_____
_____
_____
_____
_____

Thank you for your help

Appendix 2

Validation Round 1
Municipality:
Name:

Description of situation:
The municipality at which you are working needs to find accommodation for 8 families of refugees.

TASK 1
You are looking for specific information on this subject on the EAGLE platform.
How do you proceed?

TASK 2

You would like to add some more information to the things you just found in EAGLE, and share it with colleagues working in other municipalities. How do you proceed?

TASK 3

You have another question in this context, and you feel you need to ask an experienced colleague for help. What can you do to find such a competent person in EAGLE?

This project has received funding from the European Union's Seventh Framework Programme for research, technological development and demonstration under grant agreement No 619347.

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TASK 4

Many volunteers and other external organisations that are not part of the public service are involved in working with the refugees. How can you involve them all and organize their co-operation on the EAGLE platform?

Project no. 619347
Validation Round 1

Short Guideline for Validation (Phase 2 – Round 1)

<u>First contact</u>

- First of all, create in advance a personal contact with the respective probands (by phone)
- Send a brief outline of the platform's characteristics by e-mail

<u>During the meeting</u>

- Build up a relaxed atmosphere from the beginning
- Send out nonverbal signals of confidence building, e.g., eye contact, smile, shake hands
- Introduce yourself
- Present your organisation
- Present the EAGLE project
- Briefly present the **validation methodology** you are going to use (interview, think-aloud, eye tracking)
    1. Start with the introductory questions
    2. Then present the 4 tasks (each on a separate sheet), one at a time
    3. Wrap up with the post survey questionnaire
- While probands are working on the **tasks**:
    - Speaking out their intentions, feelings, thoughts and problems is more important at this moment than finding the right solution
    - Use the task sheets to write down your observations
    - Any kind of reaction is important. Take every statement or expression seriously
    - You may have to incite people to talk, to verbalise their thoughts or acts.
- Remember: it is the system that is tested, not the person using it
- Don't show up the candidates, we want them to be honest and to make mistakes
- Arouse people's interest in the EAGLE system, but don't prejudice them
- Encourage them to make a decision, but don't push them in a specific direction
- Point out the great importance of every user's contribution for the further development of the EAGLE platform.

Documentation of Validation Results

1. Short bio (gender, age group, job responsibility, size of village; computer literacy) of the test user, if possible, related to characteristics of one of the EAGLE personas
2. Observations

TASK 1 – Finding relevant information **TASK 2 – Create new information & share it**

	Potential solution	Chosen by [test user]		Potential solution	Chosen by [test user]
Learn	X		Learn		
Engage			Engage	X	
contribute			contribute	X	
Search	X		Search	X	
My EAGLE			My EAGLE	X	
Dashboard			Dashboard		
Studio			Studio	X	
My OERs			My OERs	X	
Create new OER			Create new OER	X	
See demo			See demo	X	
My network			My network		
My groups			My groups		
My forums			My forums	X	
My blogs			My blogs	X	
My wiki			My wiki		
topics	X		topics	X	
community	X		community	X	
Forum	X		Forum	X	
Blogs	X		Blogs	X	
Wiki	X		Wiki	X	
network			network	X	
About us			About us		
Features			Features		
demo			demo		
news			news		

TASK 3 – Find an expert **TASK 4 – Organise collaboration**

	Potential solution	Chosen by [test user]		Potential solution	Chosen by [test user]
Learn			Learn		
Engage	X		Engage	X	
contribute			contribute		
Search	X		Search	X	
My EAGLE			My EAGLE	X	
Dashboard			Dashboard		
Studio			Studio		
My OERs			My OERs		
Create new OER			Create new OER		
See demo			See demo		
My network	X		My network		
My groups	X		My groups	X	
My forums			My forums		
My blogs			My blogs		
My wiki			My wiki		
topics	X		topics		
community	X		community	X	
Forum	X		Forum	X	
Blogs	X		Blogs		
Wiki	X		Wiki		
network	X		network	X	
About us			About us		
Features			Features		
demo			demo		
news			news		

EAGLE

GOVERNMENTS seek to share knowledge and experience

GET INVOLVED in designing your own digital learning solution

Current challenges for
public administrators in rural areas

Given the current challenges of an aging workforce and shorter innovation cycles, public administrations – especially in rural areas – face numerous difficulties:

- Many new regulations on different administrative levels to cope with
- Despite concurrent information overload, a need to effectively select relevant information and retrieve data
- Ever more tasks are distributed among ever fewer employees
- Cost intensive and time consuming staff training

Mastering these challenges
with EAGLE

EAGLE provides a comprehensive, web-based learning solution for staff in public administrations.
The new digital learning solution offers:

- Simple access to relevant information for effective and efficient handling of administrative processes
- Profitable and cost effective deployment due to open source technology and open access content, namely Open Educational Resources (OER)
- Knowledge exchange and experience sharing between employees of different municipalities towards cooperative knowledge development
- Implementation of OERs demand-oriented on the daily workflow, based on "process maps"
- Documentation and comprehensive case-based decisions with the help of "argument maps"

EAGLE

Whom is EAGLE for?

EAGLE is targeted at local governments with less than 5,000 inhabitants in rural areas.

How to participate?

Summer 2015 — Feedback from first test users in public administrations
– Interested? get in touch with us!

Autumn 2015 — User-evaluation of the digital learning solution

Winter 2015 — Further development of the digital learning solution

THE EAGLE-LEARNING SOLUTIONS GO LIVE

Spring 2016 — Suggestions by users from local public administrations

Further evaluation by users until the end of 2016

How can EAGLE help your government to fly?

- Exchange with specialists for didactics and information technology, directly and free of charge
- Implementation of modern and cost-effective training concepts
- Testing of the digital learning solution from the viewpoint of its practical suitability
- Early adoption of the digital learning solution
- Seamless transition from the testing phase to operational phase
- Tools to support and accompany change management processes in organisations
- Adopting innovative technology will enhance your public image

MUNICIPALITIES
ARE INVOLVED IN THE DEVELOPMENT PROCESS FROM THE VERY BEGINNING

WHAT IS EAGLE?

EAGLE (EnhAnced Government LEarning) is an EU-funded project with the aim of creating a comprehensive digital learning solution for public administrations and local governments in rural areas. EAGLE uses open software and open educational resources.

EAGLE takes into consideration different administrative cultures as well as a variety of learning, motivation and didactic concepts from the outset. Personal and interactive exchange of employees is a primary focus for the entire project.

INTERESTED?

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Scientific Coordinator EAGLE
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Dublin City University
Email: dfitzpat@computing.dcu.ie
Telephone: +49 (0) 30 3463 7219
For inquiries in Ireland

WE LOOK FORWARD TO HEARING FROM YOU

@eaglelearning #eagle_open
www.eagle-learning.eu

Appendix 6

Titel	Netiquette & Diskussionsforum
Datum	22.03.2016
Uhrzeit	14:00 bis 17:30 Uhr
Zielgruppe	Mitarbeiterinnen und Mitarbeiter in der öffentlichen Verwaltung, die ihre digitalen Kompetenzen erweitern möchten.
Mindest-teilnehmerzahl	5
Kosten	Kostenfrei für 1-2 Mitarbeiter/innen je Verwaltung
Workshopleitung	Frau Prof. Dr. Sabine Möbs
Ort	DHBW Heidenheim, Marienstraße 20, 7. Stock, Raum 519

INHALT

- Allgemeine Regeln für soziales Kommunikationsverhalten im Internet („Netiquette")
- Was ist ein Forum?
- Diskussionsforen und öffentliche Verwaltung

LERNZIELE

Die Teilnehmer und Teilnehmerinnen können

- die wichtigsten Netiquette-Regeln anwenden
- einen neuen Thread in einem beruflich relevanten Forum eröffnen
- einen eigenen Forumsbeitrag erstellen und auf einen Forumsbeitrag reagieren

MATERIAL

- Bringen Sie Ihren eigenen Laptop mit oder nutzen Sie die IT-Infrastruktur der DHBW

KONTAKT - ANMELDUNG

Sonja Trapp
Duale Hochschule Baden-Württemberg Heidenheim
Email: trapp@dhbw-heidenheim.de
Telefon: 07321 2722 296

Workshop Reihe

WEITERE WORKSHOPS IN DIESER REIHE

22. März 2016	Netiquette und Diskussionsforum
27. April 2016	Offene Wissensressourcen nutzen, erstellen und teilen
31. Mai 2016	Wikis & Blogs

Appendix 7

Titel	Wikis & Blogs
Datum	31.05.2016
Uhrzeit	14:00 bis 17:00
Zielgruppe	Mitarbeiterinnen und Mitarbeiter in der öffentlichen Verwaltung, die ihre digitalen Kompetenzen erweitern möchten.
Mindest-teilnehmerzahl	5
Kosten	Kostenfrei
Workshopleitung	Frau Prof. Dr. Sabine Möbs
Ort	DHBW Heidenheim, Marienstraße 20, Raum 727

INHALT

- Was ist ein Wiki? Was ist ein Blog?
- Wikis und Blogs in der öffentlichen Verwaltung
- Einen Wiki- oder Blogeintrag gemeinsam erstellen
  - Themenwahl
  - Praktische Übungen

LERNZIELE

Die Teilnehmer und Teilnehmerinnen können

- feststellen, wie leicht die Erstellung eines einfachen digitalen Inhalts ist
- den Unterschied zwischen Wiki und Blog benennen
- einen digitalen Inhalt selbst erstellen oder einen bestehenden Inhalt anpassen

MATERIAL

- Gibt es ein Thema, das für Sie aktuell besonders wichtig ist? Bringen Sie dazu eigene Materialien mit (USB, Papier, Links) und bearbeiten Sie Ihr Thema direkt im Workshop
- Laptops werden von der DHBW Heidenheim zur Verfügung gestellt.

KONTAKT - ANMELDUNG

Sonja Trapp
Duale Hochschule Baden-Württemberg
Heidenheim

Email: trapp@dhbw-heidenheim.de
Telefon: 07321 2722 296

Workshop Reihe

WORKSHOP REIHE AN DER DHBW HEIDENHEIM

28. Juni 2016	Netiquette und Diskussionsforum
31. Aug. 2016	Erklär-Videos
28. Sep. 2016	offenes Thema

OER Workshop Series

Title	Open Knowledge Resources & Free Licenses
Date	[dd.mm.yyyy]
Time	9:30 to 13:00 or 14:00 to 17:30 (including breaks)
Target group	Motivated employees from different municipalities wanting to improve their digital competencies. 1-2 participants per municipality.
No. of participants	3 - 15
Name(s) of moderator(s)	N.N.
Location	Meeting room at municipality XY or at EAGLE partner premises

TRAINING CONTENT

- Introduction to open knowledge resources
- Sharing of resources
- Free content licenses

LEARNING OBJECTIVES

Participants are able to

- Adapt an open knowledge resource
- Share an open knowledge resource
- Apply relevant free content licenses

MATERIAL

- Computer or laptop – BYOD or use host equipment
- Internet connection or WLAN server in order to interconnect workshop participants and allow for group collaboration
- Ideas for content creation

CONTACT

Name:
Organisation:
Email:
Phone:

WORKSHOP SERIES AT DHBW HEIDENHEIM

March 23, 2016	Netiquette & Discussion Forum
April 27, 2016	Open Knowledge Resources & Free Licenses
May 31, 2016	Wikis & Blogs
June 28, 2016	Netiquette & Discussion Forum
Aug 31, 2016	Explainer Videos

Workshop Series

EVALUATION FORM

DHBW
Baden-Wuerttemberg
Cooperative State University
Heidenheim

Appendix 9

EAGLE WORKSHOP "TITLE"

Date	
Moderator(s)	
Place	

Your Age group	<20	21-30	31-40	41-50	51-60	>60
Gender	☐ female	☐ male				
Job position	☐ Employee	☐ with managerial responsibility				
No. of inhabitants	☐ under 10.000	☐ over 10.000				

1. The workshop topic was new to me

yes	no	partially

2. Workshop contents and materials were interesting and useful for me

yes	no	partially

3. The workshop has provided me with new stimuli and challenges for my daily work

yes	no	partially

4. In order to use EAGLE myself in the future, I think I'd like to

improve my digital skills	
be more willing to share my own knowledge	
find more information on the platform	
do other things (please specify)	

5. What did you like best?
   a. In the Workshop

   b. On the EAGLE platform

6. What could we do to improve
   a. the Workshop?

   b. the EAGLE platform?

7. Any suggestions for further Workshop topics?

EAGLE Online Engagement Survey

Introduction

Welcome!
Thank you for taking part in this survey, which aims to ascertain your views on how you use or engage with information and communication technologies (ICT) at work, and how these technologies might support your learning opportunities. Your feedback will help the EAGLE project understand how individuals like you use ICT within their professional lives. The survey should take no longer than 15 minutes to complete. It is split into 4 sections and has 18 questions overall. It would be very helpful if you could try to answer each question as fully as possible.

The EAGLE Project
The purpose of the EAGLE platform is to provide a resource for employees in local government where they are able to access, acquire and share work related knowledge. Within it you are able to search for resources which colleagues have created themselves, as well as share your own expertise by creating your own learning materials. The platform is based on open source software and open educational resources in order to allow quick, easy and cheap access to learning materials across local government sectors.

Anonymity and Acknowledgement
All data from this project will be anonymised. Respondents will only be identified by job title or area of work, unless they specifically ask to be acknowledged by name.

Usage
We reserve the right to use data collected during the project in research reports and academic papers. The same rules with regard to anonymity will apply to these publications.

Ownership
Any data collected during the research will be the property of the University of Wolverhampton from the point at which it is collected. It will not be used until 72 hours after it has been collected, during this period if any participants are concerned about their contribution they can request it not be used by emailing Sonja Trapp at trapp@dhbw-heidenheim.de.

EAGLE Online Engagement Survey

About You

1. What is your gender?

◯ Male

◯ Female

2. How old are you?

◯ under 20

◯ 20-29

◯ 30-39

◯ 40-49

◯ 50-59

◯ Over 60

3. What is your highest educational qualification? (Tick one box only)

◯ Degree

◯ Post Graduate Certificate

◯ Master's Degree

◯ Doctorate

◯ Other (please specify)

4. Please state your Organisation and Department

Organisation

Department

5. What is your position and managerial responsibility?

○ Employee

○ Employee with managerial responsibility for 1-5 people

○ Employee with managerial responsibility for 6-10 people

○ Head of Department

Other (please specify)

[   ]

6. How many years' experience do you have working in local government?

○ 0-3   ○ 8-15

○ 4-7   ○ 16 plus

7. How would you describe your workplace?

○ Office based in one location

○ Mainly mobile and in different locations

○ Sometimes mobile

○ Home based

○ Other (please specify)

[   ]

8. Which of the following describes how you prefer to learn most of the time?

○ I like to have clear goals and targets set for me to achieve. These are monitored and I get frequent feedback about performance in relation to my goals and targets. I like to develop skills and competence by working towards my goals in a highly structured way.

○ I like to develop my own ideas and set my own targets. I like to collaborate on tasks with other people. I reflect on my own performance and feedback on others work too.

○ I like to take part in activities by interacting with peers and experts through dialogues and discussion. I like to work in a community in collaboration with experts/managers and other colleagues. I like to work in a community that is wider than my immediate work colleagues.

9. Which is your preferred type of professional learning?

○ Alone

○ One-to-one

○ With a colleague

○ In a small group

○ Formal course with certification

○ Other (please specify)

[   ]

10. Would you prefer to receive formal certification for any professional training you do?

○ Yes

○ No

EAGLE Online Engagement Survey

Confidence and Competence using ICT

This section asks you about your level of confidence to do certain things using technology.

11. Read the statements and click on the button that best describes you.

	I don't know what this is	I need help with this	I need practice	I'm confident at this	I could show others how to do it
I can use online self-organisation tools (e.g. calendar, note-taking)	○	○	○	○	○
I can use online communications (e.g. e-mail, social media)	○	○	○	○	○
I can search for information on the internet	○	○	○	○	○
I can download, upload and edit images, videos and sounds on my computer	○	○	○	○	○
I can develop a website	○	○	○	○	○
I can use presentation software (e.g. PowerPoint, Prezi)	○	○	○	○	○
I can set up and manage databases (e.g. Access)	○	○	○	○	○
I can use spreadsheets for basic calculations (e.g. Excel)	○	○	○	○	○
I can participate in online discussions (e.g. blogs, forums)	○	○	○	○	○
I can protect my privacy online	○	○	○	○	○

Please specify any other areas you have expertise in

EAGLE Online Engagement Survey

Using ICT at Work

This section asks you about your use of technology for your work

12. Which of the following descriptions describes your attitude towards using ICT at work?

◯ I do not feel very confident in using ICT and do not wish to learn how to use it further

◯ I do not feel very confident in using ICT and would like to learn how to use it more effectively

◯ I feel fairly confident in using ICT and do not wish to learn how to use it further

◯ I feel fairly confident in using ICT and would like to learn how to use it more effectively

◯ I am confident in using ICT and do not wish to learn how to use it further

◯ I am confident in using ICT and would like to learn how to use it more effectively

13. How reliable is your connectivity to the internet at work?

◯ Extremely Reliable

◯ Reliable

◯ Sometimes Reliable

◯ Not Very Reliable

◯ Never Reliable

◯ I don't have internet connection at my workplace

14. Are you aware of any internet usage policies at your organisation?

◯ Yes

◯ No

15. How often do you use ICT tools for the following purposes at work?

	Everyday	Frequently (2-3 times a week)	Sometimes	Rarely	Never
Writing emails	○	○	○	○	○
Diary/Calendar	○	○	○	○	○
Finding/accessing information for work related topics	○	○	○	○	○
Making presentations or preparing reports	○	○	○	○	○
Communicating via SMS, messenger, and/or web conferencing applications	○	○	○	○	○
Making/editing videos	○	○	○	○	○
Taking/editing photographs	○	○	○	○	○
Participating in online training courses	○	○	○	○	○
Leading online training courses	○	○	○	○	○
Monitoring and evaluating others' work	○	○	○	○	○
Participating in forums	○	○	○	○	○
Social networking/media (e.g. Facebook, Twitter)	○	○	○	○	○
Online shopping	○	○	○	○	○
Listening to music	○	○	○	○	○
Playing games	○	○	○	○	○
Finding information for personal interests	○	○	○	○	○
Maintaining our website	○	○	○	○	○

16. How often do you use your mobile device for the following at work?

	Everyday	Frequently (2-3 times a week)	Sometimes	Rarely	Never
Talking	○	○	○	○	○
Email	○	○	○	○	○
Texting via SMS/messaging applications	○	○	○	○	○
Social networking/media (e.g. Facebook, Twitter)	○	○	○	○	○
Web conferencing (including group calls, Skype etc.)	○	○	○	○	○
Internet searches	○	○	○	○	○
Photography	○	○	○	○	○
Video	○	○	○	○	○
Calculator	○	○	○	○	○
Diary/Calendar	○	○	○	○	○
Note-taking (including memos, to-do lists etc.)	○	○	○	○	○
Listening to music	○	○	○	○	○
Playing games	○	○	○	○	○

EAGLE Online Engagement Survey

Online Community Engagement

This section explores how you engage in an online community

17. Read the statements and choose the most appropriate answer

	Yes	No	I don't know what it is
I am aware of basic netiquette	○	○	○
I have an online profile within a learning community	○	○	○
I am aware of basic copyright rules	○	○	○
I am recognised as an expert in a particular field	○	○	○
I like the opportunity to work towards earning digital badges	○	○	○
I know how to accept a friend request	○	○	○
I am aware of the benefits of making connections online	○	○	○
I like to rate contributions of others (i.e. through thumbs up, stars, likes, emojis etc.)	○	○	○
I like to receive feedback on my contributions	○	○	○
I take into consideration the rules of netiquette when contributing to a network	○	○	○

18. Read the following statements and choose the most appropriate answer

	Everyday	Sometimes	Rarely	Never	I don't know what it is
I create and upload basic resources for use with colleagues and/or an online community	○	○	○	○	○
I maintain a wiki about work related topics	○	○	○	○	○
I update my status on my online profile	○	○	○	○	○
I write a blog in relation to my work	○	○	○	○	○
I pose questions online to inform my own learning	○	○	○	○	○
I read blogs which relate to work	○	○	○	○	○
I download resources from an online community	○	○	○	○	○
I rate other people's resources (i.e. through thumbs up, stars, likes, emojis etc.)	○	○	○	○	○
I give feedback or share expertise on a work related topic	○	○	○	○	○
I endorse the profile of my connections	○	○	○	○	○
I use an online forum with colleagues to share ideas and get information about work	○	○	○	○	○
I work with others online to create new materials	○	○	○	○	○
I promote awareness of my resources to others online	○	○	○	○	○
I make contact with other users who comment on similar issues online	○	○	○	○	○
I collate ideas with other people who share similar interests to me	○	○	○	○	○

EAGLE Online Engagement Survey

Final Comments

Thank you for taking part in this questionnaire

19. Do you have any further comments you would like to add?

20. Would you be willing to participate in future studies relating to the EAGLE project? If so then please provide your contact information below.

Name:

Organisation:

Email Address:

Mobile Telephone:

QUESTIONNAIRE

Gender	female		male		
Age group	20-29 □	30-39 □	40-49 □	50-59 □	>60 □
Years of service in public administration					
With managerial responsibility	no		yes		

Please state your organisation and department
- Organisation:
- Department:
- Main tasks and functions:

---

1. My computer skills are sufficiently advanced to use / work with the EAGLE platform

□	□	□	□	□
I strongly agree	I agree	Neither agree nor disagree	I disagree	I strongly disagree

2. I have found relevant information / resources on the EAGLE platform

□	□	□	□	□
I strongly agree	I agree	Neither agree nor disagree	I disagree	I strongly disagree

3. The EAGLE platform allows me to easily store my resources / information for further processing

□	□	□	□	□
I strongly agree	I agree	Neither agree nor disagree	I disagree	I strongly disagree

4. I found the most interesting resources / information by using

The message board	□
The repository	□
The topic maps	□
The search function	□
Other (please specify)	□

5. The most useful EAGLE feature for me is

The message board	☐
The blog	☐
The wiki	☐
Qualified contributions from colleagues	☐
The topic maps	☐
The possibility to share my knowledge	☐
The possibility to create a work or study group	☐
The possibility to network	☐
The possibility to test my knowledge	☐

6. Which of the following EAGLE features would you most probably use for your own learning?

Post a question to the message board	☐
Read or bookmark contributions / resources shared by colleagues	☐
Download contributions / documents provided by experts	☐
Read / work through contributions / assignments provided by trainers / superiors	☐
Create or join a study group	☐
Do a short test	☐

Thank you for taking part in this validation.

7. Do you have any further comments you would like to add?

8. Would you be interested in knowing more about the EAGLE project and its results? If so then please provide your contact information below

Name	
Organisation	
Email Address	
Mobile Telephone	

TASKS

Task 1. (SEARCH)
You want to find information on a specific topic (to be defined)
How do you look for it and where can you find it?

Task 2. (FORUM / MESSAGE BOARD)
Engage in one of the discussions in the forum!
Open a new thread or post a reply to one of the questions posted by others.

Task 3. (BLOG)
Read the blog entries and add a comment. Or write your own blog entry.

Task 4. (RESOURCES)
Check out the resources section and view some of the contributions.

- Rate the quality of a resource
- Bookmark a document and read or edit it later
- Look for mistakes in documents and correct these
- Adapt the content and upload a modified version.

Task 5. (COMMUNITY BUILDING) (larger focus groups)
Establish ties with your colleagues and create your own network

Appendix 13

Project no. 619347
Final Validation

Short Guideline for conducting face-to-face validation

Contact

- Reactivate your personal contacts from the first validation round or create new contacts with local governments (by phone) and arrange appointments.
- The **EAGLE Online Survey** should be done before you start working with the EAGLE platform. Provide your future test users with the link to the online survey.

During the meeting

- Build up a relaxed atmosphere from the beginning
- Send out nonverbal signals of confidence building, e.g., eye contact, smile, shake hands
- Introduce yourself, present your organization and the EAGLE project
- All test users should sign the **informed consent** form

- Briefly present the validation methodology you are going to use (interview, tasks, observation, think-aloud)
    1. Remember to use the **Chrome browser** (alternatively, Mozilla Firefox), latest versions (!)
    2. Go to EAGLE start page: https://eagle-irl.dhbw-heidenheim.de/
    3. Choose the correct **language**
    4. Users have to **log in** to the platform using their own e-mail account. Wait for automatic e-mail confirmation. Help them with the login procedure in case they have problems
    5. Let them scroll up and down the **start page** and ask them to provide their opinion:
        - What do you think about the start page? (look & feel, navigation; terms used comprehensible?)
    6. Then make them work on the 4 or 5 **tasks**, one at a time. Help them in case of problems
    7. If you don't have a larger group, you can't test the real-time community functions. Task 5 is then to be done as a **follow-up exercise** (please check the separate task sheet)
    8. When the tasks are done, engage them in a discussion about their general impressions of the EAGLE platform
    9. Make them fill out the **questionnaire**

- While people are working on the **tasks**:
  - **Speaking out** their intentions, feelings, thoughts and problems is more important at this moment than finding the right solution. You may have to incite people to talk, to verbalise their thoughts or acts. Any kind of reaction is important. Take every statement or expression seriously.
  - Take abundant **notes** of all of your **observations**
- Remember: it is the system that is tested, not the person using it
- Don't show up the candidates, we want them to be honest and to make mistakes
- Arouse people's interest in the EAGLE system, but don't prejudice them
- Encourage them to make a decision, but don't push them in a specific direction
- Point out the great importance of every user's contribution for the further development of the EAGLE system.