

# Usability Testing Results of the English Language Pages of [www.lu.se/english](http://www.lu.se/english)

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## Summary

Student volunteers were given a series of tasks to complete on the English pages of the Lund University website. Volunteer success in completing these tasks was used to assess usability.

The aim was to identify the extent to which the relaunch of the [English webpages](#) had improved the user experience and identify further areas for improvement. The relaunch took place in September 2007.

### Key Findings:

- The success rate for accomplishing key tasks on the website has risen to 80%<sup>1</sup> – the relaunch of the pages has improved usability
- The number of pages a user looks at, when completing a task, has, on average, dropped from 8 to 4
- The introduction of target group orientated navigation has improved usability
- The presentation of courses and programmes is still less than optimal
- The English website still does not offer the same level of service, to all target groups, as the Swedish website
- There are still issues with the use of menus and links – users are often trapped in frustrating loops

### Priority work:

- Further testing of LUBAS – the education database
- The elimination and reduction of redundant content
- Further improvement of menus and links
- Target group analysis

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<sup>1</sup> The previous usability was measured at 50%, prior to the relaunch. Most of the problems were from the difficulty users experienced in finding courses and programmes.

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# 1.0 Usability Testing

## 1.1 Method

One of the best measures of success for a university website is whether users can complete key tasks.

Key tasks, for example, are finding a course or making an application.

To test the usability of [www.lu.se/english](http://www.lu.se/english) volunteers were asked to complete typical tasks on the website and their success, or failure, was measured.

A typical usability testing method was used (Krug, 2000<sup>2</sup>; Alexander 2005<sup>3</sup>). 7 participants<sup>4</sup> were recruited. Participants were introduced to the test facilitator and the remote viewer. The purpose of the testing was explained; they signed a consent form and completed a background questionnaire.

The recording software (Morae<sup>5</sup>) was initiated and participants presented with internet explorer showing a blank screen. Using whatever method they wished they were first asked to find the English homepage of Lund University. The test facilitator then worked through a series of questions. Participants were prompted to think aloud and, at the end, final comments were recorded. A remote viewer, in some cases, observed the test session and made additional notes.

The testing took between 35-60 minutes. Volunteers were given two cinema tickets as thanks.

## 1.2 Participants

7 participants were recruited from the current enrolment at Lund University. Recruitment was via email.

Age Range	Sex	Nationality	Volunteer Number
20-25	Female	French	1
20-25	Female	American	2
20-25	Male	Canadian	3
20-25	Female	German	4
20-25	Male	Palestinian	5
20-25	Female	Danish	6
20-25	Male	Canadian	7

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<sup>2</sup> Don't make me think. Krug, S. (2000) New Riders Publishing.

<sup>3</sup> How usable are University Websites? Alexander, D. (2005): <http://www.tinyurl.se/6b5e14>

<sup>4</sup> Between 5 – 8 users are generally reported as the ideal number for adequately testing a site (Krug 2000, Neilson, 2000) and identifying any critical problems. This low number, however, cannot support statistical analysis. For a more detailed discussion of this see:

[http://education.indiana.edu/~frick/hci\\_submission\\_frick\\_et\\_al.may26.pdf](http://education.indiana.edu/~frick/hci_submission_frick_et_al.may26.pdf)

<sup>5</sup> <http://www.techsmith.com/morae.asp#>

All participants had either English as their first language or the advanced level of English required for undergraduate or postgraduate studies at Lund University. All of the participants had previous experience of studying at a University. All the participants spent at least 3-9 hours a day online. All of the participants were familiar with the university website.

### 1.3 Data Collected

Success or failure % was determined using a simple calculation as described by Nielsen, 2001.<sup>6</sup>

A task was considered failed if the volunteer was:

- Unable to find the right information
- Unsure if the information they had found was correct
- Indicated they would have contacted the university to confirm the information

The number of page views was also recorded. This is how many pages the volunteer looked at during completing a task, and includes repeat viewings of the same page.

### 1.4 Limitations

An examination of all the university's English web sites would have been unwieldy. Testing was restricted to those pages which had been extensively changed since the last testing period.

This study has several limitations:

- These usability tests were restricted to the central web pages, faculty or institute sites were not specifically examined<sup>7</sup>
- The relationship between our web pages, and external sites such as studera.nu was not specifically examined
- Testing was moderated by John Wedderburn, the editor responsible for much of the content tested, this could be a possible source of bias

## 2.0 Results and Critical Usability Issues

The results from 7 participants were used. The tasks were the same as those used to test the old site<sup>8</sup>, prior to the launch of the pages under examination here.

There are insufficient volunteer numbers to allow any robust statistic analysis. The success rate % is indicative of a trend but no further statistical analysis can be made.

### 80% Success Rate:

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<sup>6</sup> Success Rate: The simplest usability metric <http://www.useit.com/alertbox/20010218.html>

<sup>7</sup> Separate usability tests are being conducted on the faculty websites

<sup>8</sup> See:

[http://www.lu.se/upload/LUPDF/intsek/Rekryteringsprojekt/Usability\\_Testing\\_Results\\_English\\_web\\_pages\\_June\\_2007.pdf](http://www.lu.se/upload/LUPDF/intsek/Rekryteringsprojekt/Usability_Testing_Results_English_web_pages_June_2007.pdf)

For tasks related to the key purpose of the website (e.g. finding a course or programme, or making an application) there was an approximate success rate, overall, of **80%**. Before the launch of the new pages, there was a success rate of only **50%**.

### **Page Views**

The average number of pages viewed in a session has been reduced, almost by half. This is a positive trend.

Average page views (all tasks) after launch of the new English pages: 5

Average page views (all tasks) before launch: 9

Average page views (successful tasks) after launch of the new English pages: 4

Average page views (successful tasks) before launch: 8

The results show that the key issues **positively** affecting the users' experiences were:

- Links and content directed at the main target groups or key tasks
- Clear presentation of Master's Programmes
- Presence of more courses and programmes in LUBAS
- A reduction in the number of superfluous pages
- An increased quality of English content

In this usability test these critical issues **negatively** affected the users' experiences:

- The education database **LUBAS** contains several critical usability issues. Content is not always helpful, the layout is not optimal, links are not helpful and it does not help certain target groups. The database is missing several key functions to aid the user choose Lund.
- Confusing navigation between the central web pages and the faculty pages – it was often not clear to the users where they were in the website structure
- Lack of target group information for certain student groups e.g. Master students who are in an exchange programme<sup>9</sup>
- Links to studera.nu as part of the application process are often not helpful. This is partly due to the poor description on the studera.nu homepage but also a lack of adequate support information on our web pages.
- Duplicated information – e.g. similar information in several parts of the central website

## **2. 1 Menus and Links**

- The target group navigation often fails, resulting in confusion, once students are a few pages into the website – most of the volunteers did not use the logo as a back button or notice the visual cues (pictures and titles) indicating who the page they were looking at was intended for
- The quicklinks list is either ignored, or used as a last resort

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<sup>9</sup> The addition of more focused links on the homepage has improved this slightly. However, there are still issues with, for example, students doing an exchange at the master's level.

- The 'Future Students' page seems to be confusing to many students – it has too many pages and has little useful content<sup>10</sup>. Furthermore, students are trapped on this page and do not go further – due to a lack of compelling links.
- Duplicated information often means students are not looking at pages appropriate to them (e.g. Master's students using housing information on the exchange student pages)
- The list of Masters Programmes (in the 'Masters Programmes listed by Faculty' link) is usable but is probably at its maximum limit. Further programmes will make it too long.
- Navigation is steered, to a large extent, by the physical structure of the university. The masters programmes, for example, are presented by faculty or title. Presenting them by subject area will provide another point of access for students not familiar with the university.
- Links from Faculty sites to the central webpage often create navigation loops

## 2.2 Database (LUBAS) Content

- The presentation of the database content is not helpful, with key information buried at the bottom of the page and key links often on the least read parts of the page
- Links promising further information on a course or programme often link to Swedish pages or the faculty homepage, forcing the user to begin their search again
- The database does not allow a search for courses and programmes by availability e.g. Search for programmes you can apply for now
- Links from LUBAS are often not helpful:
  - How to apply links which are not specific to the programme or course being looked at
  - Links to studera.nu with no explanation or additional help
- The layout of information on the page does not reflect the importance of the information
- There is often no compelling text as why should you study a particular course or programme at Lund. Text, in some cases, is missing entirely.
- The studera.nu website is not particularly useful:
  - Lack of clear links to enable students to complete tasks
  - The use of jargon and terminology which is not in common use
  - Menus and links are confusing
- Presentation of links and text in LUBAS often appears amateurish
- The 'apply now' button is not immediately obvious – often users must scroll down the page to find it

## 2.3 Content and use of English

- 'First time here' was identified by several of the volunteers as being of significance to them. The current content (a description of the website) was a disappointment – they were expecting content about Lund University.

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<sup>10</sup> This link was removed from the homepage in December 2007 and replaced with more focused target group links.

- 'Help and Advice' was used by almost all volunteers but they were usually disappointed with its content
- 'Erasmus' is very significant – specific pages for this group will increase the usability of the website for them
- Links with the words 'additional information' or 'general information' tend to catch students who have not found key content elsewhere – pages linked to by these expressions should offer the maximum opportunities to go further

### **3.0 Actions**

Finding a course, or programme, is the critical task for students, and is a vital part of the decision making process.

Enabling this process to be as easy as possible will positively affect the website's usability and, theoretically, have a positive impact on recruitment.

### **Development Work**

- Development work on LUBAS – this is already ongoing.
- Improve the navigation – reduce the number of surplus, confusing, links
- Remove redundant content e.g. future students
- Develop the help and advice pages
- Make it easier to find courses and programmes e.g. make a prominent course search function on the homepage

### **Quality Assurance**

- Usability testing in Autumn 2008
- Survey of students, who have used the website, to benchmark its quality (planned for Autumn 2008)

## **4.0 Appendix**

### **4. 1 Usability Test Questions**

These are the questions used during the testing.

#### **Questions:**

Can you find the English website of LU?

Is there anything which you immediately think?

#### **Tasks:**

1. Think of something you'd do with the website – information or task you need – look for it!
2. You want to find more information about LU, how many students are here?
3. Can you find which studies are offered in English?
4. Find a subject you are interested in.
5. Find the faculty website of that course
6. Can you find information on entrance requirements?
7. Find information on how to apply
8. When is the last date you can apply?
9. You know that is hard to find somewhere to live here – can you find information to help you?
10. Can you find information on what other students have said about Lund?
11. Its expensive in Sweden – can you find information on cost of living?
12. What's it like to live in Lund – can you find information?
13. Find information on the Master's Programme in Asian Studies.
14. You are here as a student but need some help with a letter in Swedish that you do not understand – can you find someone to help you on the website?
15. Imagine that you need a visa to come here – who can you get help from on the website?
16. Can you find information on how much it costs to study in Sweden?
17. Find information on the Masters Programme in Food Technology, find the information on the faculty homepage (English version).
18. Find information on the Masters Programmes in Physics; find the information on the faculty homepage (English version)

## **4. 2 Volunteer Comments**

Presented below are key comments the volunteers made (different volunteers indicated by V#) during the usability studies. Explanatory notes are made in the text in brackets.

### **How many students are there at Lund?**

V5 "I trust Wikipedia more than the universities website"

### **What education is available in English?**

V5 "Before showing all these studies (referring to the list of master's programmes) you should have an alphabetical selection at the top of the page...because it's too much...I have to read each and everything to learn (what's available)"

### **Find a subject you are interested in.**

V2 "I don't know (looking at Economics faculty pages)...what is LUSEM?"

V2 "This page is good, but it's quite hard to find (commenting on the exchange courses offered at the Economics faculty)."

V2 "I click on this link (link to LUBAS from the Economics Faculty) and I just come back to the (central pages)...and it's like a circle..."

### **Find information on entrance requirements**

V2 "I think that (a programme) could be good so I read through the (information) and I have the details of this master and it seems really interesting and then, finally, I find the entrance requirements (and learn that I cannot apply)"

V5 "This page is good but imagine that these headers (application instructions, admission deadline, education requirements)...I have to go down down because maybe if the application deadline is over I'm not going to read anything here...so if these headers were here (indicating top of the page) it would be better"

### **Find information regarding somewhere to live**

V6 "I found this quite confusing, because when I accessed (the website) previously I could not find the international housing office..."

V3 "The international housing website was not very helpful, whenever you checked it, it just said 'submitted', and you had no idea what that meant...it could have been a bit more warming and comforting"

V3 "Its okay (where we live), but it would have been nice to know (how far out it is)...I applied for the second cheapest housing, not because I needed the cheapest housing but because its my parents money...but a bit more advice would be nice"

### **What have other students said about Lund?**

V1 "I'd probably look at 'why choose our university'...."

V1 "I'd probably look at 'First time here'"

V5 "I will use the internet"

V4 "maybe there could be some feedback under 'first time here?'"

### **Find information on the cost of living**

V1 "So, help and advice again..."

V1 "First time here"

V2 "Probably under 'Help and Advice' again"

V2 "Maybe I'd look under 'Help and Advice' on the main website"

V2 "It's important information, because it would be good to compare it with your home university...for me, my parents are paying so they want to know how much more it will be to study abroad, so that would be really helpful information"

V5 "This information is very good...(Master Students Housing Pages)...menu is very good"

V5 " (looking at pictures of houses)...maybe more information about the houses...what about inside...which information relates to which picture?"

V7 "I'm tempted to go to help and advice"

### **What's it like to live in Lund**

V2 "I'd just look at Wikipedia"

V5 "I think this information is very good, presented in a good way...but I prefer to go to google"

### **Residence Permits/Visas**

V6 "I would have expected it to be here (future students pages)"

### **Find information about specific Masters Programmes**

#### **Asian Studies:**

V6 " (looking at: [www.ace.lu.se/education](http://www.ace.lu.se/education)) ...that's very short (description)"

#### **Food Technology:**

V1 "I'm expecting a link about how to apply, deadlines"

### **Physics:**

V2 "I like that it's different, it makes me think that they've put a lot of effort into it and it would make me want to come here more because this one has information, how to pick the right courses, how to apply, its very clear...I like it better than the first one"

V4 "(this page (physics masters programme))..looks different from all the other ones, I think it looks good but not compared to the other ones, the letters are smaller"

V3 "(this page (physics masters programme)) is perfect, it tells you everything you need to know"

### **Course/Application Code:**

V5 "I could not find a link for exchange students...now I find it in exchange students"

V5 "I don't know to which faculty this course belongs, so I'm not going to go through each one...so I'll try the search" (looking at : Courses for exchange students)

V6 " (looking at the human ecology course homepage)...I have no idea what these codes mean"

V6 "(looking at the human ecology course homepage)...I think if I was applying for this course I would be confused by these (indicating the course literature pdfs on the page)"

V7 "I was expecting to see it in the title, code, name and credits"

### **General Comments**

V1 "As an exchange student I was at first confused, I mean when I was at home in France, I have the impression that on this website you have in one part the masters programmes for any kind of student and (on the other hand) exchange courses. I didn't see the difference because some exchange courses are part of a master's programme. I clicked here 'Masters Programmes' but after I while (I'm thinking) maybe I'm not on the right page"

V1 "I was very focused on the main icon (top right hand side)"

V2 "I just think the titles of the pages (are not accurate)"

V5 "Why have this in a new window (moving from a master programme link to a faculty website), not inside this window? Many students will have a pop up blocker, and many will be unable to see this"

V5 "... (Commenting on different size of images)...I think that this was not developed by a professional. It's very easy to change"

V5 “This university website (how good is it)? Out of ten, maybe it’s 6.5?...I expect it to be higher...I was exploring many universities websites, and they were more professional than this one”

V7 “ (looking at Help and Advice)...well, here it says that this is concerning studies but maybe I was expecting more information about the university, like its location...is it even there?”

V7 “ (looking at: <http://www.sol.lu.se/nordiska/exchange>)... Well, there’s a lot of text and to find like, clear information, I need to start digging in the text which is not always good. This looks like a pamphlet...I like it when web pages have some key points...information in small characters, could be a problem”

V7 “I always tend (to want) to use help and advice”

V7 “I think there is a clear distinction between menus and content, the side information is consistent...overall it works”

V4 “(looking at [www.jur.lu.se](http://www.jur.lu.se)) it doesn’t look that interesting but it’s quite easy to use and that’s good because I can just click on the website to my course”

V4 “I look at the blue links, because they are blue, and highlighted...I first see the page and then the left menu”

V3 “Help and Advice – that’s not so helpful”

### **Homepage Comments**

V2 “Everything on here is clear, which is good”

V5 “ (Pointing at a large whitespace on the homepage)...this area, is empty. If you look at this small logo, this image, (Universitas 21) it does not fit with this area...it is not good for a user, maybe the image should be larger or have other things in this space”

V5 “ the colours are good”

V5 “...the buttons (indicating the ‘go’ and ‘search’ buttons)...they do not look professional”

V5 “if you are using menus here (indicating top menu) it is better for the students to know what is in the menu (for example)...‘research’, but what kind of research? I have to go inside this to know that is inside this...but if these 4 links here (indicating left hand menu in research pages) appeared here (indicating research top bar menu) then it is better...you know I am losing time by having to click here, and then here...also here (indicating left hand menu on homepage) because inside the study catalogue you have sublinks right? So, why are they not here?”

V5 “ (using the Master’s picture link)...it’s good to have this here”

V6 “I don’t like the colour combination but other than that it looks simple, easy to use...the bronze is too strong, I like the blue though. It looks business like”

V6 “I started using the sitemap, because I could not always find the page I had left”

V7 “It’s a little bit vague...my eyes aren’t really focused on something because there are a lot of contrasts...that part (the left navigation bar) is focused, I’m not sure what you’re trying to convey...overall, the layout is consistent between pages – that’s good...overall, it’s good”

V4 “I think it’s really good that everything is in English, because that’s not usual with all the webpages I looked at when I wanted to be an exchange student...it’s sometimes quite hard to get the page on, in English...like I looked at one university in Italy and it was all in Italian and they had one page in English...just finding an English page is good”

V4 “maybe a usual thing to do would be to try and find your faculty”

V3 “As far as most Universities go, including the ones I’ve checked out, this is a pretty good university website”

### **Navigation Comments**

V5 “...(looking at: <http://www.lu.se/lund-university/master-programmes/master-s-programmes-listed-by-faculty>)... This is not good, with a list like this...maybe you could have the main faculties and then I actually click and show those sublinks (the programmes) because for example I am interested in engineering, why should I see this (indicating another Faculties’ programmes), why should I see the sub-categories, I am only interested in one”

V5 “I could not find a direct link for exchange students”

V5 “When I see this header (Naturvetenskap – Biology Master’s Page) I’m going to assume that all these courses are in Swedish...the header says all of these are in Swedish but here I see that these are in Swedish too...it’s something which is confusing” <http://www.naturvetenskap.lu.se/education/master-programmes/biology>

V5 “I could not find a link which says faculties on the first page”

V6 “ I’m kinda missing a search engine (looking at: Masters Degrees listed by faculty)”

V3 “That took some time (after 5 clicks to find the LTH site)”

### **English Link**

V2 “When I first went on the website it was hard to find (the English homepage) because it (the link) was so small at the top”

V5 “Most people just expect to click a flag and they get the page translated into English”

V4 “If it says ‘In English’ then I expect a translation of that page, otherwise it should say, like, ‘back to the main page in English’...if you see a button ‘In English’ then you expect it to be for the same page you are on”

### **Use of English and Swedish**

V2 “Sometimes the syllabus is in Swedish, so then I don’t even read it”

V2 “(pointing out HP points) I don’t know what any of this means (because it is in Swedish)”

V2 “(looking at an English page, but left hand menu is in Swedish: Literature Culture Media) I don’t know what any of this means...prerequisites maybe?...it kinda gets a little confusing...it would take a lot more time to read through and search for things”

V5 “I’m expecting that if I find any webpage and I click ‘in english’ I should come to the same page”

V6 “ I don’t see any options for choosing English (after coming from LUBAS)”

V3 “they never open in English, it’s a bit annoying...its pretty confusing, you don’t know what you are looking at...for the most part, you just want to close it again”

### **Site Map**

V6 “You definitely have to have good eyes to see this”

### **External Sites:**

#### **- Study in Sweden**

V6 “It’s too much information, I’d probably just close it”

#### **- Studera.nu**

V2 “ (opens studera.nu)...and this is really strange, this is not what I am looking for. I am used to the design of the university web pages, it’s not commercial – I can see that – but it does not seem relevant for me. It’s about higher education in Sweden...I was on the really specific pages but now I’m coming on general pages so I don’t see the point.”

V2 “I don’t get the impression of how will this website help me apply to Lund University and to this master programme”

V5 "Maybe here, in 'how to apply', before I am transferring to this website you should give the students a note of 'what's this?' Because maybe they don't know...now you are going to be redirected"

V6 "I don't really know what this is...I guess its, erm, you have a system where you have to apply..."

#### **- Migrationsverket**

V7 "That website was not very straight forward for me"

#### **- Wikipedia**

V5 "Someone should keep in touch with this page, every week check all information is correct, anyone can change it, I can change it. Many students are using Wikipedia"

V5 "I trust Wikipedia more than the universities website"

#### **- STARS**

V1 "I don't really know where I should click....I'll click on search, but I really don't know what to search for...I don't really know how this search engine can (help me)"

V1 "I just want the feedback, I don't really care about which country they come from"

V1 "(looking at a student's responses) sigh...too wide...it's not really appealing, black and white, maybe I would expect a picture of the student and photographs of the university, classrooms, flats or maybe just of Lund...maybe something like an interview or article."

V1 "Maybe a search engine which lets me search for accommodation tips, I will not look at every student's answer"

V6 "I'm confused...this is too technical, I expected reviews. I did not expect to see graphs"

V7 "That was not entirely clear, with the search (button)"

V3 "it does not really tell you much (looking at the STARS homepage)"

V3 "I have to 'search' which does not really feel right, I'm not trying to find out about any other university, only Lund. From this main page, I wouldn't know where to go really"

#### **Quick Links (on the English webpages)**

V5 "here I am not sure, what is this, what is inside? Do these links relate to each other or not?...maybe this is not a good thing...(for example) 'home', maybe home should not be here but up here (indicating top bar of homepage...also 'på svenska' maybe you could have the small flag here (indicating top bar of homepage)."

V5 “I do not know, why are you always using this menu here? Its better to have all these links here (indicates top menu)...it does not look professional”

V5 “ (looking for information on housing from the homepage)...I think the last thing they will look at it quicklinks”

## **PDF**

V3 “(PDF) is not bad, I mean it’s a bit of a hassle having to open both (PDFs listing syllabus and courses on the LTH website)...and its annoying that in the syllabi pdf it does not really tell you when the course is offered., you have to use the schedule for that. So you have to switch between the two...”

## **LUBAS**

V5 “Before I came here, what did I click? I clicked accounting – I expect to get information just about accounting but instead I get general information about all the courses...the webpage that I get redirected to does not fit with what I clicked”

V5 “I think this is a bad way of presenting links (indicating a long URL on a LUBAS entry)...maybe it’s better to have just a header saying click here...it does not look professional”

V6 “What I find important are the ECTS points”

V7 “if there was a link to the course (indicating a course which is required in prerequisites) that would be interesting”

V7 “perhaps if every category, instead of displaying it as bachelor or master, provide the separation at the start...”

V7 “(after going from LUBAS to an institution homepage)...I would have liked to have a direct link to the courses...I have to start all over again, my first impression is I’ve got some more work to do instead of just seeing what the department offers...it’s really frustrating”

## **Search/Staff member**

V1 “(looking at search results)...I don’t want to read this, I don’t have the impression this is what I am looking for”

V5 “ (searching for ‘lth’)...it’s not clear here...”

V7 “I’ll try the search engine (searching for a course) but I’m always reluctant to use search engines on websites because most of the time they are a custom made solution and usually provide awful results”

V7 “ (searching in LUBAS)...oddly enough, that search engine proved to be quite accurate and that one (indicating the website search), not at all”

V7 “At my home university (indicating their search function, with a drop down menu – similar to ours: <http://www.polymtl.ca/en/>) you have the option of choosing a course or a professor”

V7 “ (searching for a staff member and using the drop down menu to focus the search)...and I found her immediately, that’s really nice”

V4 “quite a lot of results, I’d say...what I don’t understand when I type in something like this (law faculty) is why the first thing which comes up is not just the basic homepage of the faculty, because the first thing is master programmes and that’s quite specialised”

V4 “everything is in Swedish”

**Time:**

**Volunteer Recruitment: 5 hours**

**Usability studies: 14 hours**

**Analysis: 40 hours**

**Report writing: 16 hours**

**Total: 75 hours (approx 10 days)**