Education International
Internationale de l'Education
Internacional de la Educación
Bildungsinternationale

www.ei-ie.org

TOWARDS A NEW VISION FOR EI'S WEB COMMUNICATIONS

The EI Web Portal Re-structuring and Re-design project
Report Phase Two: Information Architecture

Contents

1. Executive Summary 1

2. Introduction 2

Why re-design our Web Portal? 2
What do users expect of our website? 2
Which methodology is used? 3
What information does this document provide? 3

3. Methodology 4

Users 4
Set-up of card sorting sessions 4

4. A new information architecture for Education International's web portal 10

Different entry points for different user groups 11
Teachers & Education workers 11
Union Activists 12
Researchers and Students 12
Staff 12
Interconnections 13

5. Conclusions 14

6. Annexes 15

I. Personal priority list 16
II. Questionnaires 18
III. Inventory of card information elements (attached)

I. Executive Summary

Divided into three phases (Research, Modelling and Implementation), this project aims to reorganize the entire EI Web Portal, to better meet the needs of its users, bring about more effective web communications and realise the principles in the project's vision statement.

This report highlights the fidings at the current stage, closing the modelling phase and moving into the implementation phase. Using user-centred research methods, the results form the basis that inform the development of the future Web Portal.

The technique used for providing patterns of how users would expect to find given content on a website is called card-sorting. During a card-sorting session, a selected user is asked to sort the information elements of the website into arrays that are logical and meaningful to him. The result is transcribed and fed into a statistics programme in order to arrive at an average picture that encompasses the needs and expectations of this user group.

For this card sorting study, 37 representative users were selected. All users interviewed belonged to one of the main user groups:

- Teachers & Education workers.
- Union Activists.
- Researchers & students.

In compliance with the inclusive approach that was chosen at the outset of the web portal re-design project, seven staff members of EI were interviewed, too, to get insight in how EI units see the information architecture of the new website.

The card-sorting sessions have shown a number of similarities and some differences between the user groups. A common denominator for all groups is, however, the expectation to be provided with easy-to-use entry points and pathways to the information that they are interested in.

Three main entry points emerged:

- A section entitled e.g. "About EI" with general information leading to more specific topics.
- A section comprising "Region and Country information", offering an alternative route to specific information.
- A direct route to EI's policy topics;

From an architectural point of view, this means that while the content clusters displayed are of equal nature, the pathways that are used to reach them differ. In such a situation, numerous interconnections between different clusters and different parts of the web portal are the solution to service the informational needs of the EI web portal's users.

The insights and understandings gained in this part of the re-structuring and re-design process will inform the next phase, namely the structural modelling and prototype design of the new website prior to the actual implementation and coding.

2. Introduction

Why re-design our Web Portal?

The current web portal was designed in 2004. Since then, the internet has moved ahead by leaps and bounds, and it is essential for EI to keep up with these changes. Moreover, the original information architecture has been structurally changed by vast amounts of information that were added on over the years. It is time to reorganize the content to make it flexible for growth in the long run. By better meeting the needs of EI's users, more effective and efficient external communications through the web can be ensured.

The methodology used in the overall process is called user-centred design. Such a process places people at the centre of attention while developing a website. It consists of techniques that make the user an integral part of the development process, with activities such as interviews, observations, and various types of testing. This replaces guesswork and assumptions about user behaviour with research and scientific analysis. In the end, the overall design of the site will mirror how users understand the subject matter and how they expect to find information.

What do users expect of our website?

During the first phase of this project, great efforts were made to discover and understand the actual users of the EI website. This first iteration of research uncovered three main user groups[1]:

- Teachers & Education workers (41%).
- Union Activists (26%).
- Researchers & students (15%).

[1] For more details on the research undertaken and the results, please refer to the report on the first phase of the project.

Most of these users come to the EI Website to look for information regarding professional issues (55%), followed by information about EI policies & programmes (35%). Participation in EI campaigns (22%) or on-line interaction with EI (14%) were found to be less common reasons for their visit.

Scientific research in the field has shown that users tend to adhere to patterns of navigation on the websites they visit. These patterns differ according to the user's background and aims, but have one common denominator: The more the website's structure appeals to the user's own logic, the more likely a user is to browse for further information and to return to this website. This can mean that the internal structures of an organisation are not necessarily reflected in a website structure any more. However, as all information is still available and moreover arranged according to the inherent logic arrays utilised by the users themselves, access will be easier and in the end more efficient.

In the case of EI, the information the three main user groups (teachers and education workers, union activists, and researchers) are looking for (information about professional issues, policies, campaigns, …) has therefore to be arranged into an information architecture that reflects those groupings and combinations.

Which methodology is used?

The method used to incorporate the users' logic into the information architecture of a website is called Card Sorting. By letting multiple users with different profiles sort all information elements of EI's web portal into a structure that is logical to them, general tendencies and trends can be pointed out and highlighted.

After this analytical segment, the modelling process can start. The prototypes designed during this phase will form the basis for the actual implementation. In this way, continued user involvement is guaranteed, eventually leading to a user interface and information architecture that is adapted to the needs and expectations of users of EI's web portal: Teachers & Education workers, Union Activists, Researchers & Students.

What information does this document provide?

This document gives an overview of the results of the card sorting sessions that were held with representatives of the different user groups. The methodology used during those sessions is explained, followed by a short overview of the profiles of the test users who took part in the card sorting sessions.

In the next section, the results from the card sorting sessions are summarized in main categories and/or sub categories that make up the information architecture. Each time the inherent reasons are for the divisions undertaken are presented.

Last but not least, an overview is given of the most prominent results that were attained by means of the priority listing & the post-test questionnaire. These results give an insight into the extra needs, problems or expectations of the end users towards the information that Education International is providing.

3. Methodology

As presented in the introduction, card sorting is a user-centred design method for providing patterns of how users would expect to find given content on a website. During a card sorting session, a selected user is asked to sort the information elements of the website into arrays that are logical and meaningful to him. The result is transcribed and fed into a statistics programme in order to arrive at an average picture that encompasses the needs and expectations of this user group.

Users

For this card sorting study, 39 representative users were selected. All users interviewed belonged to one of the main user groups:

- Teachers & Education workers (18).
- Union Activists (9).
- Researchers & students (5).

In compliance with the inclusive approach that was chosen at the outset of the web portal re-design project, seven staff members of EI were interviewed, too, to get insight in how EI units see the information architecture of the new website.

Set-up of card sorting sessions

One card sorting session took approximately two hours per user. All card sorting sessions were done individually, with each user receiving an individual stack of cards. Each card represents a piece of information/content to be found on the future website. For example:

- *News about an upcoming EI project on Early Childhood Education in Algeria.*
- *What we do on Professional Ethics of Teachers.*
- *Contact us about Rights of Indigenous Peoples.*

Before the users started with the actual sorting of cards, they were asked to give an indication about what kind of information and/or services they would like to find on the Education International website (free listing). Once they had listed their requirements, they were asked to prioritize these requirements (priority listing).

Next, the users had to sort approximately 120 cards (an overview of all card items can be found in Annex III). To give users the opportunity to add additional information elements that they thought important, blank cards were added to the stack.

Besides that, users also had the possibility to remove cards from the stack to express that in their opinion, this piece of information was not relevant for the website. Apart from this, if the users felt that some labels on the cards weren't clear enough, they could change the name of this card.

Groups of users, mother tongue, age category and usage of the internet

Usage of the Internet per user

The ultimate objective of the exercise is to create logical entities and meaningful arrays of the information objects handed to them. Practically, this means that cards are sorted into smaller piles that then are given names (=labels) When needed, users could also form sub-categories, again labelling them in an appropriate way. By letting users create their own category and sub-category names, user input was provided for the category names that could be used on the new website, avoiding internal lingo and phrasings used only inside the organisation.

In a last step, after the card sorting was finished, users were asked to fill in a questionnaire. Here, questions were asked about important issues on the new website, clearness of the labels, etc., in order to get additional leads towards user needs and requirements.

The card sorting was held in 3 sessions:

- Card sorting sessions with the staff members of EI (Brussels).
- Card sorting sessions with Researchers and Union Activists (Brussels – during the HERSC meeting).
- Card sorting sessions with Teachers & Education workers and Union activists (Birmingham – during the NASUWT annual conference).

Logical structure o

Logical structure in data tree graph showing levels

of cards

Graph reproduced based on an automatic output of Websort Statistics software.

Items vs. Items

This table shows the % of times each item was placed with every other item

0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%

Publications, studies and reports about Child Labour
Contact member organisations about Child Labour
Overview of EI's activities to fight Child Labour
What we do on Child Labour
What we think about Child Labour
Contact us about Rights of Indigenous Peoples
Detailed information about EI policy on its Solidarity Fund and programmes
Publications, studies and reports about Early Childhood Education
Contact us about Early Childhood Education
What we think about Early Childhood Education
Overview of EI's activities to promote Early Childhood Education
What we do on Early Childhood Education
Publications, studies and reports about Education For All
Policy listing of all EI Resolutions on Education For All
Link to member/partner organisations about Education For All
What we think about Education For All
Publications, studies and reports about Education For All
Overview of all activities to promote Education For All
What we do on Education For All
Internship
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Blank card
Detailed information about EI policy on its Solidarity Fund and programmes
Publications, studies and reports about Higher Education & Research Sector
Overview of all activities about Higher Education & Research Sector
Information about EI's Research Institute
Research study on Public-Private Partnerships in Education
What we do to help lesbian, gay, bisexual and transgender teachers and students
What we think about lesbian, gay, bisexual and transgender teachers and students
Publications, studies and reports about gender equality
What we think about gender equality
Contact us about gender equality
Information about EI-ADPPO Development Cooperation Project to promote gender equality in Angola
Article about EI policy on gender equality in Africa
What we do on Professional Ethics of Teachers
Publications, studies and reports about Teachers' Rights
Overview of EI's activities to promote Health and Safety in Schools
What we do on Peace Education
What we do on Health and Safety in Schools
Overview of EI's activities against the violation of teachers' rights!
South Ossetia: Stop the war! It's hurting teachers and children - Sign our petition
Fiji: Sign our petition against the violation of teachers' rights!
Be part of the global community of teachers by supporting our campaigns!
Help your colleagues in need!
Article about EI policy on HIV/AIDS Prevention in Africa
Publications, studies and reports about HIV/AIDS Prevention
News about an upcoming EI speech about trade and education in Jamaica
News about an upcoming EI project on Peace Education in Kosovo
News about an upcoming EI affiliate against asbestos in Schools in Australia
News about an upcoming update to EI Tsunami Solidarity Programme in Indonesia
News concerning EI event on HIV/AIDS Prevention in Africa
News concerning an upcoming EI event on Health and Safety in Schools taking place in Ghana
Listing of all news concerning Africa
Information about an upcoming EI event on Child Labour taking place in Ghana
Information about an upcoming EI event on Education For All taking place in Ghana
Information about an upcoming EI event on Health and Safety in Schools taking place in Ghana
Information about an upcoming EI event on HIV/AIDS Prevention taking place in Ghana
Listing of all events taking place in Ghana
News about an upcoming EI project on Vocational Education and Training in Algeria
News about an upcoming EI project on Early Childhood Education in Algeria
News about an upcoming EI project on Health and Safety in Schools in Algeria
News about an upcoming EI project on Education For All in Algeria
News about an upcoming EI project on Vocation Education and Training in Algeria
Country profile of Angola: Facts & Figures
Country profile of United States of America: Facts & Figures
Country profile of Indonesia: Facts & Figures
Country profile of Côte d'Ivoire: Facts & Figures
Article about EI policy on Education For All in Africa
Article about EI policy on Health and Safety in Schools in Africa
Overview of all activities about Higher Education & Research Sector
Article about EI policy on ECE in Africa
Article about EI policy on Child Labour in Africa
Article about EI policy on Teachers' Rights in Africa
Article about EI policy on Human and Trade Union Rights in Africa
Information about an upcoming EI event on Early Childhood Education taking place in Ghana
Information about EI-WHO Development Cooperation Project to promote Early Childhood Education in Angola
EI-WHO Development Cooperation Project to promote Teachers' Rights in Angola
Listing of all Development Cooperation projects in Africa
Listing of all Development Cooperation projects in Angola
EI-All Development Co-operation Project to promote Vocation Education and Training in Angola
Information about a EI-OQI Development Cooperation Project to promote Health and Safety in Schools in Angola
Links to member/partner organisations about trade and education
What we do on trade and education
Overview of all activities about trade and education
Why should I join a union?
The benefits of joining a union
Union Finder: find a teacher union in your country
How can I get in contact with the union in my country?
Overview of all activities on Human and Trade Union Rights
Introduction to union involvement in the development of education policies
Listing of all events
Listing of all articles
Listing of all news
Listing of EI publications in 2009
Listing of Worlds of Education magazine
Internship
Career Opportunities at EI
Staff profiles
Structure and members of EI Executive Board
Contact us
How to apply for membership at EI
Who are we?
Principal Aims of EI
Links to partner organisations
Links to member organisations in Asia-Pacific region
News
Agenda
Profiles
Policies & Articles on
Development Cooperation
About Unionism
Library
About Education International

4. A new information architecture for Education International's web portal

The statistical and graphical analysis and comparison of the 37 participating users leads towards the following basic information architecture. "Information architecture" is a technical term describing the structural design – e.g. in form of a organigram – of websites, using the principles of design and architecture in the digital landscape. The graph given below shows a consolidated version of vertical integrations as given prominence by finding statistical medians between the different clusters of content items – as worked out by the participants in the cardsorting sessions. By the nature of the methodology used, this outline shows only vertical integration, not horizontal interaction. Considering this, this graph is intended to serve as a basis for discussion in the development of the wireframes, but will evolve further during the next steps of the process.

Different entry points for different user groups

Teachers & Education workers

Several points emerged during the card sorting session for teachers and education workers.

- This group generally had the least familiarity with EI's work, policy positions, and structures.
- This resulted in a strong emphasis on a section mostly named "About Education International" that was to comprise general information about EI's work.
- After having gathered a general overview, it was then important to these user to be able to easily reach for more detailed information on specific topics of interest.

This shows a clear trend in this user group: First, users of this group need to deepen their understanding of what EI as an organisation does, after which they are willing to delve deeper and investigate topics of interest.

Another emerging trend in this group was the pronounced wish to be able to quickly and easily gain access to information pertaining to their countries and regions (e.g. what kind of projects is EI undertaking in a specific country or region, which events are taking place in a certain country, policy issues in a region, finding facts & figures of certain countries or regions etc.)

After having thus found an appropriate "hook", there was a distinct willingness to explore more far-reaching information, e.g. education policy positions etc.

This means that there were two main entry-points to the same kind of information, namely EI's activities for teachers and education workers on different topics (e.g. "What does EI do on Early Childhood Education", "What does EI do on Teachers' Rights").

- Firstly, and mainly, after having gathered general information on EI.
- Secondly, and also importantly, after having gathered preliminary information/news/facts about a specific country or region.

As also shown by the survey in Phase I, teachers and education workers are very interested in information concerning professional issues. Resulting from that demand, a lot of interest for the section on Teachers' Rights could be witnessed.

Another main point of interest (also already touched upon by the survey in Phase I) was the pronounced wish by this group of visitors to the EI web portal to offer support to other teachers around the world. A dedicated section often entitled "Take action" was established by these users to that end that would enable website users to participate in campaigns, sign petitions, etc. Of importance here was the necessity to stay informed proactively, mostly by subscription to a newsletter.

Union Activist

Even though Union Activists displayed a slightly more established knowledge of EI's role and responsibilities, their approach towards sorting and arranging the website's content was similar.

- Again, the first pathway towards information leads via a section called mostly "About Education International."
- The second most important entry-point was again found to be information sorted by country or region.
- Union activists, through their greater familiarity with topical issues, also displayed a third way to reach content: By direct selection of policy areas etc.

As with Teachers and Education Workers, Union Activists' usage patterns show a trend towards an initial gathering of general information, to be complemented by a later drill-down into specific areas of interest.

Researchers and Students

Researchers, on the other hand, displayed different tendencies to structure the information. As became apparent during the sessions, most researchers interviewed had a rather clear idea of EI's work and activities, and furthermore specialised in one or several policy areas.

Most sought-after items in an information architecture for this user group were therefore:

- clear, direct entry-points towards the different policy sections.
- a central document repository enabling these users to find further information on different issues easily and consistently.

Not surprisingly, for this user group direct access to detailed information about EI's positions and policies is one of the most important features of the web portal.

Staff

During the Board & Staff card sorting sessions, we discovered that there were some similarities with the results of the Teachers & Education workers as well as with the results of the Researchers. Actually, there was a mix of people who were very oriented on the Education Policies of EI, others were more focussed on a global exploration entry like the Region & Country information. They would like to see what is going on in Ghana (news, event, projects, ...).

Interconnections

The card sorting sessions have shown a number of similarities and some differences between the user groups. A common denominator for all groups is however the expectation to be provided with easy-to-use entry points and pathways to the information that they are interested in.

Three main entry points emerged:

- A section entitled e.g. "About EI" with general information leading to more specific topics.
- A section comprising "Region and Country information", offering an alternative route to specific information.
- A direct route to EI's policy topics.

From an architectural point of view, this means that while the content clusters displayed are of equal nature, the pathways that are used to reach them differ. In such a situation, a stringent and efficient interconnection between different clusters lends itself as the perfect solution to encompass the complex and information-rich approach needed to serve EI's website users' informational needs.

EI Website Architecture

Example of interconnections between sections from specific entry points

The graph on the previous page shows two notional examples of how these interconnections could be established. A user interested in "Indigenous Peoples" would e.g. follow the green pathway through the menu structure towards the policy section. In that section, the user would find detailed information about EI's policy around the rights of indigenous peoples. At the same time, there is a microcosm of other relevant information around this specific content that will be accessible through secondary navigation and other content clusters (depicted by the arrows). A user interested in a specific country would e.g. follow the purple pathway through the menu structure towards the results page, where again there would be a whole range of relevant information pertaining to the initial point of interest. This structure allows users to easily and quickly access information of primary interest, but also gives rich opportunities to find and examine further references and sources.

5. Conclusions

The use of methodologies commonly describes as user-centred all revolve around a common insight: The more the website's structure appeals to the user's own logic, the more likely a user is to browse for further information and to return to this website. This can mean that the internal structures of an organisation are not necessarily reflected in a website structure any more. However, all information is still available readily and moreover arranged according to the inherent logic arrays utilised by the users themselves.

The card sorting sessions have shown a number of similarities and some differences between the user groups. A common denominator for all groups is, however, the expectation to be provided with easy-to-use entry points and pathways to the information that they are interested in.

From an architectural point of view, this means that while the content clusters displayed are of equal nature, the pathways that are used to reach them differ. In such a situation, numerous interconnections between different clusters and different parts of the web portal are the solution to service the informational needs of the EI web portal's users.

The insights and understandings gained in this part of the re-structuring and re-design process will inform the next phase, namely the structural modelling and prototype design of the new website prior to the actual implementation and coding.

6. Annexes

I. Personal priority list (page 16)

II. Questionnaires (page 19)

- Pre-test questionnaire (page 19)
- Post-test questionnaire (page 20)
- Listings (page 21)

III. Inventory of card information elements (see attached document)

I. Personal priority list

Personnal Priority Lists

As freely mentionned and explained by users in the post-session questionnaire

Researchers

Networking
Accessing/Comparing datas
References, Events, News

Legislation
Information about teachers' salaries
Events at national/ international level
-
-

Higher educational research
GATS- Marketisation
Privatisation of education
Quality of education
Capacity building

Connexion aux réseau HERSC
Connexion aux autres organisations de l'IE
Nouvelles sur l'éducation
Informations et échanges syndicat
-

Termes officiels des positions de l'IE
Actualité syndicale mondiale
Traducion de termes
Liens avec UNESCO, OIT,...
-

Statistics of HE in different countries
Technical sciences in HE
Natural sciences in HE
HE events
Results of Bologna process

Teachers

Knowing more about other teacher
Looking for professional support/development
Willing to take action, take part,

Outlines of provisions (education) for students with special educational needs in other countries (ASD,SLD,SLD+, MLD)	Information about how schools internationally deal with everyday problems in education (behaviour, deprivation,...
The nature of provision (education) for students with special educational needs to do with social, emotional aspects of learning in other countries	-
-	-
-	-
-	-

Resources subject based	CPD Continuing professional developme
Up to date thinking on practice	Where to find support when in trouble
Up to date issue relevant to the young	Networking/ Speaking with other teache
Research	Keeping up on 'global issues' (news for teach
Development ideas	-

Connexion aux réseau HERSC	Emergency situations
Connexion aux autres organisations de l'IE	How I can get involved
Nouvelles sur l'éducation	Campaigns
Informations et échanges syndicat	News
-	Recent successes/ achievements

Countries where teachers face problems	How to contact you directly
Training opportunities	Helping teachers around
Transfer opportunities	How to become a member of the EI
Outcomes or developments of cases	How to be involved in international issu
-	How can we play a role in helping needy count

Who you are	Showing young people that they're not just citizen of the street/ school/ town, but of the wider human race
What you do	Teaching prejudice & ignorance
Where do you do it	Making young people more aware, creating educated activ
How can I contact you	How can I use it as an educator/ Citizen of Europe or the w
-	-

EI staff members

chers' situation
ment & EI/Union Affilation
part, help...

Positioning EI: vision, policies, mission, etc.
Access to ressources
Projects and activities

deal with rivation,...)	International comparisons of educational attainment
	Statistics of entrance/ Participation
	Info about access to evaluation in different countries
	Resources about education in other countries
	-

Information about EI as an organisation (who is, what, how, where?)	Departments+ Campaigns
Areas + topics that EI works on + in	Background information about IE
Resources such as policy documents, publications, studies,...	News
Information about current projects + events (upcoming)	Documentation – Research
Record of past activities, projects, events	Pictures, multimedia material

lopment	Exhibition- informing other people what you do
rouble	Enlightening teachers of opportunities to teach in other countries
teachers	What's on regarding education in another country
for teachers)	Success or improvement achieved in another country
	-

Vision/ Mission/purpose	EI Policy
Strategic goals for coming years	Electronic network
Activities + projects of members	Campaigns
Internally generated news on education/ teachers, unions	Providing tools
Reposition for resources, publications	Information on situation of education worldwide

	Information on projects undertaken worldwide
	Affiliations
	Exchange/ Visits
	News
ents	What the average classroom teacher can do to help

Education news	
Labour analysis	
Research	
Advocacy	
Solidarity	

y	Comparison of info
	Special education
the EI	Links to EI site
al issues	Areas for students
y countries	-

Who is EI (at this moment not enough focus)	
What does EI do?	
How can they help me?	
Contact persons (which organisations can help me?)	
Locations (How to reach)	

citizen man race	Overseas opportunities for teachers
nce	Overseas issues
ted activists	Developments made recently
or the world	Voluntary opportunities for teachers during school holidays
	Statistic's of past and present issues

News about education/ Trade unions	
Information on EI: Structure and membership	
EI Policies + Campaigns	
Calendar of relevant events	
Statistical information on education	

Education International
Internationale de l'Education
Internacional de la Educación

u-sentric

Card sorting: Post test questionnaire

test user: ...

1. Which information on the current EI website do you use the most?

   .....
   .....
   .....

2. What kind of information is the most important for you? *(not necessarily on the website this moment)*

   .....
   .....
   .....

3. What kind of information would you like to find on the homepage of EI so that you can access easily this information?

   .....
   .....
   .....

4. What kind of information, which is currently not available, should be added on the EI website?

   .....
   .....
   .....

5. Do you use other websites to find similar information in this domain? If yes, which ones? Why?

   .....
   .....
   .....

Education International
Internationale de l'Education
Internacional de la Educación

u-sentric

Card sorting: Pre test questionnaire

test user: ...

1. Profile
   - ☐ Teacher
   - ☐ Union activist
   - ☐ Researcher
   - ☐ Student
   - ☐ Employee of EI
   - ☐ Other: .....

2. Gender
   - ☐ Male
   - ☐ Female

3. Age?
   - ☐ 20-30
   - ☐ 30-40
   - ☐ 40-50
   - ☐ 50-60

4. How much do you use the Internet?
   - ☐ Every day
   - ☐ 1-3 times a week
   - ☐ 1-3 times a month
   - ☐ 1-3 times a year
   - ☐ Never

5. Mother Tongue: .....

CARD SORTING EDUCATION INTERNATIONAL

Procedure

- Briefing
- Pre test questionnaire
- Free listing – priority listing
- Card sorting
- Post test questionnaire

Briefing

- Thank you for coming
- Goal: new website, user friendly, adapted to the needs of our end users
- During this session
    - Exercise: overview of how you structure the information
    - We want to see our users' logic
- What you have to do?
    - Certain amount of cards
    - On each card: information elements: name, description
    - Create groups of logical information elements: sorting session
    - Don't think about the current website
    - Once you have created some groups of information elements: give these groups a name (use post-its for this)
    - It is also possible to have smaller groups of information in one group: give these sub-groups also a name (use other colour of post-its for this)
    - If possible try to create no more information groups than 7 to 9
    - Very important: you can't do anything wrong
    - During the sorting session: try to think out loud: tell us why you make certain choices, what is difficult/easy to understand, ...
- Concerning the cards:
    - If you think that important information is missing: take a new card & create an extra information element
    - If a name of a card is not clear: you can write down a new name
    - If a card is not relevant/necessary: put it aside & explain why
    - If a certain information element should appear in two groups simultaneously, you may duplicate the cards
- Sorting session will take 2 hours

TOWARDS A NEW VISION FOR EI'S WEB COMMUNICATIONS

The EI Web Portal Re-structuring and Re-design project
Report Phase Two: Information Architecture

Education International
Internationale de l'Education
Internacional de la Educación
Bildungsinternationale

www.ei-ie.org

Education International
Internationale de l'Education
Internacional de la Educación
Bildungsinternationale

www.ei-ie.org

TOWARDS A NEW VISION FOR EI'S WEB COMMUNICATIONS

The EI Web Portal Re-structuring and Re-design project
Report Phase Two: Information Architecture

Annexe III - Cards

Education International Internationale de l'Education Internacional de la Educación 104

What we do on Child Labour

Education International Internationale de l'Education Internacional de la Educación 41

What we think about Child Labour

Education International Internationale de l'Education Internacional de la Educación 108

Overview of EI's activities to fight Child Labour

Education International Internationale de l'Education Internacional de la Educación 59

Publications, studies and reports about Child Labour

Education International Internationale de l'Education Internacional de la Educación 23

Links to member/partner organisations about Child Labour

Education International Internationale de l'Education Internacional de la Educación 13

Contact us about Child Labour

Education International Internationale de l'Education Internacional de la Educación 106

News about an upcoming EI project on Child Labour in Algeria

Education International Internationale de l'Education Internacional de la Educación 34

Article about EI policy on Child Labour in Africa

Education International Internationale de l'Education Internacional de la Educación 11

Information about an upcoming EI event on Child Labour taking place in Ghana

Education International Internationale de l'Education Internacional de la Educación 110

Information about EI-WHO Development Cooperation Project to fight Child Labour in Angola

Education International
Internationale de l'Education
Internacional de la Educación

22

What we do on Early Childhood Education

Education International
Internationale de l'Education
Internacional de la Educación

46

What we think about Early Childhood Education

Education International
Internationale de l'Education
Internacional de la Educación

6

Overview of EI's activities to promote Early Childhood Education

Education International
Internationale de l'Education
Internacional de la Educación

5

Publications, studies and reports about Early Childhood Education

Education International
Internationale de l'Education
Internacional de la Educación

96

Links to member/partner organisations about Early Childhood Education

Education International
Internationale de l'Education
Internacional de la Educación

64

Contact us about Early Childhood Education

Education International
Internationale de l'Education
Internacional de la Educación

7

News about an upcoming EI project on Early Childhood Education in Algeria

Education International
Internationale de l'Education
Internacional de la Educación

88

Article about EI policy on ECE in Africa

Education International
Internationale de l'Education
Internacional de la Educación

1

Information about an upcoming EI event on Early Childhood Education taking place in Ghana

Education International
Internationale de l'Education
Internacional de la Educación

78

Information about a EI-WHO Development Cooperation Project to promote Early Childhood Education in Angola

Education International Internationale de l'Education Internacional de la Educación 118

What we do on Education For All

Education International Internationale de l'Education Internacional de la Educación 86

What we think about Education For All

Education International Internationale de l'Education Internacional de la Educación 95

Overview of all activities to promote Education For All

Education International Internationale de l'Education Internacional de la Educación 35

Publications, studies and reports about Education For All

Education International Internationale de l'Education Internacional de la Educación 2

Links to member/partner organisations about Education For All

Education International Internationale de l'Education Internacional de la Educación 107

Contact us about Education For All

Education International Internationale de l'Education Internacional de la Educación 30

News about an upcoming EI project on Education For All in Algeria

Education International Internationale de l'Education Internacional de la Educación 75

Article about EI policy on Education For All in Africa

Education International Internationale de l'Education Internacional de la Educación 63

Information about an upcoming EI event on Education For All taking place in Ghana

Education International Internationale de l'Education Internacional de la Educación 76

Information about a EI-OOII Development Cooperation Project to promote Education For All in Angola

Education International
Internationale de l'Education
Internacional de la Educación

67

What we do on trade and education

Education International
Internationale de l'Education
Internacional de la Educación

94

Overview of all activities to promote trade and education

Education International
Internationale de l'Education
Internacional de la Educación

101

Links to member/partner organisations about trade and education

Education International
Internationale de l'Education
Internacional de la Educación

16

News about an upcoming EI speech about trade and education in Jamaica

Education International
Internationale de l'Education
Internacional de la Educación

65

What we think about gender equality

Education International
Internationale de l'Education
Internacional de la Educación

68

Publications, studies and reports about gender equality

Education International
Internationale de l'Education
Internacional de la Educación

90

Contact us about gender equality

Education International
Internationale de l'Education
Internacional de la Educación

113

Article about EI policy on gender equality in Africa

Education International
Internationale de l'Education
Internacional de la Educación

49

Information about EI-AOPPO Development Cooperation Project to promote gender equality in Angola

Education International
Internationale de l'Education
Internacional de la Educación

85

Overview of all activities about Higher Education & Research Sector

Education International Internationale de l'Education Internacional de la Educación 8

Publications, studies and reports about Higher Education & Research Sector

Education International Internationale de l'Education Internacional de la Educación 99

Publications, studies and reports about HIV/AIDS Prevention

Education International Internationale de l'Education Internacional de la Educación 15

Overview of all activities on Human and Trade Union Rights

Education International Internationale de l'Education Internacional de la Educación 37

Contact us about Rights of Indigenous Peoples

Education International Internationale de l'Education Internacional de la Educación 45

News about an upcoming EI project on Peace Education in Kosovo

Education International Internationale de l'Education Internacional de la Educación 55

Article about EI policy on HIV/AIDS Prevention in Africa

Education International Internationale de l'Education Internacional de la Educación 62

Information about an upcoming EI event on HIV/AIDS Prevention taking place in Ghana

Education International Internationale de l'Education Internacional de la Educación 36

Article about EI policy on Human and Trade Union Rights in Africa

Education International Internationale de l'Education Internacional de la Educación 33

What we do on Peace Education

Education International Internationale de l'Education Internacional de la Educación 10

What we do on Professional Ethics of Teachers

Education International
Internationale de l'Education
Internacional de la Educación

114

What we do to help lesbian, gay, bisexual and transgender teachers and students

Education International
Internationale de l'Education
Internacional de la Educación

80

What we think about lesbian, gay, bisexual and transgender teachers and students

Education International
Internationale de l'Education
Internacional de la Educación

109

Introduction to union involvement in the development of education policies

Education International
Internationale de l'Education
Internacional de la Educación

26

Information about EI's Research Institute

Education International
Internationale de l'Education
Internacional de la Educación

79

Research study on Public-Private Partnerships in Education

Education International
Internationale de l'Education
Internacional de la Educación

97

Detailed information about EI policy on its Solidarity Fund and programmes

Education International
Internationale de l'Education
Internacional de la Educación

60

News concerning an update to EI Tsunami Solidarity Programme in Indonesia

Education International
Internationale de l'Education
Internacional de la Educación

19

Article about EI policy on Teachers' Rights in Africa

Education International
Internationale de l'Education
Internacional de la Educación

24

EI-AII Development Cooperation Project to promote Teachers' Rights in Angola

Education International
Internationale de l'Education
Internacional de la Educación

72

Overview of EI's activities about Teachers' Rights

Education International
Internationale de l'Education
Internacional de la Educación

17

Publications, studies and reports about Teachers' Rights

Education International
Internationale de l'Education
Internacional de la Educación

28

News about an upcoming EI project on Health and Safety in Schools in Algeria

Education International
Internationale de l'Education
Internacional de la Educación

84

Article about EI policy on Health and Safety in Schools in Africa

Education International
Internationale de l'Education
Internacional de la Educación

12

Information about an upcoming EI event on Health and Safety in Schools taking place in Ghana

Education International
Internationale de l'Education
Internacional de la Educación

43

EI-WHO Development Cooperation Project to promote Health and Safety in Schools in Angola

Education International
Internationale de l'Education
Internacional de la Educación

14

What we do on Health and Safety in Schools

Education International
Internationale de l'Education
Internacional de la Educación

102

Overview of EI's activities to promote Health and Safety in Schools

Education International
Internationale de l'Education
Internacional de la Educación

39

News concerning EI affiliate against asbestos in Schools in Australia

Education International
Internationale de l'Education
Internacional de la Educación

116

News about an upcoming EI project on Vocation Education and Training in Algeria

Education International
Internationale de l'Education
Internacional de la Educación

4

Article about EI policy on Vocation Education and Training in Africa

Education International
Internationale de l'Education
Internacional de la Educación

73

Information about an upcoming EI event on Vocational Education and Training taking place in Ghana

Education International
Internationale de l'Education
Internacional de la Educación

61

Country profile of Angola: Facts & Figures

Education International
Internationale de l'Education
Internacional de la Educación

82

Listing of all Development Co-operation projects in Africa

Education International
Internationale de l'Education
Internacional de la Educación

54

Listing of all events taking place in Ghana

Education International
Internationale de l'Education
Internacional de la Educación

31

Fiji: Sign our petition against the violation of teachers' rights!

Education International
Internationale de l'Education
Internacional de la Educación

25

EI-WHO Development Cooperation Project to promote Vocation Education and Training in Angola

Education International
Internationale de l'Education
Internacional de la Educación

44

Policy listing of all EI Resolutions on Education For All

Education International
Internationale de l'Education
Internacional de la Educación

100

Listing of all news concerning Africa

Education International
Internationale de l'Education
Internacional de la Educación

103

Listing of all Development Cooperation projects in Angola

Education International
Internationale de l'Education
Internacional de la Educación

87

South Ossetia: Stop the war! It's hurting teachers and children - Sign our petition

Education International
Internationale de l'Education
Internacional de la Educación

91

Listing of all news

Education International
Internationale de l'Education
Internacional de la Educación

93

Listing of all articles

Education International
Internationale de l'Education
Internacional de la Educación

105

Listing of all events

Education International
Internationale de l'Education
Internacional de la Educación

53

Listing of EI publications in 2009

Education International
Internationale de l'Education
Internacional de la Educación

74

Listing of Worlds of Education magazine

Education International
Internationale de l'Education
Internacional de la Educación

71

Links to partner organisations

Education International
Internationale de l'Education
Internacional de la Educación

83

Links to member organisations in Asia-Pacific region

Education International
Internationale de l'Education
Internacional de la Educación

32

How to apply for membership at EI

Education International
Internationale de l'Education
Internacional de la Educación

48

Staff profiles

Education International
Internationale de l'Education
Internacional de la Educación

27

Career Opportunities at EI

Education International
Internationale de l'Education
Internacional de la Educación

117

Internship

Education International
Internationale de l'Education
Internacional de la Educación

98

Contact us

Education International
Internationale de l'Education
Internacional de la Educación

57

Principal Aims of EI

Education International
Internationale de l'Education
Internacional de la Educación

66

Structure and members of EI Executive Board

Education International
Internationale de l'Education
Internacional de la Educación

50

Who are we?

Education International
Internationale de l'Education
Internacional de la Educación

81

The benefits of joining a union

Education International
Internationale de l'Education
Internacional de la Educación

20

Union Finder: find a teacher union in your country

Education International
Internationale de l'Education
Internacional de la Educación

77

Help your colleagues in need!

Education International
Internationale de l'Education
Internacional de la Educación

51

Be part of the global community of teachers by supporting our campaigns!

Education International
Internationale de l'Education
Internacional de la Educación

42

Country profile of United States of America: Facts & Figures

Education International
Internationale de l'Education
Internacional de la Educación 3

Country profile of Indonesia: Facts & Figures

Education International
Internationale de l'Education
Internacional de la Educación 18

Why should I join a union?

Education International
Internationale de l'Education
Internacional de la Educación 69

Education International
Internationale de l'Education
Internacional de la Educación 111

Education International
Internationale de l'Education
Internacional de la Educación 70

Education International
Internationale de l'Education
Internacional de la Educación 120

Country profile of Côte d'Ivoire: Facts & Figures

Education International
Internationale de l'Education
Internacional de la Educación 92

How can I get in contact with the union in my country?

Education International
Internationale de l'Education
Internacional de la Educación 9

Education International
Internationale de l'Education
Internacional de la Educación 89

Education International
Internationale de l'Education
Internacional de la Educación 119

Education International
Internationale de l'Education
Internacional de la Educación

21

Education International
Internationale de l'Education
Internacional de la Educación

58

Education International
Internationale de l'Education
Internacional de la Educación

115

Education International
Internationale de l'Education
Internacional de la Educación

40

Education International
Internationale de l'Education
Internacional de la Educación

112

Education International
Internationale de l'Education
Internacional de la Educación

38

Education International
Internationale de l'Education
Internacional de la Educación

29

Education International
Internationale de l'Education
Internacional de la Educación

56

Education International
Internationale de l'Education
Internacional de la Educación

52

Education International
Internationale de l'Education
Internacional de la Educación

47

TOWARDS A NEW VISION FOR EI'S WEB COMMUNICATIONS

The EI Web Portal Re-structuring and Re-design project
Report Phase Two: Information Architecture

Education International
Internationale de l'Education
Internacional de la Educación
Bildungsinternationale

www.ei-ie.org