

Document Title

Backtracking learning applications

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3		
etc.		

1. Purpose

This document - the Backtracking learning applications - is deliverable number 7.4 of the TAXIstars project.

According to the description of work package 7, learning applications will be revised and rearranged according to pilot testing results. The description of the work package further states that *“appropriate actions will be taken in rearranging learning applications according to the feedback produced by the pilot testing sessions, leading to the finalized version of the ICT based educational toolbox for professional taxi-drivers”*.

Section 2 of this document introduces the learning provisions development process. Section 3 details the identification and correction of bugs and section 4 details the updating of the training material for online learning platform and smartphone applications.

2.The learning provisions development process

Before starting with the piloting, the training material was developed and prepared thoroughly. First all slides per module and section were prepared separately in English and then translated by the consortium partners to Greek, Germany, France, Finnish, Italian and Spanish. The modules were also accompanied with graphics, images and interactive elements like videos and quizzes.



Picture 1. Graphics and images used in the training material, comic character Mike

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Module 3: GETTING TOO COMFORTABLE?

Section 3.1 Section 3.2 Section 3.3

Section 3.1 Section 3.2 Section 3.3

SMART DRIVING DISTRACTION DRIVING IN CRITICAL SITUATIONS

← 3.1.3 **3.1.4: What do you need to know about tires?**

Slide 1

Slide 2

Slide 3

Slide 4

Slide 5

Slide 6

Slide 7

Quiz

If the DOT code on a tire is 0910, when was the tire produced?

- a) September 2010
- b) The 9th week of 2010 ✓
- c) The 20th of the 10th month

What is the minimum tread depth of a tire in order to be safe?

- d) 4mm
- e) 2mm
- f) 3mm

Picture 2. A quiz about tires in module 3

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Module 3: GETTING TOO COMFORTABLE?

Section 3.1 Section 3.2 Section 3.3

Section 3.1 Section 3.2 Section 3.3

SMART DRIVING DISTRACTION DRIVING IN CRITICAL SITUATIONS

← 3.1.2 **3.1.3: Just how much speed is too much?** 3.1.4 →

Slide 1

Slide 2

Slide 3

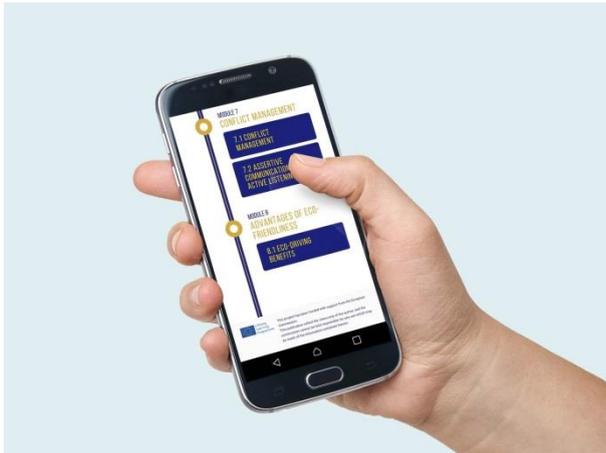
Slide 4

TaxiStars Training Videos - Section 3.1.3 SPEEDING - EN

0:00 / 0:57

Picture 3. A video about speeding in module 3

Before starting with the actual piloting, an initial testing of the training material among the partners took place. The partners tested both the online learning platform and the application. The partners tested the functionality of the online learning platform and the app regarding the technical aspects and also content related aspects as well as translation bugs and human mistakes that might occur when creating the different language versions.



Picture 4. The application on a smartphone screen



Picture 5. The online learning platform

A matrix for corrections (see annex) was developed, and the partners used this matrix to point out needed corrections in the different language versions of the training material. In this case the needed corrections were pointed out in the matrix for the German, France and Finnish versions. This matrix was filled in separately regarding the online learning platform, the Apple application and the Android application. This matrix was forwarded to the developers (R&DO and UNIMC respectively for the online learning platform and the application), and upon basis on this matrix corrections were made. Corrections in English, Greek and Italian have been made directly, since developers are Greek and Italian native speakers.

The process of Google Play and Apple store uploads of updated versions has been monitored by UNIMC and developer account holder Militos.

The actual pilot testing did also serve as an alpha-version test to identify bugs before the training materials full roll-out. During the piloting, all aspects regarding the functionality and usability of the training material have been tested. The focus when testing the material was both on the technical aspects (navigation issues, functionality of links, embedded videos etc.), as well as on aspects regarding the content. In the content part the focus was on the usefulness of the training material: how useful the participants found the material, which parts of the material were the most interesting, was

something missing from the material, was there something unnecessary in the material, how was the language used in the material and how did the participants find the tests and quizzes in the material. Regarding the technical part, the participants tested and evaluated the online learning platform and the application separately. The focus was on user-friendliness, installation of the application and encountered technical problems during the use of the material. The participants were also asked how they thought the training material could be improved, both regarding the content and technical aspects. (see the Pilot testing report for more detailed information on the results from the pilot testing)

2.1 The development process of the printed material

The printed version of the material, the booklet, came in the end of the project as an extra deliverable. The printed material was done to provide the opportunity to taxi-drivers who are not that familiar with handling online platforms or smartphone applications, to equally benefit from the training material.

A different and whole new layout was used to make the training material user-friendly in printed format. For preparing the printable material the following process has been accomplished. First all material and corresponding graphics were transferred from the platform to the page-format. Then the fully edited, collated versions were proof-read and edited by the respective partners in each language and after that the printed version of the material were corrected according to the comments made by the partners.

Militos developed a ready-to-print electronic version (pdf) of the training material in all languages; English, Greek, France, German and Finnish. The partners were then provided with the final versions in each language and they printed the material as a booklet.



Picture 6. The printed material



Picture 7. Quizzes are also included in the booklet



3. Identification and correction of bugs

After the pilot testing had finished, corrections were made based on the feedback from the participants' in the pilot testing and the partners' comments. Technical issues that were feasible to make have been undertaken.

For the online learning platform the corrections are following:

- 1) Redesigned navigation bar to make navigation more user-friendly
- 2) De-bugging of certain internal links
- 3) Updating on external/embedded videos in available languages (where feasible and upon availability of well-documented, trustworthy sources)
- 4) Corrections that still needed to be made content-wise (see attachments)

For the application the corrections are following:

- 1) De-bugging of certain internal links
- 2) Updating on external/embedded videos in available languages (where feasible and upon availability of well-documented, trustworthy sources)
- 3) Corrections that still needed to be made content-wise (see attachments)
- 4) Addition of zooming function per slide
- 5) Optimization of smartphone appearance of slides, while slides are perfect for tablet

4. Updating of material for online learning platform and smartphone applications

Based on the matrix for corrections which the partners had filled in with needed corrections in different language versions and the feedback from the piloting participants', the corrections were made to the online learning platform, the Apple application and the Android application (see excel-attachment). The online learning platform was updated by the partner R&DO and the app versions were updated by the partner UNIMC.

Updated versions of the applications have been uploaded on Google Play and Apple store. All corrections have also been undertaken on the platform.

5. Annex

Working matrix for bug hunting and corrections. EN, EL, IT corrections on the spot by technical developers, rest of languages by respective partners (See annex excel files)