An eHealth Tool concerning Attention Problems

Development and Qualitative Research into Students’ User Experience

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Research Background

24-29% of students experience attention problems.[1]

Absence of online self-help for attention problems.[2]

AIM: develop and evaluate a web-based eHealth tool to address attention problems among high educated students by analysing, mapping, and incorporating the perceived user experiences of students.

Method

1. Prototype Development (following CeHRes Roadmap)[3]
2. Identification of Students’ User Experiences (n=9)[4]
   a. Usability Testing
      › identify usability problems
      › using Think-aloud method
   b. Semi-structured User Interviews
      › identify perceptions and responses
      › both anticipated use and actual use
3. Data Analysis
   › Problem categorizing using thematic analysis

Preliminary Results

1. Scan for Website Prototype
2. Students’ User Experiences
   a. System
      › Rustic & uncluttered design
      › Triggered to conduct test
   b. Content
      › Comprehensible context
      › Relevant information
   c. Service
      › Motivating and personal advice
      › Added value gained from test

Preliminary Conclusion & Recommendations

CONCLUSION: it is considered a feasible tool to provide self-sufficiency in case of attention problems. Students mainly appreciate the personal advice of the test in order for the acceptance and confirmation of their complaints.

1. Address identified Usability Problems or User Suggestions
2. Maintaining User-Centered Approach (CeHRes Roadmap)[3]
   › Continu to the operationalisation phase and actual implementation of the Etool
   › Summative evaluation in order to monitor actual use and user-friendliness by using data logging, beta testing, and/or online surveys.
3. Marketing Initiating is imperative
   › Raising awareness of the Etool among students

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