



@advancingresrch #AR2022
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When we explore adjacent fields and borrow from them, we grow!

ID Looks like research

1. Stakeholder interviews
2. Defining project goals *
3. Subject matter expert interviews/observation
4. Analysis *
5. Create the learning experience

OUR FOCUS TODAY

[When done well, instructional design is 50% research]

Analyzing with Bloom's

- PRECISE WITH PROBLEM CONTEXTS
- PREVENT THE WRONG CONCLUSIONS
- CLARIFIES RECOMMENDATIONS

ANALYSIS QUESTIONS

Did we give this info too early and now users don't remember it?

Do users remember that installments are available but they can't articulate why options are split?

Can users articulate why options are split but have trouble applying it to their personal situation?

Or, is it one of the deepest learning problems: users have never heard of installments?

Taking Inspiration from Instructional Design (ID)

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UXR COMPRISES PIECES OF RELATED FIELDS

Bloom's Taxonomy of Learning

Remembering - define "user research" from memory

Understanding - summarize how to do various methodologies

Applying - Using those methods

Analyzing - determine which method is optimized for research

Evaluating - critiquing the value of insights

Creating - running your own projects/making new methods

Can use cognitive dimensions to do heuristic UX evaluations
REINTERPRET BEHAVIORS IN A JOURNEY THROUGH ID LENS: MAP LEARNING PATHS, FIND GAPS, DEVELOP APPROPRIATE SOLUTIONS

"UNDERSTAND" IS A BAD WORD

It's a pitfall in ID - some say they won't use it in project goals.

TOO GENERAL: DOESN'T TELL ANYTHING ABOUT BEHAVIOR UNDERSTANDING ENABLES!

REMOVE BIG COGNITIVE GOALS from Research plans → FOCUS ON ENABLED BEHAVIORS

We scaffold new knowledge onto existing frameworks

WITH NO FRAMEWORK IT IS HARDER TO OVERCOME

ONCE YOU KNOW WHICH LEVEL OF COGNITION IS MISSING, YOU CAN GO FORWARD

BUT, BLOOM'S ISN'T NECESSARILY LINEAR
WE CAN MIX IT UP, AND EVEN GO BACKWARDS

DESIGN BOOTCAMPS DO THIS, where students create a website from scratch though they don't yet know enough

THIS IS PRODUCTIVE FAILURE
The human brain remembers struggle which can make for stronger learning

THE CREATION OF LEARNING EXPERIENCES* THAT RESULT IN NEW BEHAVIORS
*AND MATERIALS
APPLICATION OF KNOWLEDGE/SKILLS

Let's use these lessons in GOAL WRITING and ANALYSIS

Strong research goals

- ARE INTENTIONAL and PRECISE
- ALLOW EXECUTION ON INSIGHTS
- CREATE CHANGE IN BEHAVIOR

Vague goals EXAMPLE

YOU'RE RESEARCHING HOW AN E-COMMERCE SITE MIGHT LAUNCH A NEW INSTALLMENT PAYMENT FEATURE

STRONG GOALS SHOW METHODS & QUESTIONS TO PRIORITIZE, LEADING TO STRONGER ANALYSIS & BETTER CHANGE

1. See if users understand that installments are an option early in the process
2. See if the options for paying in 2, 4, or 6 steps make sense to users
3. We learn how users think of budgeting

BE CAREFUL ABOUT COGNITIVE GAPS

- Missing level
- Level in the wrong order
- Level in the wrong place
- Overloaded level

OFTEN, PEOPLE APPLY OTHER COGNITIVE LEVELS AS WORK-AROUND
These can be framed as learning gap recommendations in research

LEARN MORE ABOUT LEARNING SCIENCE