

1
2 **T-** OK Will, you probably already know, but let me explain why I've asked you to help out
3 today: I'm thinking about using a web site for a lesson in class and I want to see what it's like for
4 students to use it, like if it's easy to understand and find your way around in. I'm thinking that
5 this will take from 10 to 20 minutes, OK?
6 **S-** Mm Hmm
7 **T-** I want to make it clear right away that I'm testing the *site*, not you. You can't do anything
8 wrong here. In fact, this is probably the one place today where you don't have to worry about
9 making mistakes.
10 I want to hear exactly what you think, don't worry about hurting my feelings. I didn't create the
11 pages you're going to look at. I want to be sure it doesn't confuse my students, so I need to know
12 honestly what you think.
13 As we go along, I'm going to ask you to think out loud, to tell me what's going through your
14 mind as you look at the web site. This will help me a lot.
15 If you have questions, just ask. I may not be able to answer them right away, since we're
16 interested in how people do when they don't have someone sitting next to them, but I will try to
17 answer any questions you still have when we're done.
18 I'm going to try to keep us moving, but we'll try to make sure that it's fun, too.
19 You may have noticed the camera. With your permission, I'm going to videotape the computer
20 screen and what you have to say. The video will be used only to help me figure out what you like
21 or don't like about the site, and it won't be seen by anyone except me. It also helps me, because I
22 don't have to take as many notes.
23 Do you have any questions before we begin?
24 **S-** No
25 **T-** Before we look at the site, I'd like to ask you just a few quick questions. First, how old are
26 you?
27 **S-** Ten (spoken like dad knew better!)
28 **T-** Good. Now, roughly how many hours a week would you say you spend using the Internet, at
29 school and at home?
30 **S-** I don't know.
31 **T-** Yeah, how often do you use the Internet at school?
32 **S-** Like maybe, I don't know, on computer days though we do it like a lot
33 **T-** So when you go to computer class you spend a lot of time on the internet?

34

35 S- Yeah but that's only one day (in a 6 day cycle)

36 T- Ok, so you don't really use it in Mrs. Niver's class

37 S- Yeah I do, I play Evil Elves on it

38 T- Mm Hmm Ok, What kind of stuff do you do on the computer when you're in computer
39 class? S- Create stuff

40 T- Are there any names of any web sites that you use? That you can think of?

41 S- Uh, Yahoo!igans, and mostly they're really long names that I can't remember

42 T- Ok and even though I know this I'm gonna ask you anyway what kind of things you use the
43 computer for at home?

44 S- Looking up Yu-Gi-OH cards

45 T- Um, do you have any favorite web sites?

46 S- Um what is that called, I know I have one but I don't know what it's called

47 T- Ok have you used any

48 S- Oh, yeah, yeah, Toy Whiz

49 T- Toy Whiz, ok, what's cool about that?

50 S- You can look at cards and stuff except they're really expensive

51 T- Oh, (laughs) do you use any educational web sites at school?

52 S- Um, they have really long names again, so I can't remember them

53 T- Ok

54 S- Well we do use the um, I don't know what it's called it's like um, it's some big one it's like
55 the Almanac of Social Studies or whatever

56 T- Yeah, what do you use that for?

57 S- Like every social studies thing that we do

58 T- Oh yeah, it's like a research thing?

59 S- Yeah

60 T- Ok, what do you like or not like about those kinds of sites?

61 S- They're boring

62 T- Yeah? Why are they boring?

63 S- Because they don't have any exciting things in 'em

64 T- Anything else about them?

65 S- No

66 T- OK, great. We're done with the questions, and we can start looking at things.

67 T- Ok pull that up (Student maximizes home page of web site that had been minimized) now

68 what I'm looking at here in this web site is uh possibly doing a lesson or using it for a lesson, on

69 forestry and things like that, so it looks like it could be an interesting web site and what we're

70 going to do is just spend some time quickly seeing if you can figure out how to get around the

71 web site and, um, what do you think you need to do, and how you need to navigate around it, so

72 what's the first thing that strikes you about this screen, this is the opening screen?

73 S- It's interesting

74 T- Yeah? What's interesting about it?

75 S- Because it has like a 3D owl

76 T- Like an animated owl

77 S- Uh huh

78 T- yeah, anything else?

79 S- No

80 (See [figure 1](#) for a screen shot of the first page. Note that the images in this document, when

81 viewed online, may appear fuzzy, but should be much clearer when printed out)

82 T- Ok, what um, what do you think you're supposed to do from here?

83 S- Click on one of those (he moves the cursor over the words on the left of the screen)

84 T- Click on one of those?

85 (Student clicks on "Introduction" and goes to that screen, see [figure 2](#); this would seem to be the

86 logical thing to do, and thus can be argued to meet usability guidelines)

87 T- Now, uh, what are you thinking now?

88 S- um, wait

89 T- Ok (Student reads Introduction screen)

90 S- Cool

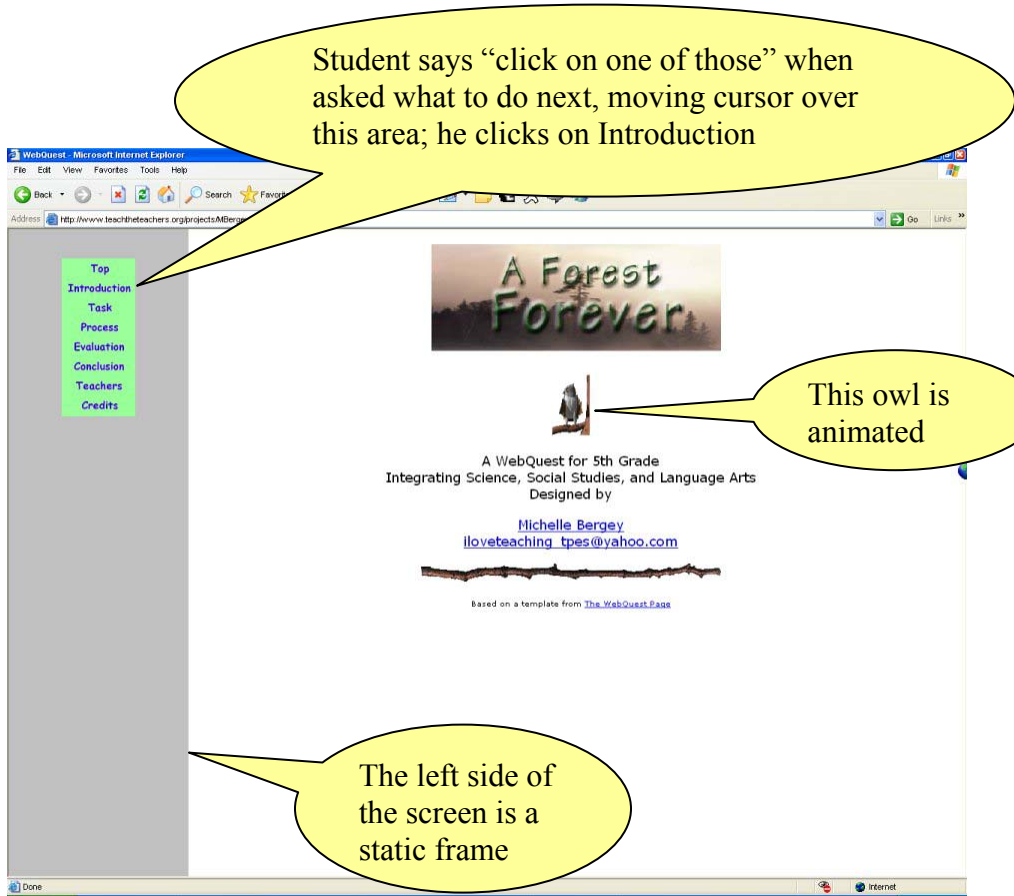
91 T- Yeah?

92 S- Mm hmm

93 T- Sounds like it's fun?

94 S- It's like a game thing [continued on line 102]

95
96
97



98

Figure 1, screen shot of 1st page [lines 67-82]

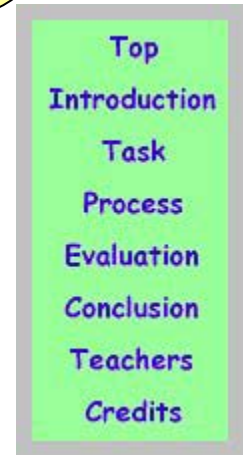
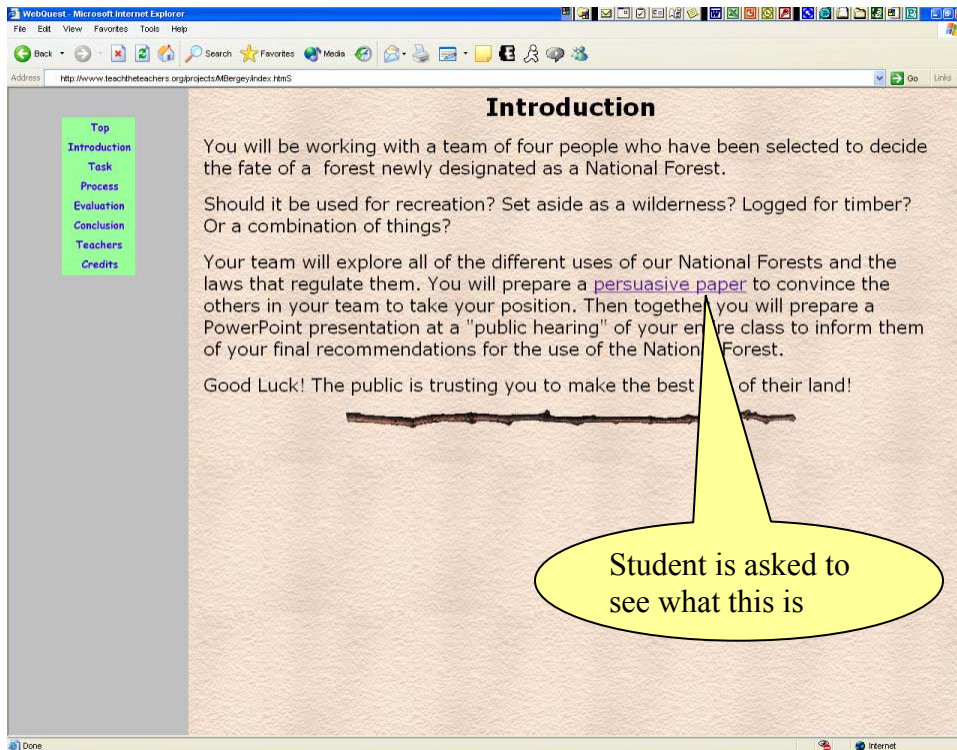


Figure 1A

Close up of navigation buttons on left of screen



99

100 Figure 2, Introduction screen [lines 85-94]

101

102 T- Oh ok

103 (Student clicks on “Task”)

104 T- Could you go back a second?

105 (Student clicks on “Introduction” again and returns to that screen)

106 T- Ok, I see something there about “persuasive paper” what do you think, is there anything to do

107 there, or...

108 (Student clicks on the “persuasive paper” link, see [figure 2](#))

109 T- Oh, ok

110 S- I don’t care

111 T- Ok I just wanted to see if that was anything, uh, did you think to go there before I pointed that

112 out to you?

113 S- Yeah, but I don’t want to write a persuasive paper (see [figure 3](#))

114 (Student clicks browser’s Back button to return to Introduction screen, [figure 2](#))

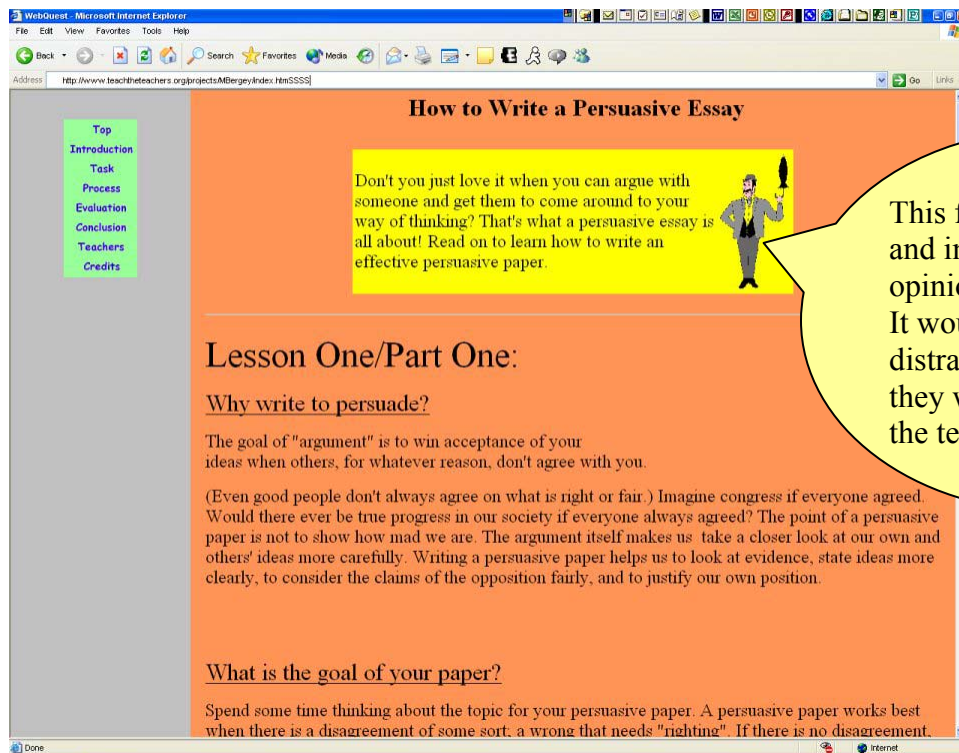
115 T- No, that’s all right we’re not going to actually do everything

116 (Student clicks on “Task” without prompting)

117 S- I know [continued on line 127]

118

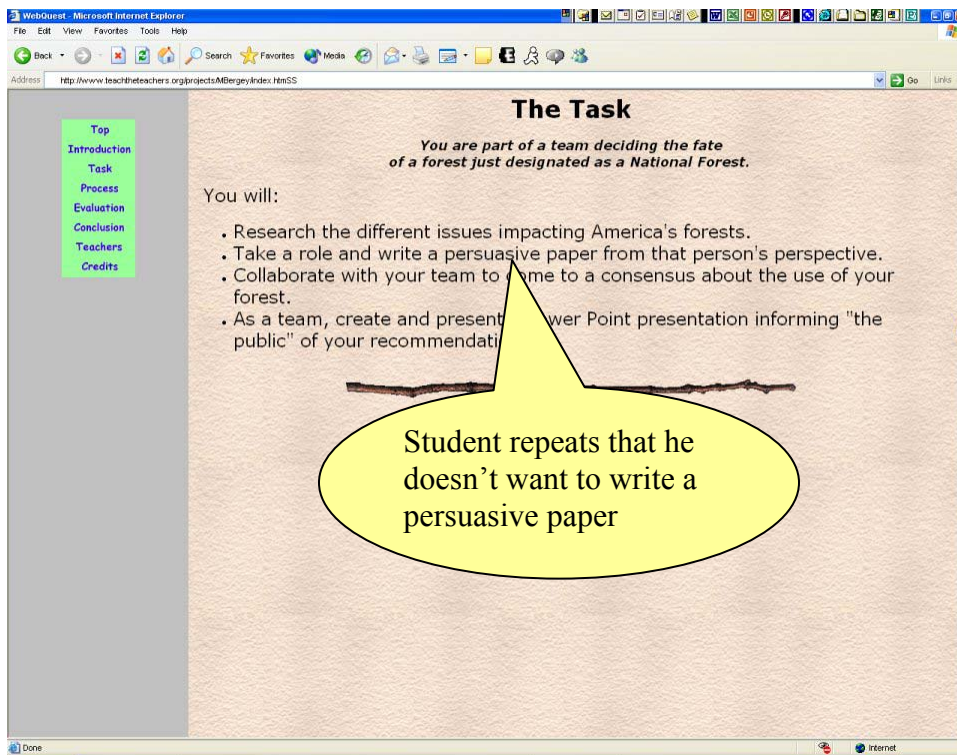
119



120

121 Figure 3, Persuasive Paper [lines 108-114]

122



124

125 Figure 4, The Task [lines 116-128]

126

127 (Student reads instructions on “The Task” screen, repeats that he doesn’t want to write a
 128 persuasive paper, teacher acknowledges that, see [Figure 4](#))

129 S- Sounds complicated sounds cool whatever

130 T- Ok

131 (Student clicks on “Process” without prompting, reads the screen, see [figure 5](#))

132 T- All right, now you’re in The Process, let me ask you something, one thing that I’m wondering
 133 about, do you ever notice up in the address bar (Teacher points with a pen to the browser’s
 134 address bar) as you go from one page to another

135 S- It’s different

136 T- It’s different?

137 S- Mm hmm

138 T- What’s happening to the addresses in that address bar?

139 S- Uh, I don’t know?

140 T- Well, why don’t you go back to “Task”

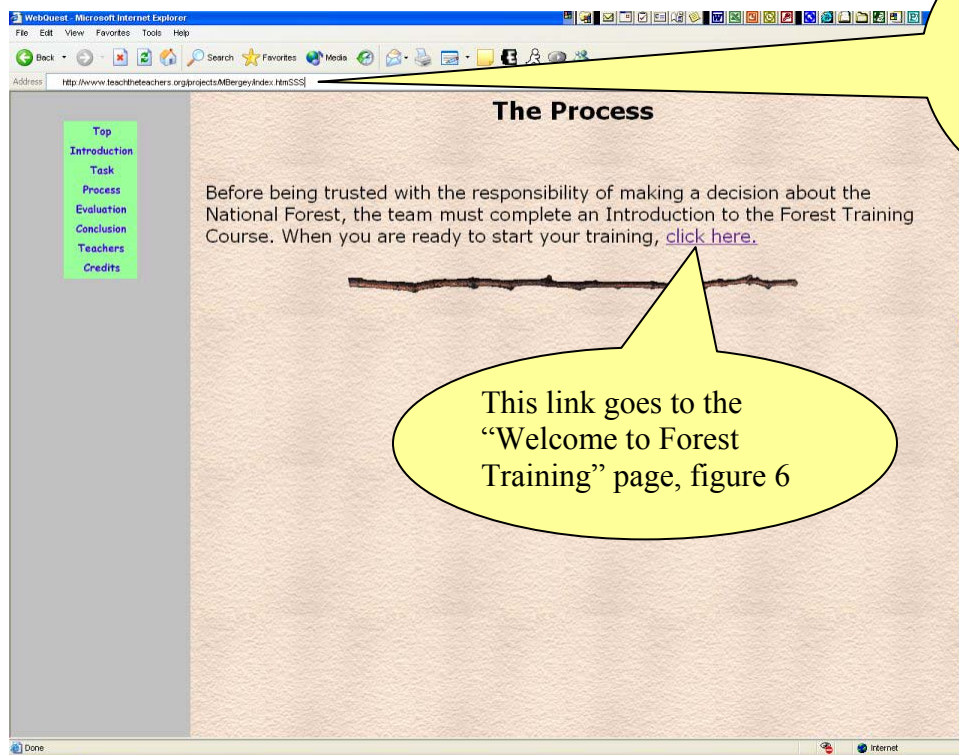
141 (Student clicks on “Task”, goes to that screen, then clicks on “Process” and returns to that
 142 screen, watching the address bar)

143 S- It doesn’t change

144 T- It doesn’t change? [continued on line 150]

145

146



147

148 Figure 5, The Process [lines 131-150]

149

150 (Student clicks on “Click Here” on The Process page without prompting, and goes to the
151 “Welcome to Forest Training” page, see [figure 6](#), still watching the address bar)

152 S- No, it doesn’t change

153 T- So you go onto a bunch of different web pages but the address stays the same?

154 S- Mm hmm

155 (Student clicks on the Next button without prompting, see [figure 6](#), and clicks the Next button on
156 the subsequent page, arriving at the page shown in [figure 7](#))

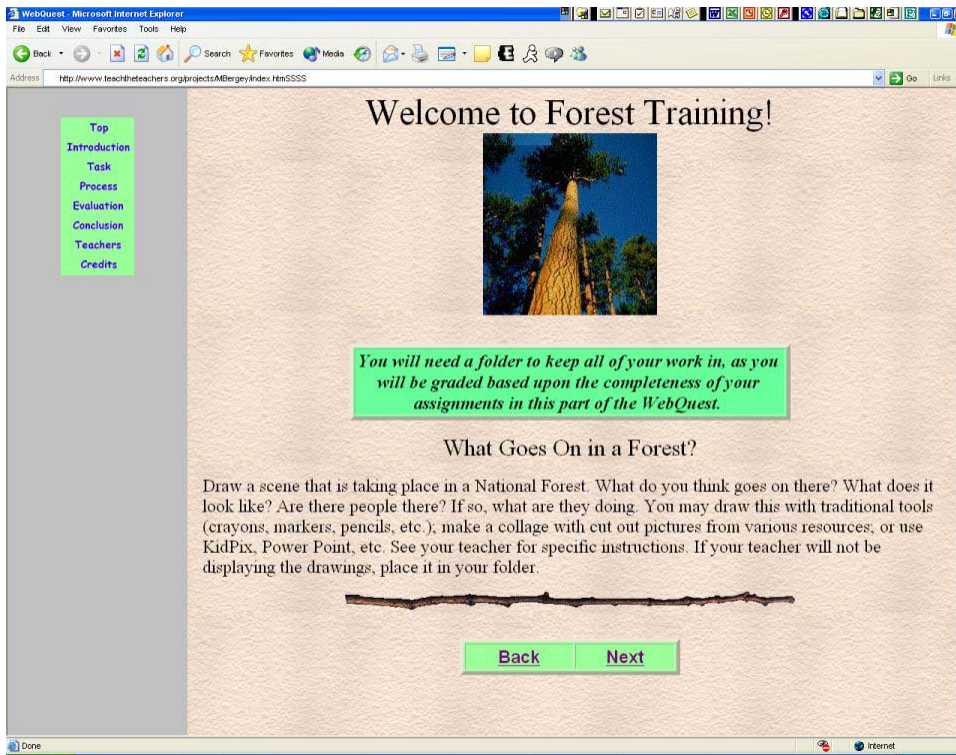
157 S- Tree Cookies?

158 (Student notices link on screen in [figure 7](#), clicks on “Tree Cookies” link, and goes to the page
159 shown in [figure 8](#), then begins to read page shown in [figure 8](#), page loads relatively slowly,
160 student clicks on the browser’s Back button, before the page fully loads, to return to the screen
161 shown in [figure 7](#))

162 S- Unless you’re a termite you can’t eat tree cookies (Student reads sentence on screen in [figure
163 8](#))

164 T- Hang on, let’s uh, want to go back to that?

165 (Student clicks on Tree Cookies link again, returns to that page, [figure 8](#), which loads more
166 quickly this time due to most of the page elements being cached by the browser) [cont. line 182]



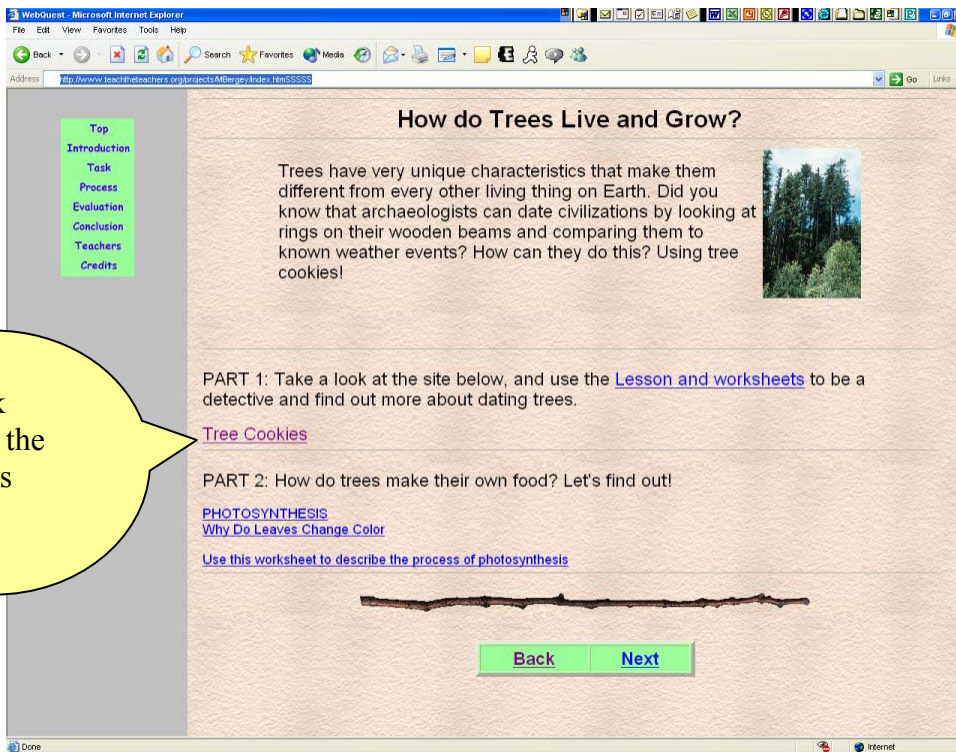
168

169 Figure 6, this page is reached by clicking on “click here” on The Process page, [figure 5](#)

170 [lines 151-155]

171

172

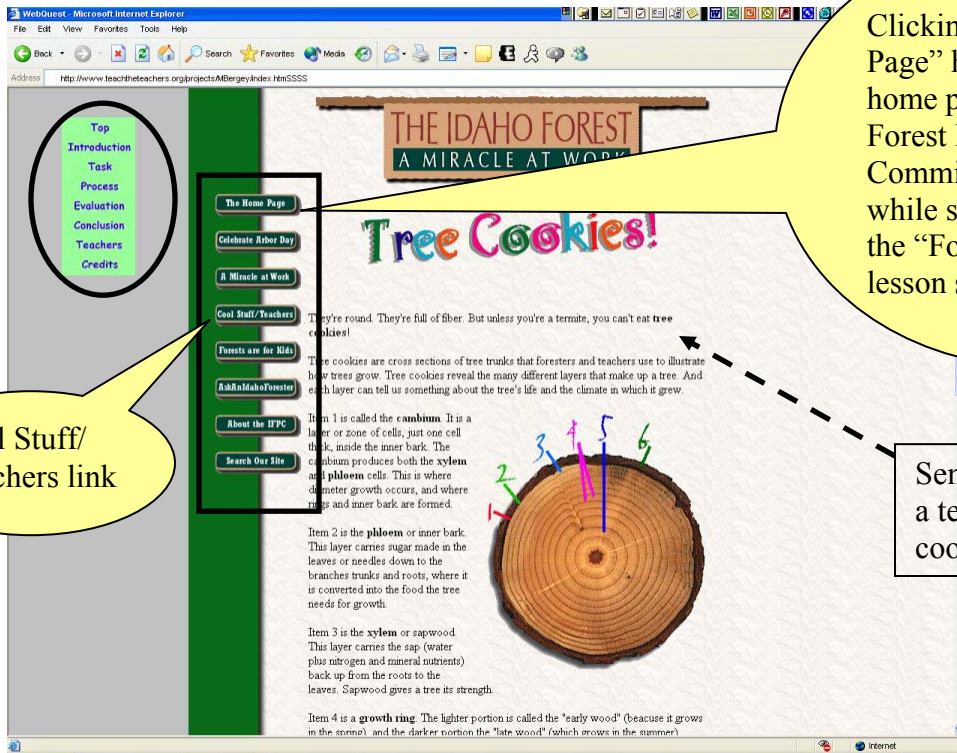


This link captures the Student's interest

173

174 Figure 7, this page is 2 clicks on Next from the page in [figure 6](#) [lines 156-158]

175



Cool Stuff/
Teachers link

Clicking on “The Home Page” here takes us to the home page of the Idaho Forest Products Commission web site, while still in the frame of the “Forest Forever” lesson site. Confusing?

Sentence reads “But unless you’re a termite, you can’t eat tree cookies!”

177
178 Figure 8, page reached by clicking on the “Tree Cookies” link in [figure 7](#). [lines 159-165+182-192]

179 [However, this page is actually part of the Idaho Forest Product Commission’s web site, even
180 though the URL in the browser’s address bar stays the same, as frames are being used.]

181
182 T- Ok, now, this kind of looks like it’s different from the place you started in cause I see, I mean
183 we’ve got some things over here that appear to be taking you to different web pages and then
184 there are some things here

185 (Teacher points with pen first to the primary site’s navigation links on the left side of the screen,
186 enclosed in an oval in [figure 8](#), then points to the Links on the left of the Idaho Forest page,
187 enclosed in a rectangle, with “The Home Page” at the top)

188 T- So what do you think is going on?

189 S- Mm, mm just some kind of different thing

190 T- Want to check out some of that stuff? (Referring to the links on the Idaho Forest page, in the
191 rectangle in [figure 8](#))

192 S- Yeah sure

193 S- Ask An Idaho Forester (looking at 3rd link from bottom, but student clicks on 5th link from the
194 bottom, “Cool Stuff/Teachers”, see solid arrows in [figure 9A](#))

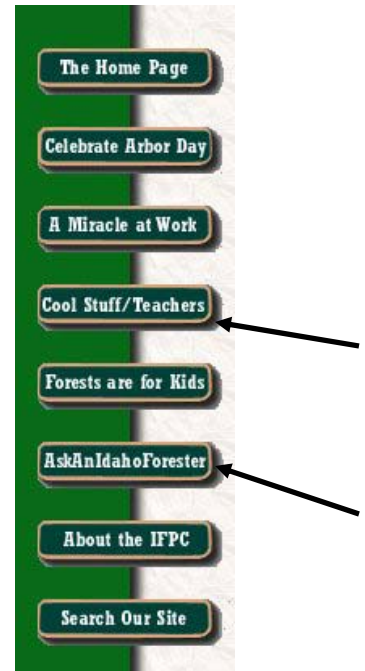
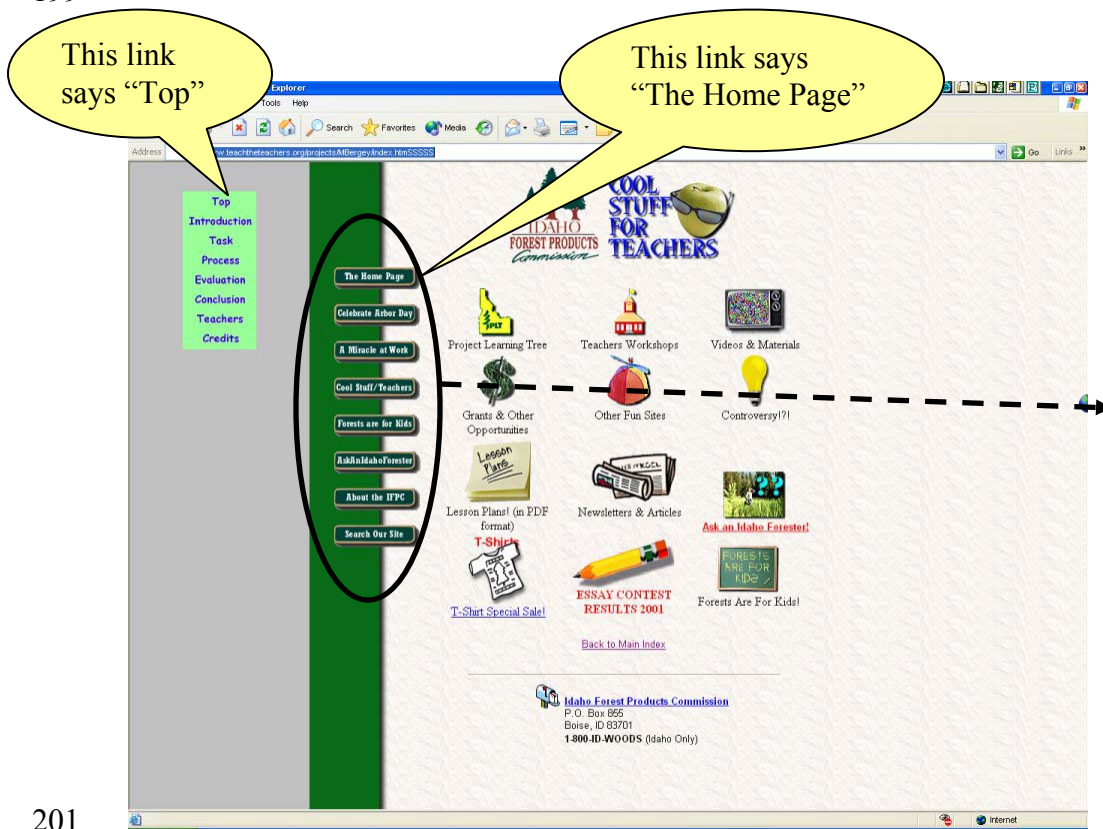
195 S- Hmm, it still doesn’t change (referring to URL in address bar, see [figure 9](#))

196 T- But now we’re in Idaho Forest Products Commission

197 S- Hmm, but it’s the same place (moving cursor over address bar) [cont. line 204]

198

199



201

Figure 9 [lines 195-206]

Figure 9A [line 194]

202 URL still does not change in address bar, and which set of links should be used??

203

204 T- What do you think is going on?

205 S- I don't know

206 T- Don't know? What's the, now we've got Top there but The Home Page there (see [figure 9](#))

207 what do you think, before you click it (Student clicks "The Home Page" link before teacher

208 finishes saying 'before you click it') oh, so we're now at the home page... what home page is

209 this? (see [figure 10](#))

210 (Student looks at teacher and raises his eyebrows in confusion)

211 S- The Idaho forest thing

212 T- Huh

213 S- And the Top is that (clicks on "Top" link, see arrow in [figure 10](#), and returns to screen shown

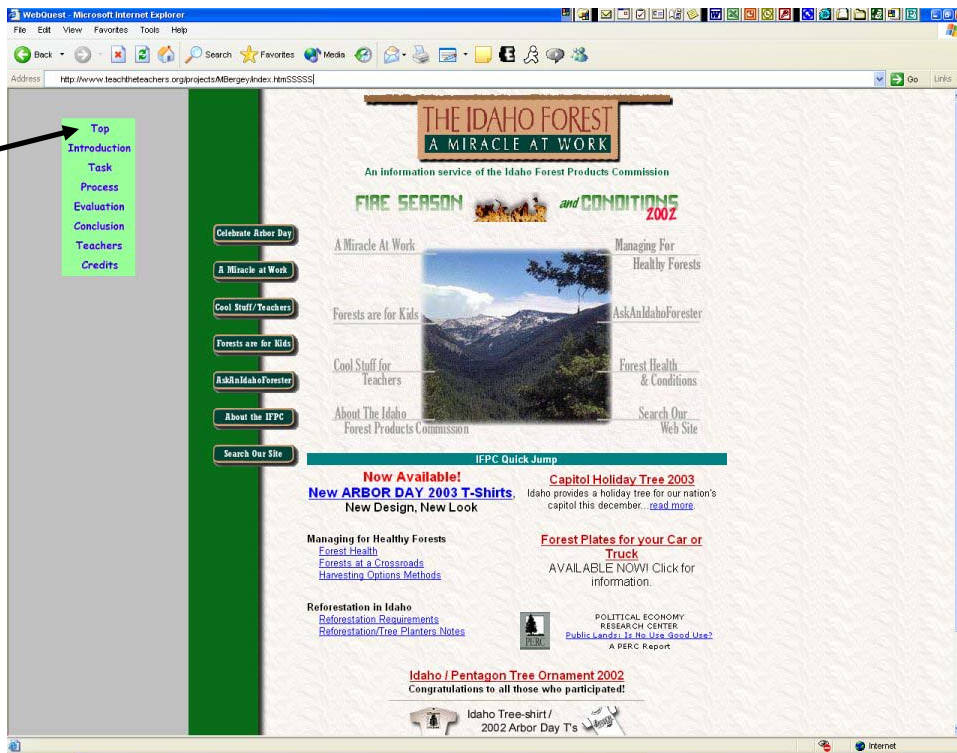
214 in [figure 1](#))

215 S- Mmmhhmmmm? (Laughs a little), I don't know!

216 T- Yeah? Is it making any sense to you? Can you get back to where you were before?

217 S- Ohhhh... [cont. line 222]

218



219
 220 Figure 10, Idaho Forest home page, still within frame of primary site [lines 209-213]

221
 222 (Student clicks on Process, then on Task, then on Process again, then on Click Here on The
 223 Process page, [figure 5](#), then Next on the screen shown in [figure 6](#), then Next on the subsequent
 224 screen, to get to the screen shown in [figure 7](#), and then clicks on Tree Cookies again, then on The
 225 Home Page as shown in [figure 8](#), to return to the Idaho Forest home page, as shown in [figure 10](#))

226 T- Wow, huh

227 S- That's just the Top, though (moving cursor over Top link on left side of screen) and this is the
 228 uh, this is the uh whatever (moving cursor around over the Idaho Forest page and finally the
 229 graphic at the top of the page that says "The Idaho Forest; A Miracle at Work") this is the home
 230 page but that's the Top (again moving cursor over the "Top" link) I don't know (laughing)

231 T- Do you understand how, what's going on here, where you're going and everything, can you
 232 get back to that, to the lesson?

233 S- Lesson?

234 T- Yeah

235 S- Which one?

236 T- Ah, the one that we started out on

237 S- The thing with the animated owl?

238 T- Uh yeah and then beyond that where it was going into what was it the Process or something?

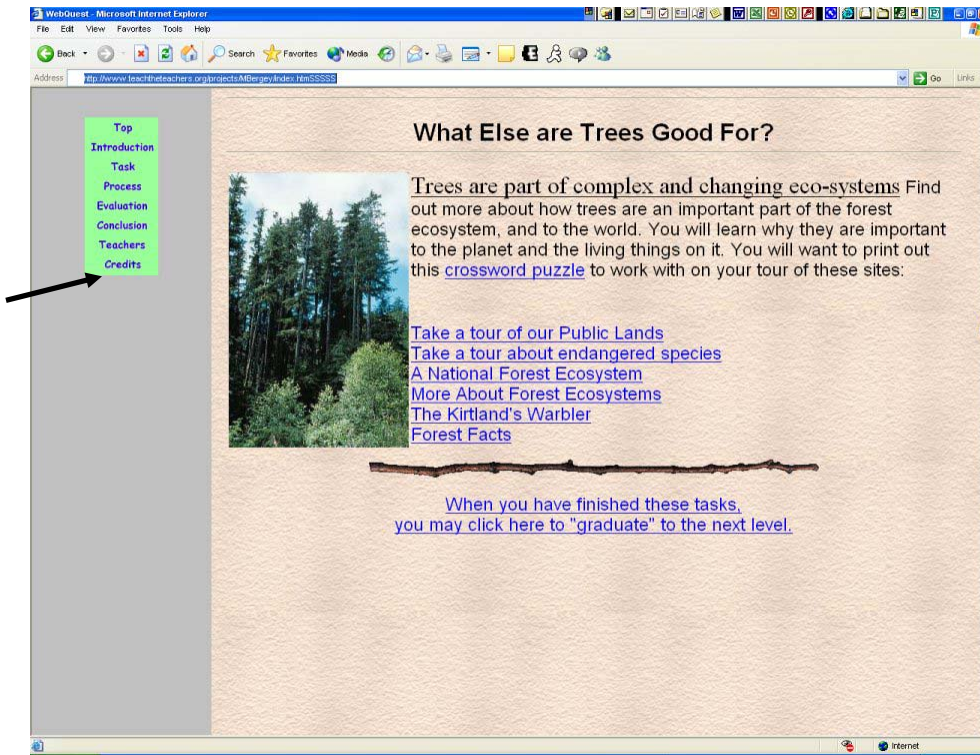
239 S- Like right here? (clicks on Process on left side of screen)

240 T- Yeah, but you can't get back to the

241
242 S- Home page?
243 T- You can get to the home page but you were at that, that page where you first clicked on Tree
244 Cookies
245 S- Yeah I can go there (repeats the progressive clicking as before, to get back to the Tree
246 Cookies page shown in [figure 8](#))
247 T- Doesn't seem like it was very easy to get back to that, does it?
248 S- Right here!
249 T- Yeah, ok now can you get back to that other page?
250 S- You mean the Process?
251 T- Yeah
252 S- (Clicks again on Process on left side of screen) Doink!
253 T- But that didn't take you back to
254 S- What?
255 T- That page in the Process that it said Tree Cookies?
256 S- Yeah, but I could just go like this... Wait (repeats progressive clicking to get to screen in
257 [figure 8](#))
258 T- Ok so now you're there
259 S- But that's because I clicked on that (points to Process on left side of screen)
260 T- You clicked on Process on the left hand side?
261 S- Yeah, and I can just, yeah that is going all the way back (points to Top link) if you go like that
262 (clicks on The Home Page link, then on the browser's Back button to return to the Tree Cookies
263 screen shown in [figure 8](#)) then you can just go back to it, if you click on Back
264 T- On the Back, on the uh,
265 S- Yeah
266 T- Browser toolbar?
267 S- Mm hmm
268 T- Ok, so can we get back into that lesson?
269 S- You mean the Process?
270 T- Yeah, well back to the same page where you, before you, where you clicked on Tree
271 Cookies? In the Process?
272 (Student clicks on browser's Back button twice to return to screen shown in [figure 7](#))
273 T- Ok, how do you feel about getting around in those pages, and...
274 S- Easy [cont. line 281]
275

276

277



278

279 Figure 11 [lines 282-284]

280

281 T- Easy? Ok let's just try a couple more things here and...

282 (Student clicks on Next button on screen shown in [figure 7](#), goes to screen shown in [figure 11](#))

283 S- Mm hmm

284 (Student then clicks on Credits, at the bottom of the links on the left side, see arrow in [figure 11](#),
285 and goes to the page shown in [figure 12](#))

286 (Then student clicks on Teachers, second from bottom, see figure 12, which takes him to the
287 screen shown in figure 13)

288 T- Ok, so you're just...

289 (Student clicks on Process, see [figure 13](#), and goes to the screen shown in [figure 14](#); student
290 clicks on Process again on this screen after looking at the page for a few moments, and then
291 clicks on Top, which returns him to the screen shown in [figure 13](#), NOT the screen in [figure 1](#)!
292 From there he again clicks on Process and returns to the screen shown in [figure 14](#))

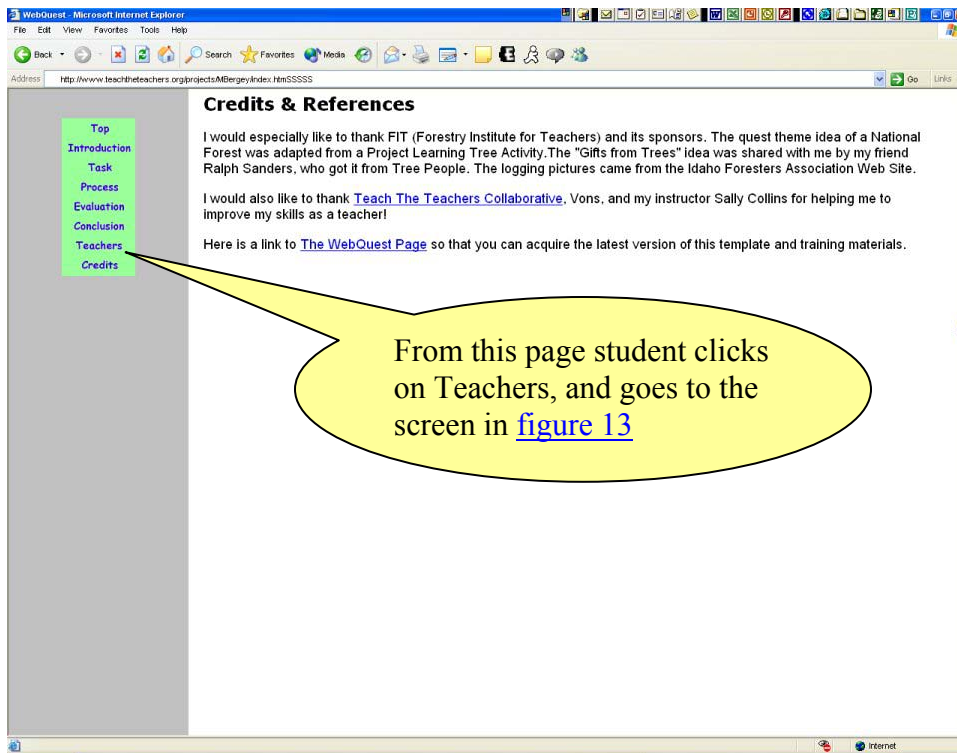
293 S- What?

294 T- Well, what are we doing there?

295 (The teacher was also confused about what was going on) [cont. line 318]

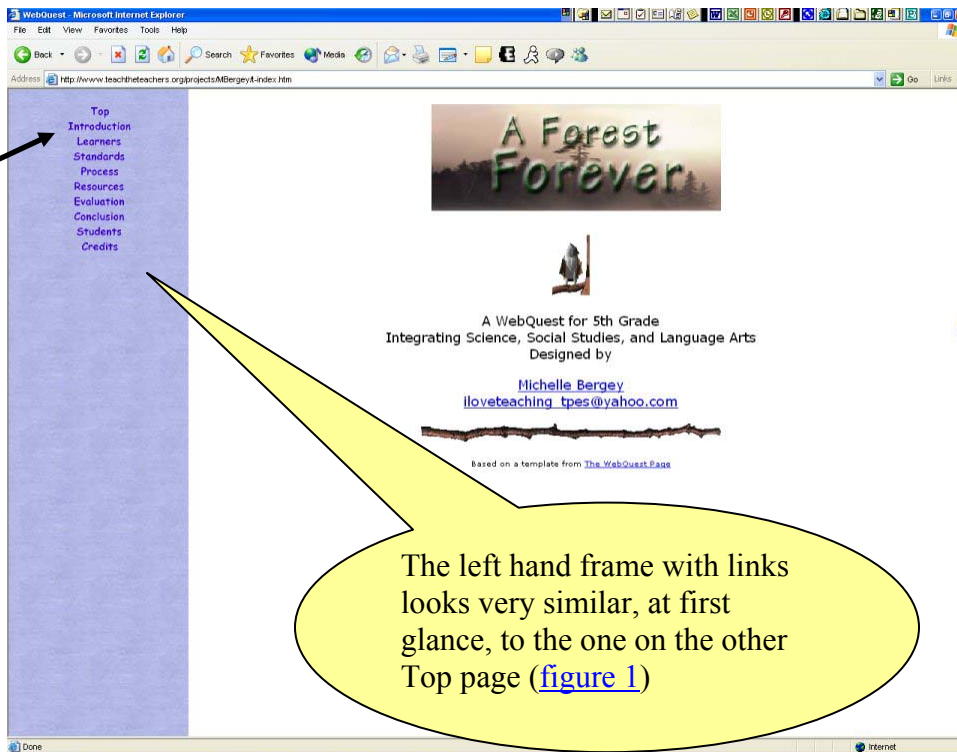
296

297



298
299 Figure 12 [lines 286-287]

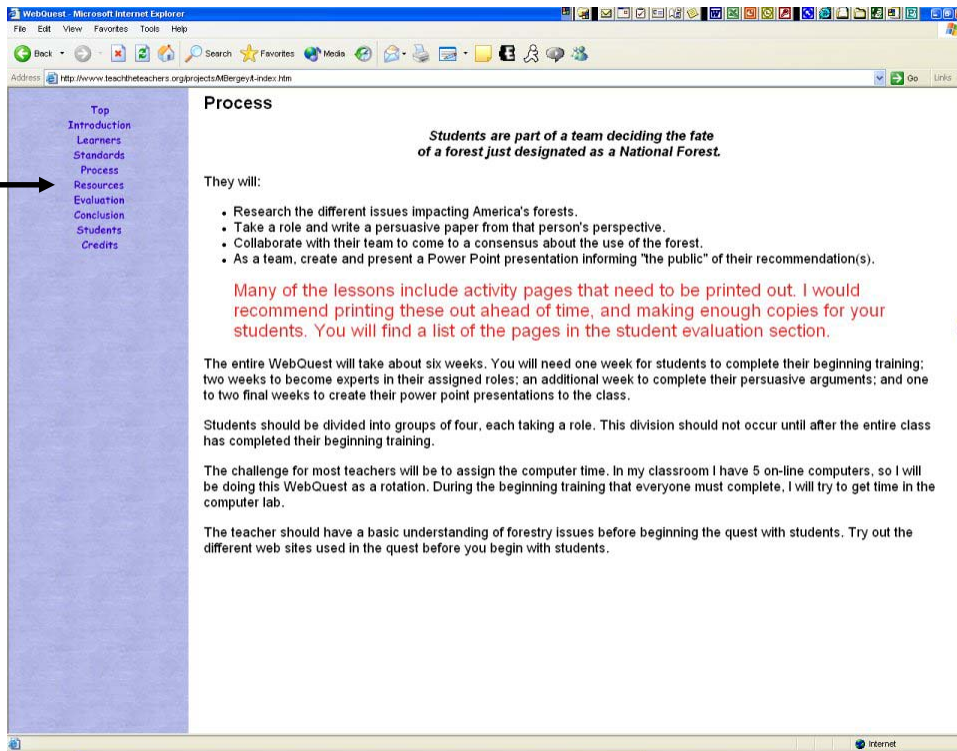
300
301



302
303 Figure 13 This sure LOOKS like the Top page that we started out on
304 [lines 289-291+326-327]

Figure 13A [line 321]

305

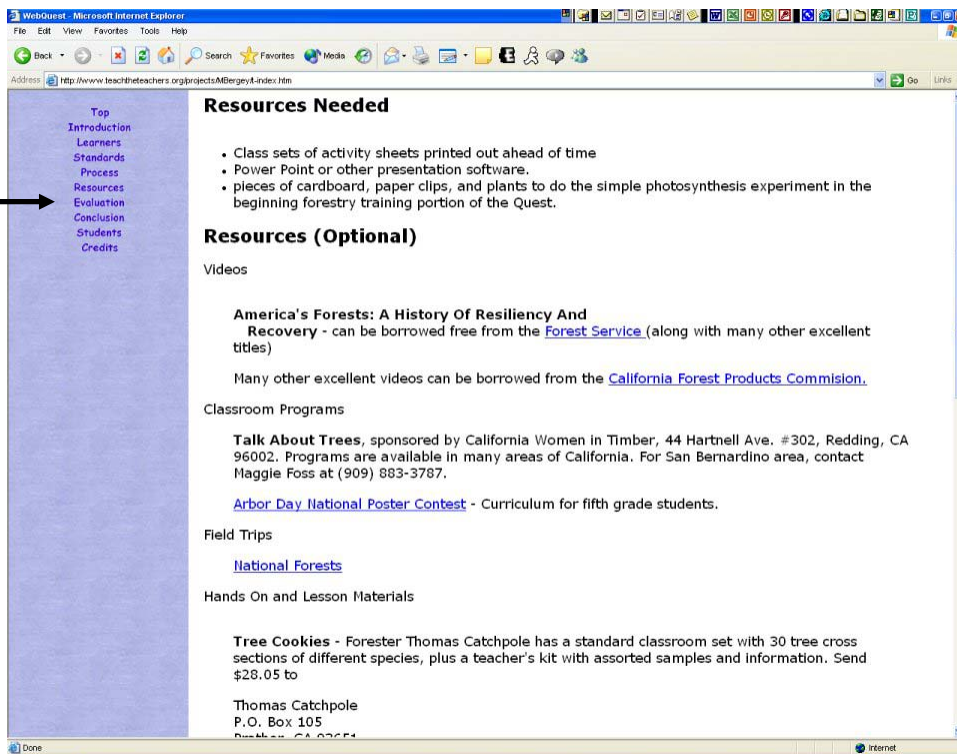


307

308 Figure 14 Not the same Process screen shown in [figure 5](#)! [lines 289-320+329-331]

309

310

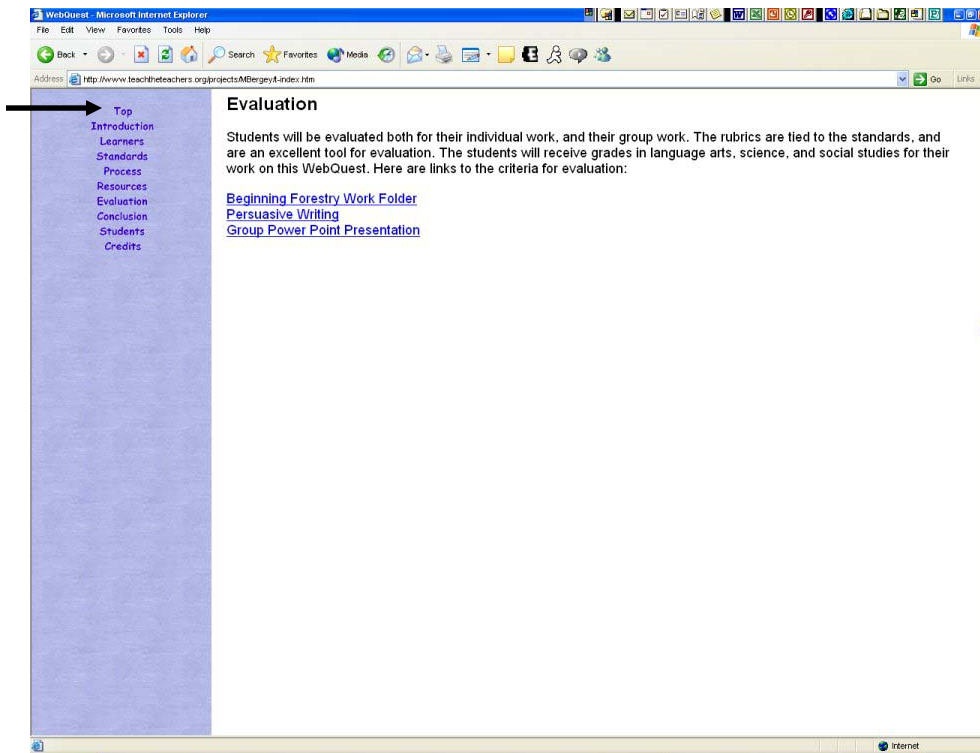


311

312 Figure 15 [lines 321-322]

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314



315

316 Figure 16 [lines 322-323]

317

318 S- I don't know! Ok now I don't know what's happening here

319 T- Huh

320 (Student clicks on Resources on left side of screen, as shown by arrow in [figure 14](#), also see

321 [figure 13A](#) for a close-up, and goes to the screen shown in [figure 15](#); student then clicks

322 Evaluation, as shown by arrow in [figure 15](#), and goes to the screen shown in [figure 16](#); student

323 clicks Top again, as shown by arrow in [figure 16](#), and returns to screen shown in [figure 13](#), NOT

324 the screen in [figure 1](#))

325 S- That's still it

326 (Student clicks on Introduction, as shown by arrow in [figure 13](#), then goes down the links

327 clicking on Learners, Curriculum Standards, and Process again)

328 S- That's not, that's not, that's not, that's not (Student stops on the Process page shown in [figure](#)

329 [14](#), scrolling up and down it, and is trying to figure out what happened to the pages he was first

330 looking at in the beginning, he looks at teacher with raised eyebrows again)

331 T- I'm totally confused too, what do you think you went into? It looks like the same site, but...

332 (Student clicks on the browser's **Back** button 13 times to get back to the screen shown in

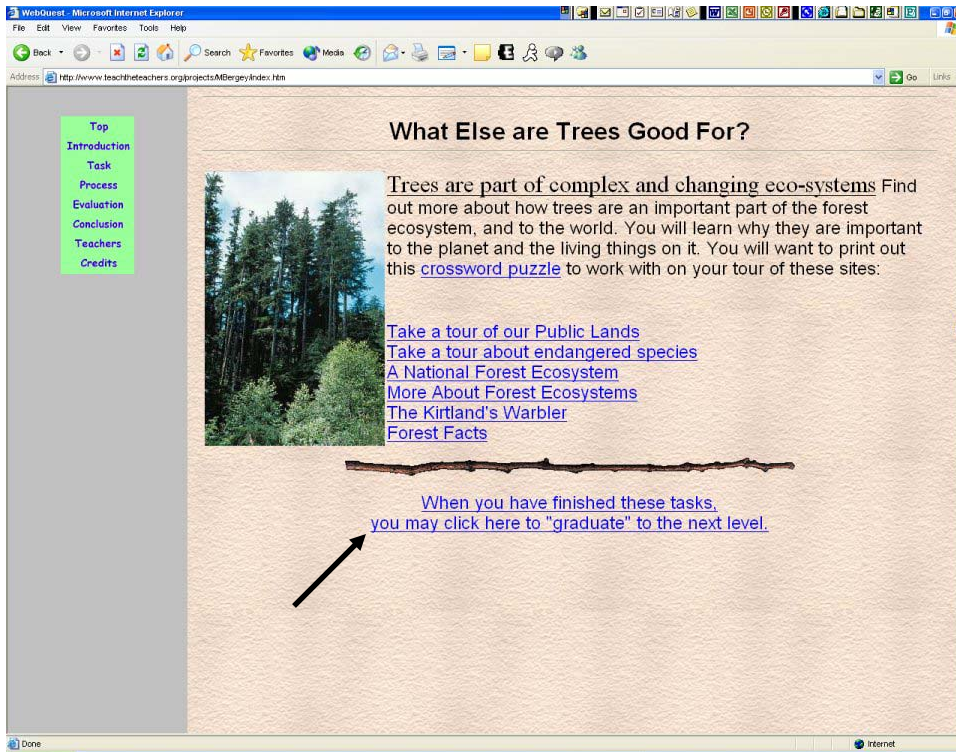
333 [figure 7](#)!)

334 S- Yeah, it looks like it, there! (Screen shown in [figure 7](#))

335 T- Oh, so you just kept clicking on the Back button a bunch of times, ok

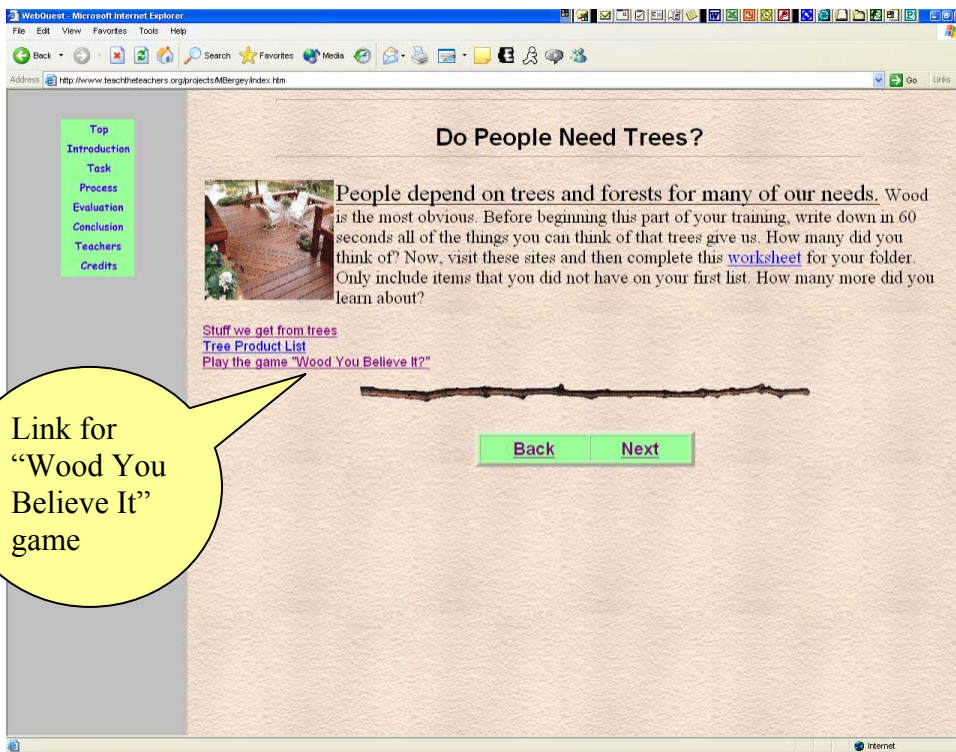
336

337 S- Yeah that's because I like went too far
338 T- Now if you go forward, if you click the forward button
339 (Student clicks the Next button instead)
340 T- Actually I was thinking
341 (Teacher points to browser's forward button with pen, student clicks on it even though it's not
342 active)
343 T- No, you have to go back
344 (Student clicks back, then forward, and returns to the same page, see [figure 17](#), that Student got
345 to after clicking the Next button as described above, *this was a mistake on the Teacher's part in*
346 *giving bad directions*)
347 S- Yeah... yeah?
348 T- Oh, ok, I'm not sure what I was looking for there...
349 S- You may click here to graduate to the next level, maybe that's what I clicked on (see arrow in
350 [figure 17](#))
351 (Student then clicks on Top, returning to the screen shown in [figure 1](#), then Introduction, [figure](#)
352 [2](#), then Process, [figure 5](#))
353 S- Yup, that's probably what I clicked on
354 (Student then clicks on Click Here on the screen in [figure 5](#) and returns to the screen in [figure 7](#),
355 clicks next, clicks next again arriving at the screen shown in [figure 7](#), then clicks on Tree
356 Cookies to get back to the screen shown in [figure 8](#))
357 S- Yeah, this is pretty easy to go around in
358 T- Yeah? Does it look interesting, or...
359 S- Yeah
360 T- Something you'd like to do in a class?
361 S- Mm hmm
362 T- Ok
363 S- More interesting than anything I do at my school
364 T- (laughs)
365 (Student spends a few moments looking around on the page shown in [figure 8](#), and clicks on
366 Cool Stuff/Teachers link, unprompted, going to screen shown in [figure 9](#))
367 T- Ok, how about, um...
368 S- Hmmm
369 T- We've looked at the process a little bit
370 S- Mm hmm [cont. line 382]



371
372 Figure 17 [lines 344-350]

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377 Figure 18 [lines 386-389]

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T- And it seems like you're saying it's pretty easy to get around in there
S- Yeah
T- Why don't we go back to process and try
(Student clicks on Process)
T- One other thing and then we'll move on to the other things...
(Student navigates back to screen shown in [figure 18](#), which is in between the web page screens shown in [figures 6 & 7](#))
T- How about, what have you got there...let's have you play the game Wood You Believe It (see [figure 18](#))
(Student clicks on link and goes to screen shown in [figure 19](#))
T- Now what's up with those, what do you make of these here? (Points with pen to link buttons circled in [figure 19](#), with close-up in [figure 20](#))
S- I don't know
T- Back...
(Student clicks on the back button circled in [figure 20](#), and goes to screen shown in [figure 21](#), looks at teacher with a frown) [cont. line 407]

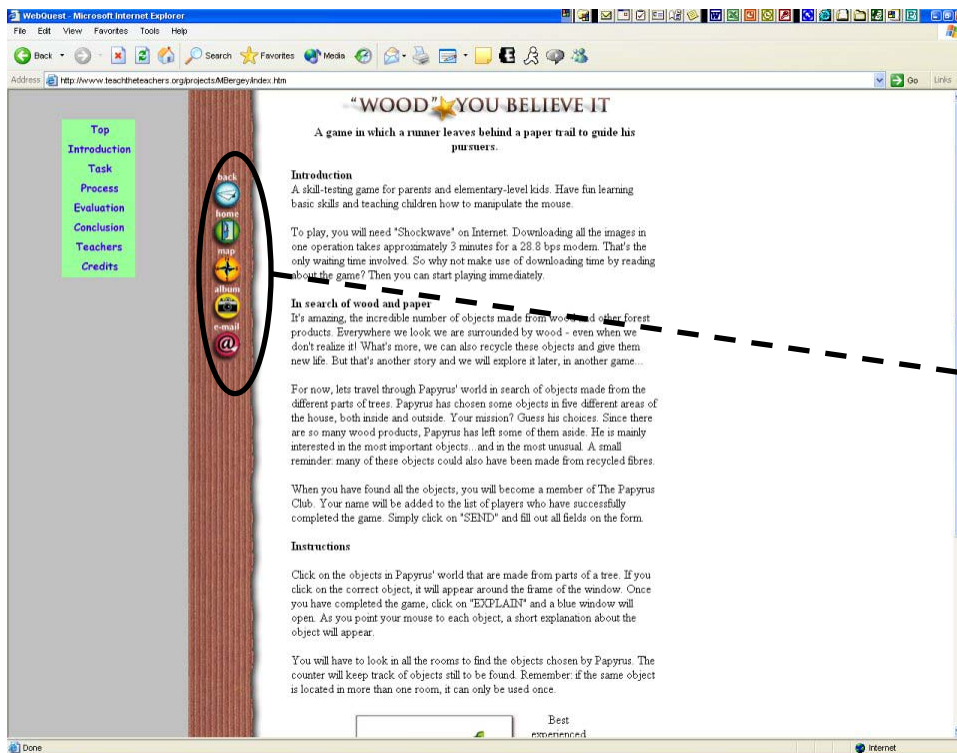


Figure 19 [lines 392-395]

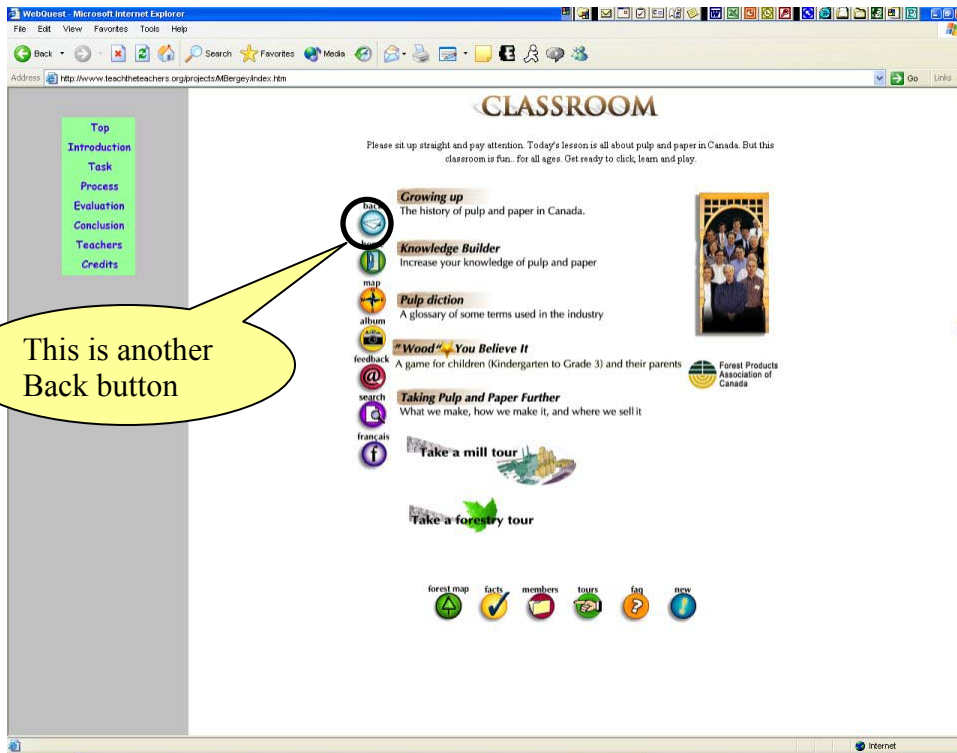


Figure 20 [line 393]

400 "Wood You Believe It" game introduction page

401

402



403

404 Figure 21 [lines 395-408]

405 Clicking on the Back button seen in [figure 20](#) opens this page

406

407 T- Sure didn't take you back to the page you were thinking about, huh?

408 (Student then clicks on the back button within the screen again, as circled in [figure 21](#), and goes

409 to the screen shown in [figure 22](#); then clicks on the back button within the screen, circled in

410 [figures 22](#) & [23](#), and goes to the screen shown in [figure 24](#), which appears to be a Flash

411 animation)

412 T- What in the world is this? Forest Products Association of Canada?

413 (Student clicks on button labeled English as shown in [figure 24](#), and goes to the same screen

414 shown in [figure 22](#))

415 S- (Laughs a bit) I don't know...

416 T- Hmmm

417 (Student then clicks on Process again on left side of screen, as indicated by arrow in [figure 24](#),

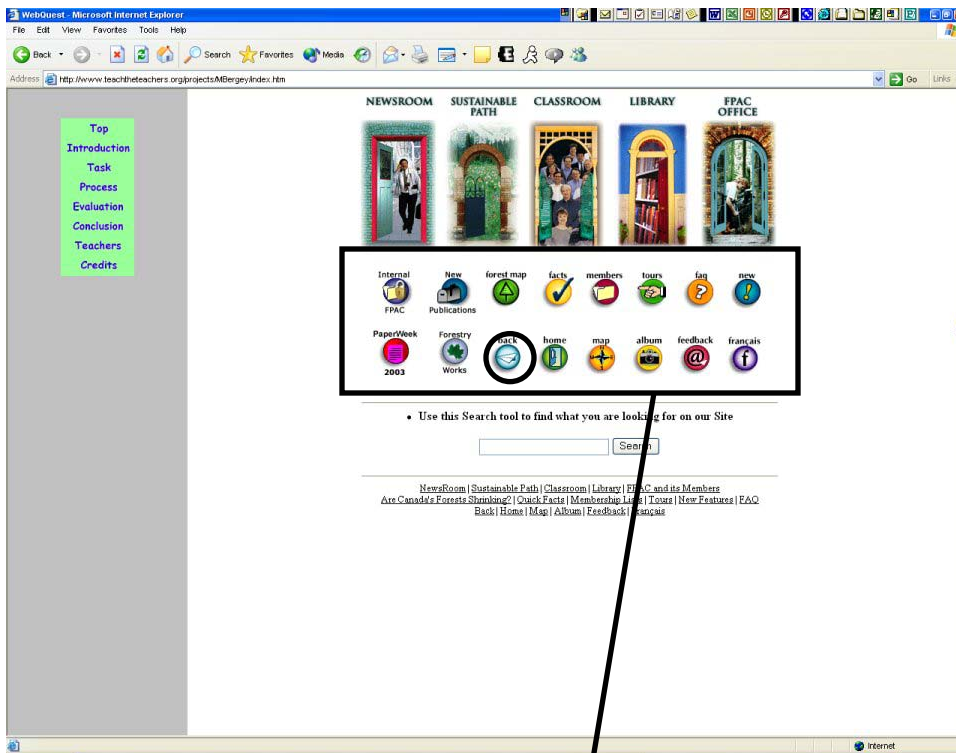
418 and returns to the screen shown in [figure 5](#), clicks again on Click Here, clicks Next on the

419 subsequent screen, [figure 18](#), then clicks on the Wood You Believe It link, going to the screen in

420 [figure 19](#))

421 T- Now it seems like to get back to where you were, you've gotta keep going back to Process

422 and then going [cont. line 431]



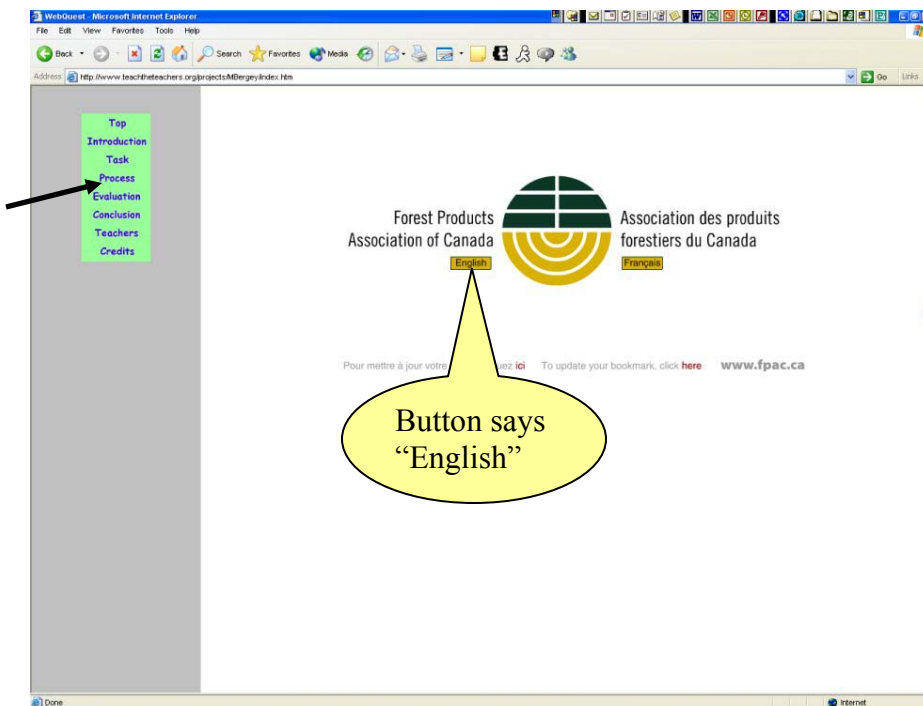
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424 Figure 22 [lines 409-414]



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426 Figure 23, close-up of the buttons in figure 22 [lines 410 + 414]



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428 Figure 24 [lines 413-417]

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S- Yeah

T- Through the whole Process from the beginning page of that again

S- No, actually you could just click Back (moves cursor over the browser's Back button)

T- Yeah

S- Well actually we can't play that anyway because we don't have Shockwave (referring to the Wood You Believe It game, he was looking at the opening page for it during the conversation and the link to the game indicated it needed to Shockwave browser plug-in)

T- Yeah right, I was just curious if we could get around... all right why don't we uh, go over to Evaluation, let's see what that's about

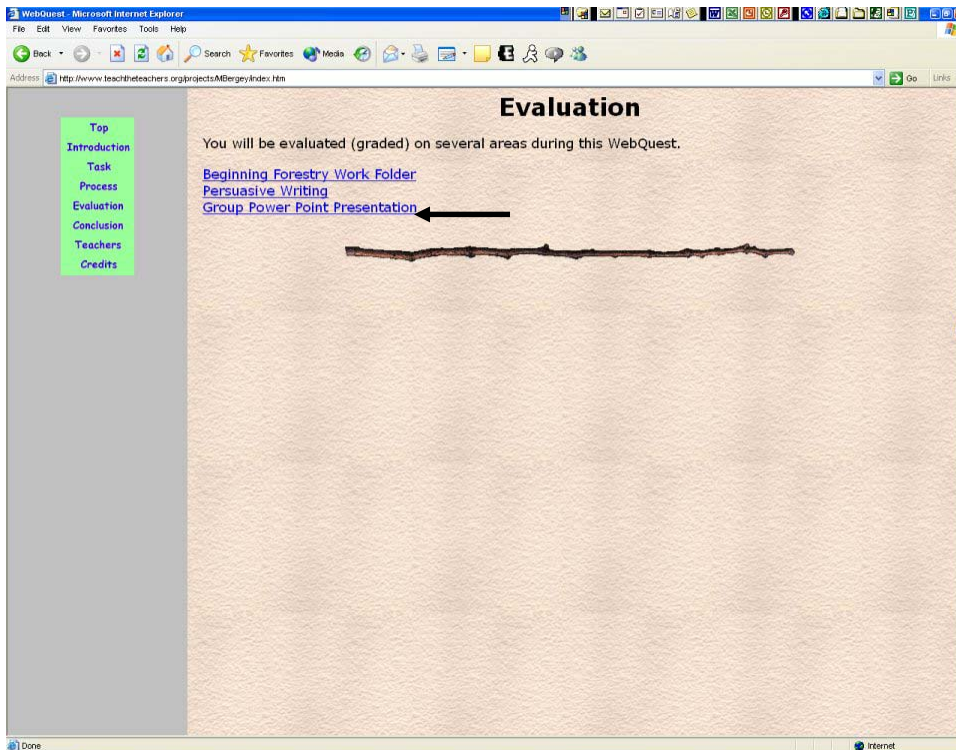
(Student clicks on Evaluation, which is immediately beneath Process on the left side of the screen, and goes to the screen shown in [figure 25](#); student and teacher look at page for a moment)

T- Why don't you click on one just to see what's up

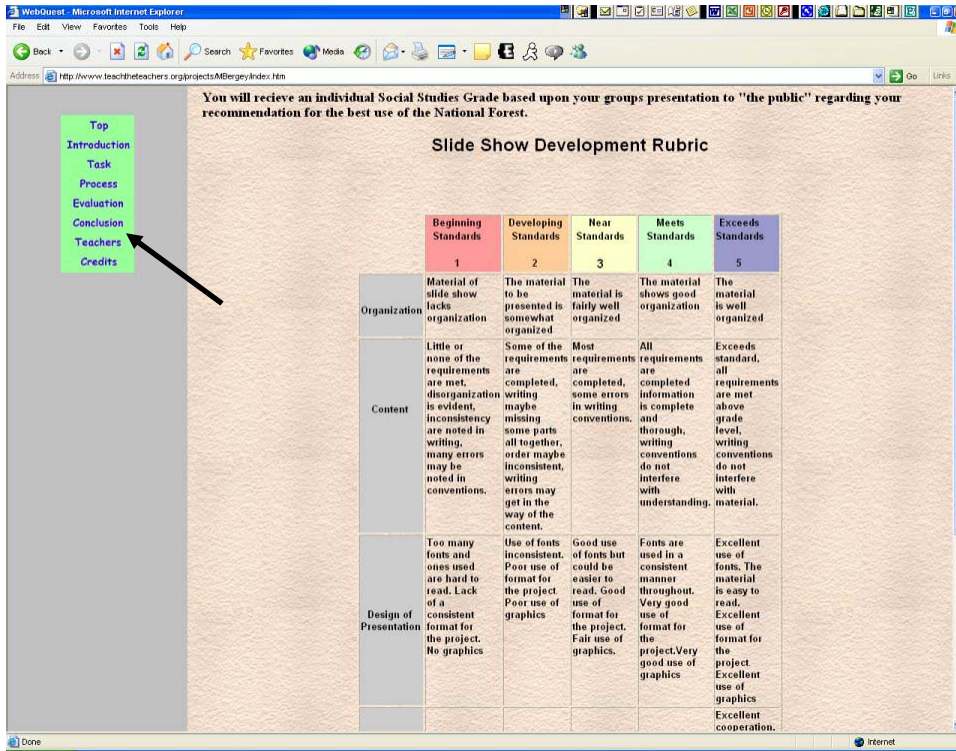
(Student clicks on Group Power Point Presentation, as shown by the arrow in [figure 25](#), and goes to the screen shown in [figure 26](#))

T- Ok, so there's a rubric

(Student scrolls the page a little) [cont. line 463]



449
450 Figure 25 [lines 440-443]



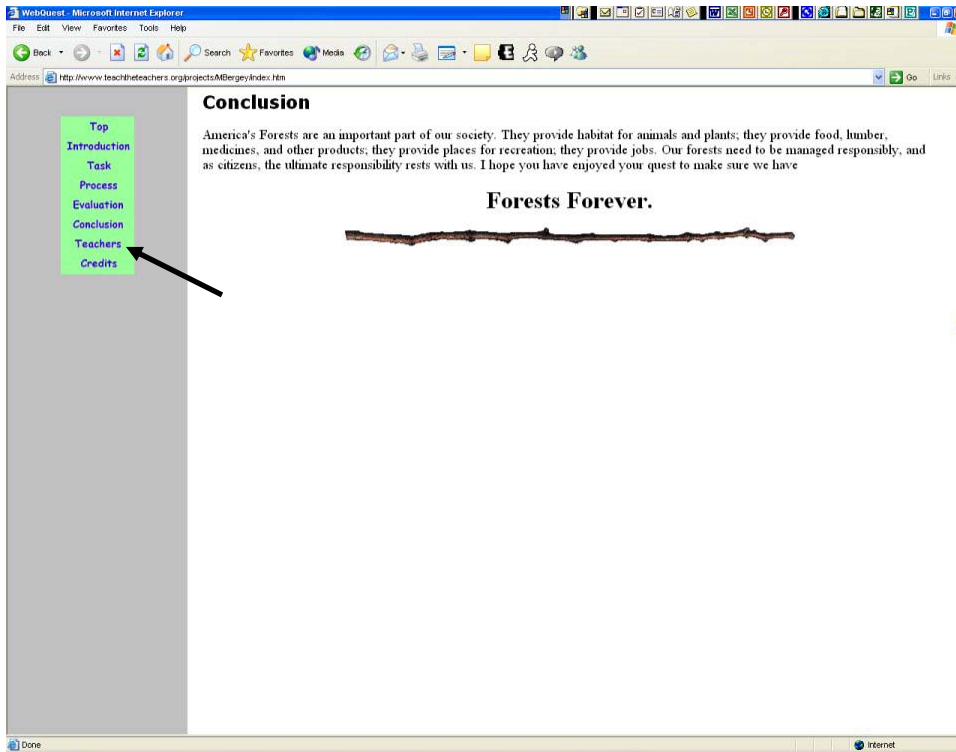
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453 Figure 26 [lines 444-446 +463]

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458 Figure 27 [lines 464-468]

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T- Ok, ok, how about Conclusion? We're just about done here
(Student clicks on Conclusion on the left side of the screen, as shown by the arrow in [figure 26](#),
and goes to the screen shown in [figure 27](#))
(Student and Teacher look at the screen for a moment)
T- Ok
S- Hmm
(Student clicks on Teachers without prompting, as shown by the arrow in [figure 27](#), and goes to
the screen shown in [figure 13](#)!)
T- Hmm, what's Credits?
(Student clicks on Credits at the bottom of the links on the left of the screen in [figure 13](#), as
shown close-up in [figure 28](#), and goes to the screen shown in [figure 29](#); then clicks on Students,
as seen in [figure 28](#), and goes to the screen shown in [Figure 1](#)! He clicks on Teachers, as shown
by the arrow in [figure 27](#), and returns to the screen shown in [figure 13](#))
S- Dude, oh, that's a whole different thing! (Realizing that the screen shown in [figure 13](#) is
different from the screen in [figure 1](#))
T- Huh [cont. line 483]

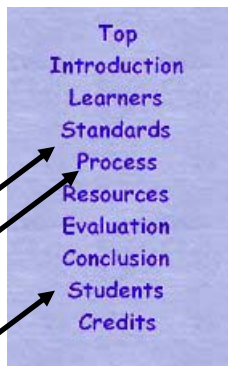


Figure 28

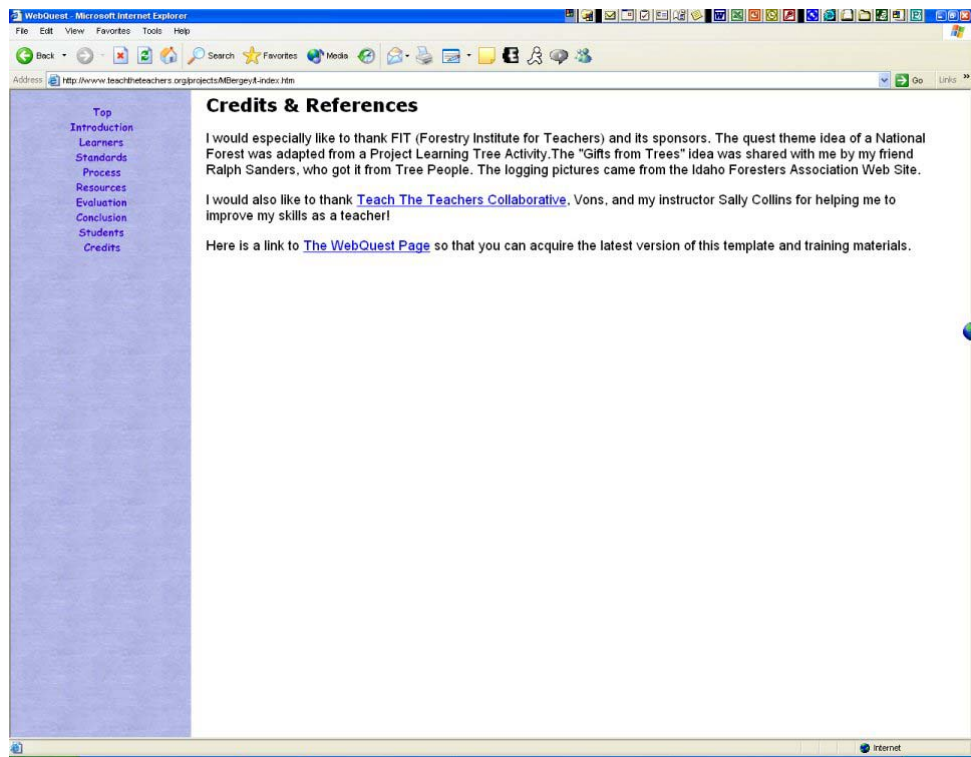


Figure 29 [lines 472-473]

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480 [lines 472-473+483]

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482 S- OH that's what I clicked on! (Student clicks on Standards, and then Process, then Students as
483 shown by the arrows in [figure 28](#), then clicks on Teachers from the screen shown in [figure 1](#) &
484 [1A](#)) That's for students, this is for teachers, there's a whole different thing for students and a
485 whole different thing for teachers

486 T- Oh... that wasn't clear to you though when you first went on it, was it?

487 S- No

488 T- So you kind of got lost there for a while, because it looked like the same site

489 S- Yeahhhhhh

490 T- But, ok do you think that would be a problem for other students?

491 S- Yeah!

492 T- Yeah

493 S- 'Cause they wouldn't know what happened
494 (Student continues to "click around" on the links, going back and forth)

495 T- Yeah, ok, but when you go to Conclusion it goes back to the same place huh?

496 S- No

497 T- Oh

498 S- Students

499 T- Oh!

500 S- Because there's one for teachers and one for students

501 T- OH! OK but you think that would be confusing?

502 S- Yeah!

503 T- So what's your overall impression of this web site?

504 S- It's ok

505 T- Yeah?

506 S- It's kind of confusing, but...

507 T- Yeah

508 S- Cause you keep on going back to the same place, yeah it's ok

509 T- Yeah, but it's a little confusing, ok

510 S- We done yet?

511 T- Sure, I think that does it, that gives me, I might have to look at this web site a little more and
512 decide if I do want to use it or not, but, um, you think that if students...

513 S- If you use it you'll want to tell people that there's one for students and one for teachers

514 T- Yeah that's a good point; I hadn't realized that, I hadn't even really gone into that part. Cool!
515 Thank you very much!