# User Testing of Pandemic Public Policy eBook :

# Prompt :

User Test Pandemic Policy eBook
Please find below questions to help you user test an eBook titled, "Public Policy Responses to
the Pandemic."

TASKS:
Administrators for this user test should have already emailed you modules and articles/media to review.
To successfully complete this user test, read the assigned articles, take associated quizzes, and surf
through THREE separate modules in this eBook.

TIME BUDGETING:
To successfully budget your three hours of user testing time, spend about 50 minutes for each of the three
individual modules. Within each module, spend about:
(1) 20 minutes reading through your article (or media) and
(2) 30 minutes taking quizzes and surfing across the module to become familiar with all of its content.
Please note that some of the articles are quite long and will take over 20 minutes to read. Just read as
much as you can during this allotted 20 minute time. This may impact your quiz taking. Just try your best
given this short amount of time. Try to finish all quiz questions. Your quiz grades will neither be assessed
nor held against you.
After you have finished reviewing the three modules (50 minutes per module equals approximately 150
minutes in total), spend the final 30 minutes filling out this Google Form to complete the full 3 hours/180
minutes.

REVIEWING CONTENT OVER A LONG PERIOD OF TIME:
Please take notes regarding your user experience if you decide to conduct your user test over multiple
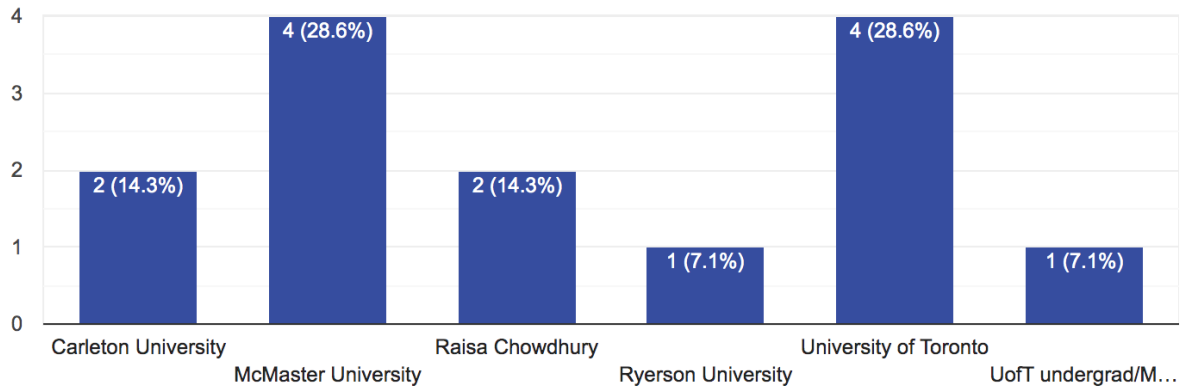days to help ensure you accurately assess this eBook.

DEADLINE:
You must finish this entire user test by 12:01 am Friday January 7, 2022, although the sooner the better is
preferred.

YOU NEED TO ENTER A VALID ACADEMIC EMAIL ADDRESS BELOW TO SUCCESSFULLY
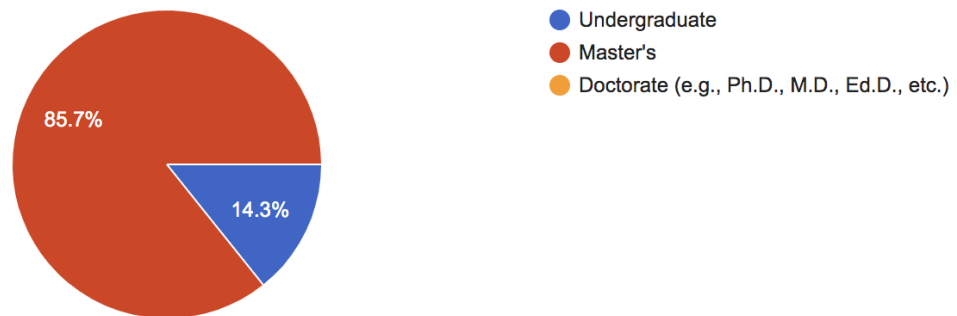PARTICIPATE AND BE COMPENSATED.

# User Test Results :

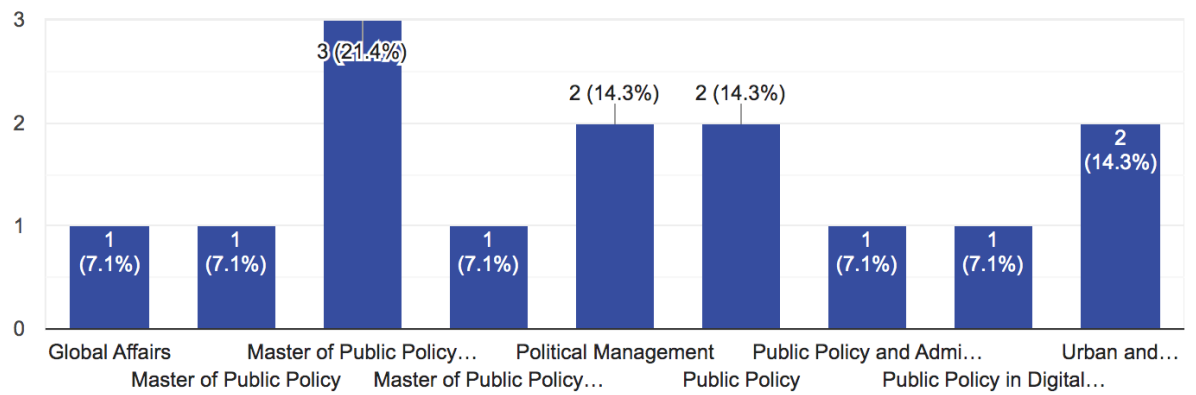## Name of the university/college you attend

14 responses



## Current student status

14 responses



- Undergraduate
- Master's
- Doctorate (e.g., Ph.D., M.D., Ed.D., etc.)

## Program name (e.g., Political Management)

14 responses

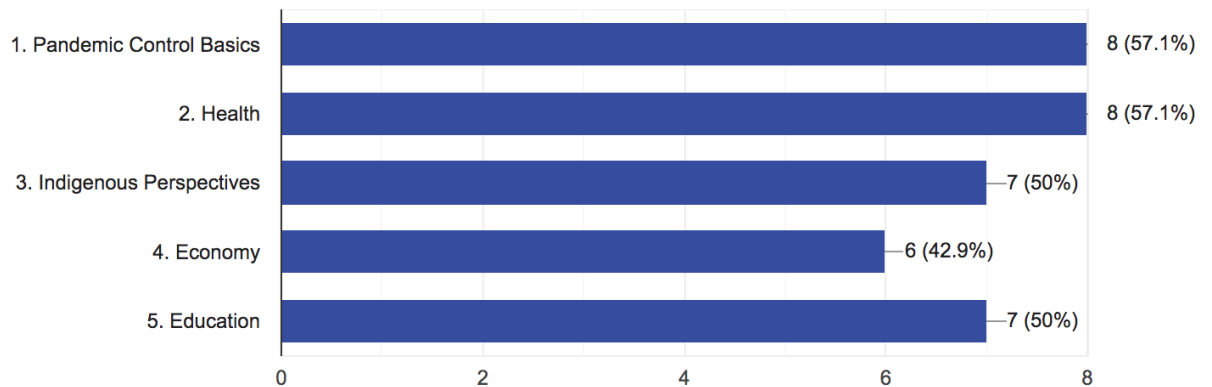| Category | Value |
|---|---|
| Global Affairs | 1 (7.1%) |
| Master of Public Policy | 1 (7.1%) |
| Master of Public Policy… | 3 (21.4%) |
| Master of Public Policy… | 1 (7.1%) |
| Political Management | 2 (14.3%) |
| Public Policy | 2 (14.3%) |
| Public Policy and Admi… | 1 (7.1%) |
| Public Policy in Digital… | 1 (7.1%) |
| Urban and… | 2 (14.3%) |

## Modules and articles/media reviewed

### Name of modules assigned to you by the administrators. Check THREE of the following 5 options:

14 responses

| Module | Value |
|---|---|
| 1. Pandemic Control Basics | 8 (57.1%) |
| 2. Health | 8 (57.1%) |
| 3. Indigenous Perspectives | 7 (50%) |
| 4. Economy | 6 (42.9%) |
| 5. Education | 7 (50%) |

**Question:**
**The number and name of the readings assigned to you (1 reading per module for 3 different modules) (e.g., 1a."What are policy professionals saying we must do first?"; 2b."Underfunded long-term care system is still vulnerable to COVID-19 outbreaks"; and 3b."Vaccination rollout must engage with Indigenous communities"). For accuracy, copy-and-paste the text from the eBook sidebar menu.**

**Respondent Answers:**

1a. "What are policy professionals saying we must do first?"

4f. "Indigenous businesses faced barriers accessing COVID-19 relief programs, survey finds"
5f. Video–"Revolution in the cafeteria" [Note:
No quiz currently follows this content due to the video's brevity, but one may be added]
5h. "How universities can support Indigenous online learners in the COVID-19 pandemic"

1b. "Campaign catch-up: Focus on vaccine passports"
2b. "Underfunded long-term care system is still vulnerable to COVID-19 outbreaks"
5a. "How do we navigate a return to school and childcare?"

1f. "How 'colonialism by paper cuts' has undermined Indigenous pandemic leadership"

2f. "Vaccine Mistrust: A Legacy of Colonialism"

3f. "Indigenous Ally Toolkit"

1 reading per module

4c. "Economic shutdown is leaving young women behind"
4g. "First Nations need to play a role in post-COVID recovery"
5c. "National childcare system must support childcare workers"

5g. "Indigenous and remote communities can't wait any longer for high-speed internet"
1b. "Campaign catch-up: Focus on vaccine passports"
2b. "Underfunded long-term care system is still vulnerable to COVID-19 outbreaks"

2a."For more equitable health outcomes, start with the health-research system"; 3a."Indigenous communities need governance overhaul to address public health crises";
4a."Race-based COVID-19 data needs to lead to political action"

1e. "COVID 19 in Community: How are First Nations Responding?"

2e. "Indigenous people in Toronto have much higher rates of COVID hospitalization than general population, new data shows"

3e. "Residential Schools in Canada: Education Guide"

4e. "Racialized and Indigenous workers are bearing the brunt of pandemic job loss""; 4h. "COVID-19 Indigenous Business Survey: Phase II"; and 5e. Video–"An activist goes to (policy) school".

4d. "Did this week's economic policy statements go far enough?"

5d. "How will post-secondary education change in the next two years?"

5i. "'Land-based' learning online? How one U of T professor reimagined a ground-breaking course amid COVID-19"

5b. "The choice for education: Change school plans or face 'generational catastrophe'"; 4b."Year-End Q&A: Ken Boessenkool on income support"; 3b. "Vaccination rollout must engage with Indigenous communities"

1d. "How Canada can pursue an inclusive industrial policy"
2d. "Ontario's health-care system must develop an anti-racist response to COVID-19"
3d. "21 things you may not know about the Indian Act"

1g.""Indigenous communities facing 'dual pandemic' due to the impact of COVID-19 on mental illness and addiction, report says"; 2g. "Medical experimentation and the roots of COVID-19 vaccine hesitancy among Indigenous Peoples in Canada"; 3g. "Lesson Plan: Decolonizing Public Policy Development and Implementation (for Instructors)"

1c. "Principles and policies for a national pandemic response" 2c. "Systemic racism is at the heart of economic inequality — and of how we get sick and die" 3c. "Who decides what's essential? The importance of Indigenous ceremony during COVID-19"
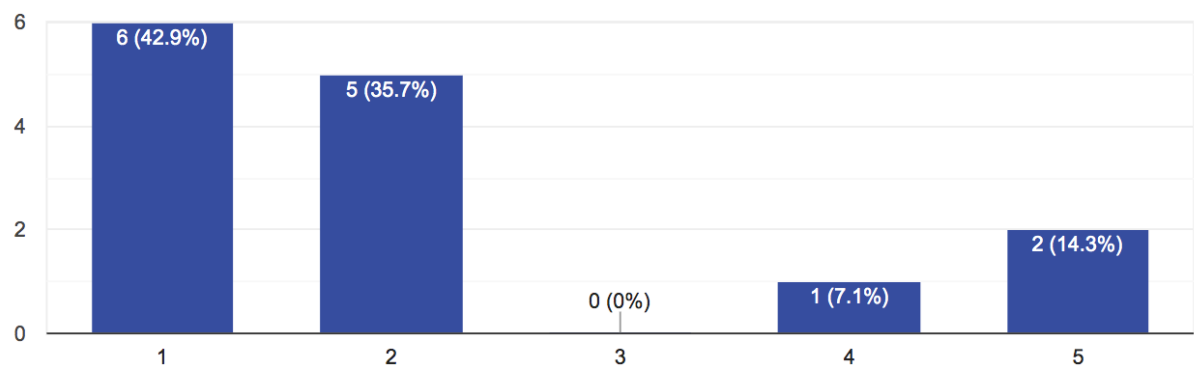
## Content questions:

The eBook's readings helped me learn about pandemic public policy.
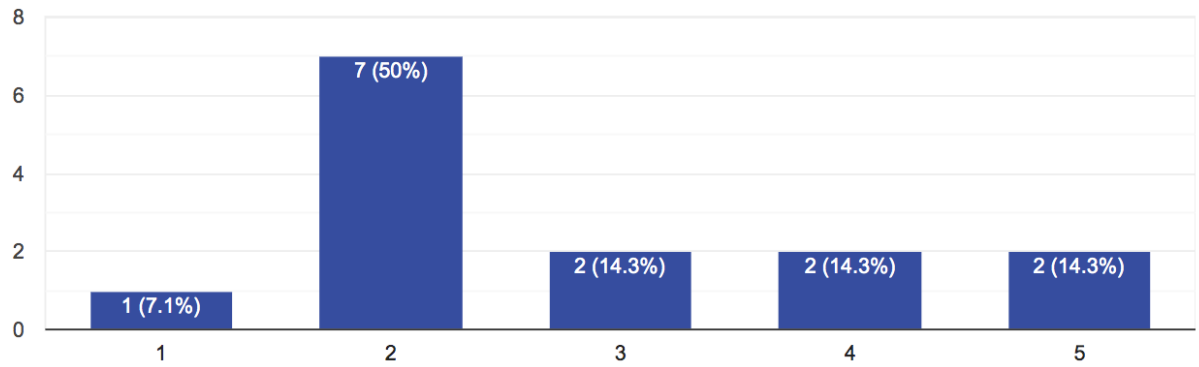
14 responses
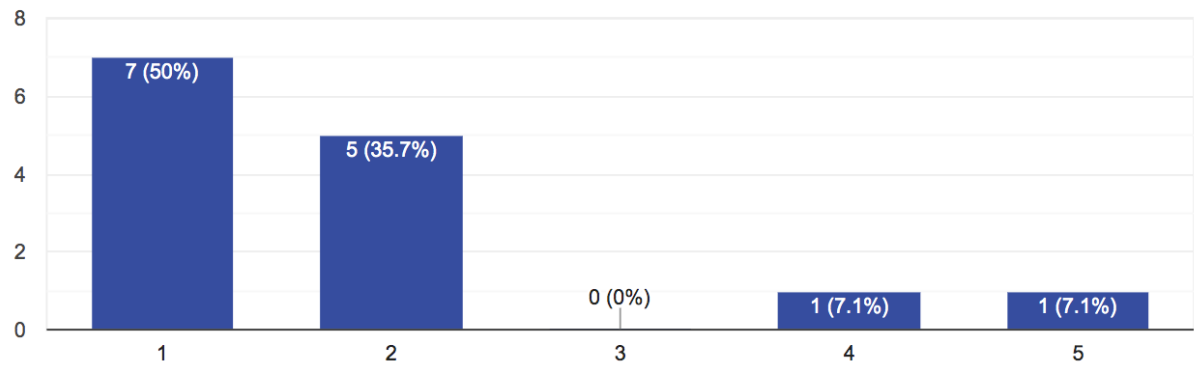


The readings are appropriate for a university student.
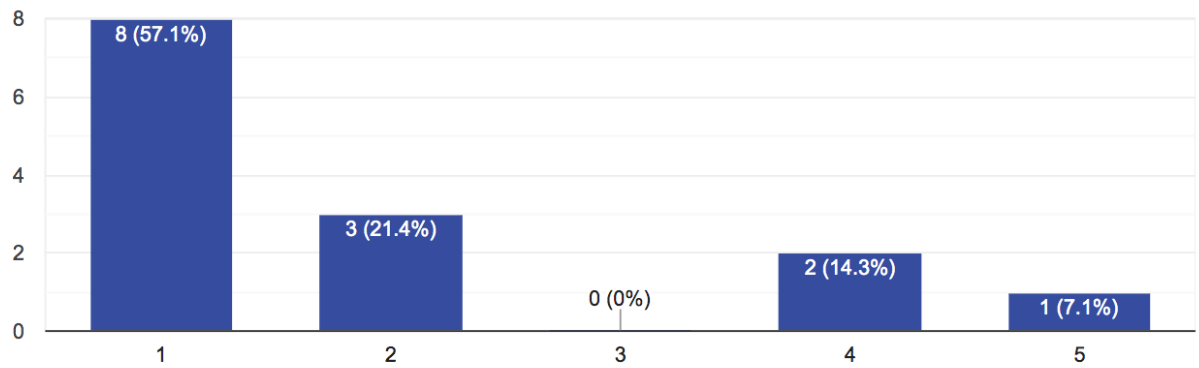
14 responses

## The quizzes asked appropriate questions regarding the assigned readings or media.
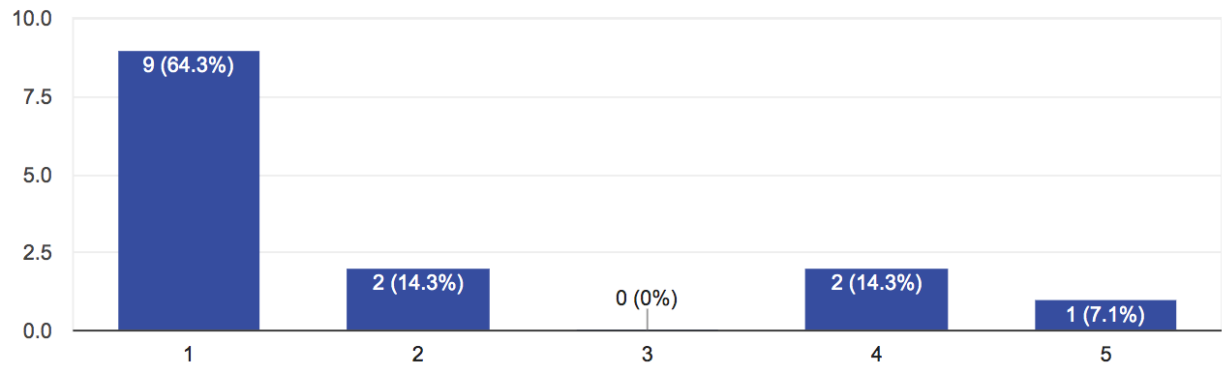
14 responses



## The "Policy Brief" assessments (located at the end of each individual module's sidebar menu) seem appropriate for a university student.
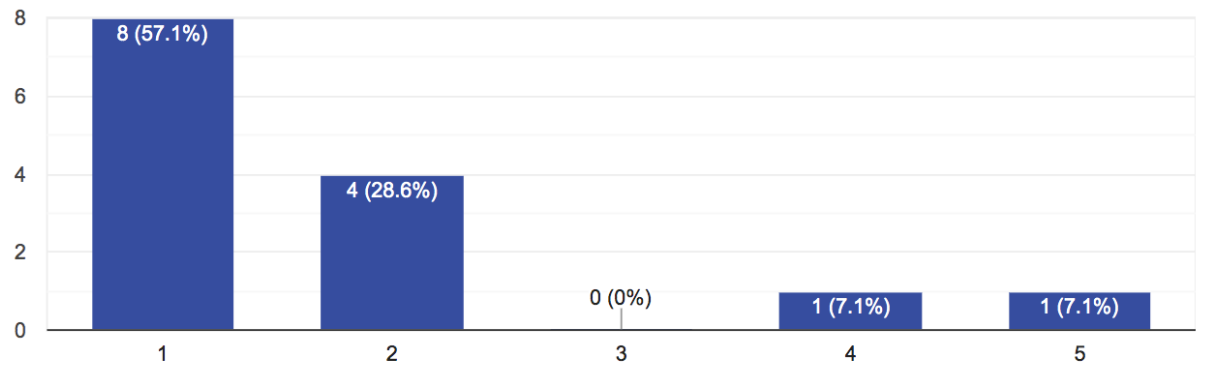
14 responses

The "Final Paper" topics (toward the bottom of the eBook sidebar menu) are suitable for a university level course.
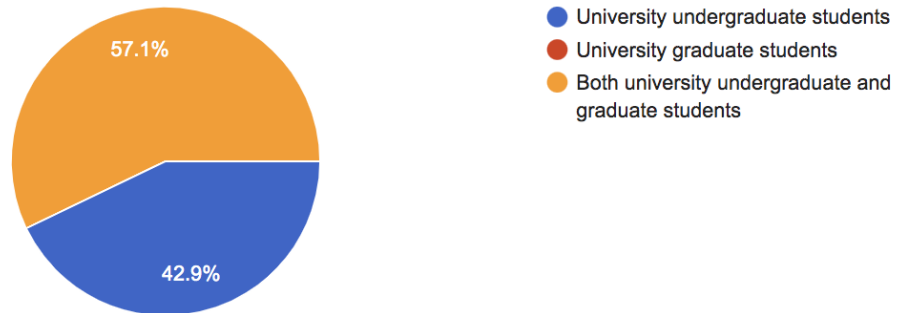
14 responses



The "Learning Objectives" are appropriate for a university course.

14 responses

Which group(s) of learners is this eBook most appropriate for?

14 responses

- University undergraduate students
- University graduate students
- Both university undergraduate and graduate students

57.1%

42.9%

**Question:**
**Do you have any specific feedback on individual readings, quizzes, Policy Briefs, or Final Paper assessments (e.g., regarding their quality, appropriateness, errors, etc.)? If you have feedback, clearly identify which reading, quiz, etc. you mention.14 responses**

**Respondent Answers:**

No

The quiz for 4f. "Indigenous businesses faced barriers accessing COVID-19 relief programs, survey finds" is clearly wrong for the assigned article. This should probably fixed.

1b. "Campaign catch-up: Focus on vaccine passports"
-Change the word: "ire"
-Does not need to be in brackets: (The Constitution does allow governments to limit basic freedoms if they can show a restriction is reasonable and necessary.)
-I would change this sentence under the "Liberal Party" from this: "…and require federal civil servants and passengers on domestic transportation to be vaccinated" to "require all travellers [or passengers if that works better] on domestic transport to be vaccinated".
-When there is a reference to "FPR" when talking about Seher Shafiq, I am unsure what FPR stands for. I am assuming it's First Policy Response, but its not noted in the article itself.

2b. "Underfunded long-term care system is still vulnerable to COVID-19 outbreaks"

-The first time you mention First Policy Response, you should put (FPR) in brackets. I loved reading this! It was like reading a podcast and I love that vibe. I like that when you answer a question, it gives you the full quote again to read it in context.

5a. "How do we navigate a return to school and childcare?"
-I learnt the most here for this is an area I dont know a lot about. I read this whole part really thoroughly because I was so curious and I loved it. I enjoyed reading Konrad Glogowski's part! It was interesting and well chosen article.

Regarding the Final Paper assessments, I love the flexibility of it how students can choose what level of government and have a specific stance (NGO/private corporation etc). I remember in some of my final policy papers, there should've been more clarity on what level of government and what position the paper is written from.

For the quizzes in 1f. "How 'colonialism by paper cuts' has undermined Indigenous pandemic leadership", 2f. "Vaccine Mistrust: A Legacy of Colonialism", and 3f. "Indigenous Ally Toolkit". I think some open-ended questions could be added regarding content and to promote critical thinking because all the questions were T/F or multiple choice, leaving not much room for error or individual thought. It would be beneficial for students to build rapport and provide their own perspectives on the individual readings either in the quizzes or in-class discussions.

For 3f Indigenous Ally Tookit, it's spelled incorrectly in the sidebar and on the title when you click on the page. It should be corrected to "Toolkit".

Also, for the Policy Brief assessments, I'm unsure if it's just my browser but there are small boxes beside certain words. For example, in Indigenous Perspectives Policy Brief, it says "Make three recomm[box]endations to improve..." just something to note!

Speaking broadly about the questions asked in the quizzes, I do feel that while they intend to capture reading comprehension, they were almost too easy at some parts. The fill in the blank questions could easily be completed even if one was to not read the module. I know the intention of the quiz at the end of the module is to ensure the student effectively captured the core material, but I do feel the fill in the blank questions could be reconsidered.

2b - Suggestion to break interview responses into more paragraphs to ease readability.
5a/5d - Suggestion to have links connect to the passages in the text below rather than opening new windows. I was also surprised to see that clicking on the authors' names took me to their

Twitter page; Perhaps this could be indicated in parentheses, e.g. Paul Davidson (@PaulHDavidson).

5e/5f - Suggestion to embed videos if possible.

5g - The question regarding CRTC target was too specific; I would suggest changing the possible answers to more varied numbers, e.g. 34, 44, 54, 64.

5g - Suggestion to write out 'CRTC' acronym

All quizzes: it's easy for students to not read the readings and do the quizzes. The wording of the quizzes makes it so that students can just Ctrl + F to find the answers.

The quizzes I did were a bit easy. But if this course was for a first or second year undergraduate course, then they make sense. The Policy Briefs are great because they teach how to be short and concise while communicating the most important information. As a Policy Analyst with the federal government, these briefs are appropriate. The final paper seems too short. It depends on the objective you're trying to achieve - is it to teach short concise communication on policy information? Or is it a research paper? Do you expect that students only use readings from the e-book, or to consult outside materials (this might be important to explicitly explain)? The word count of 1000-1500 is too short for a higher level undergrad research paper. I would expect 2000-2500 words in a third or fourth year course.

The 4h. "COVID-19 Indigenous Business Survey: Phase II" was an extremely long read, it may be beneficial to shorten this article whereby there is a summary of this article provided instead. This will allow students further grasp the content better. The "Racialized and Indigenous workers are bearing the brunt of pandemic job loss"" article was very well-written and to the point, it effectively described how radicalized and Indigenous communities are affected by the pandemic in terms of employment loss by depicting graphs and tables (with descriptive figure captions) alongside the text.

N/A

There were a few broken links in 5b and 4b- error messages upon clicking on them. Quizzes may have been too easy for undergrad/grad level (sometimes the fill in the blank terms were listed in the correct sequence that they would fit into the sentence). Was also unable to click the arrow key to go next on the webpage of 3d.

Reading 2d. "Ontario's health-care system must develop an anti-racist response to COVID-19" policy response link is not "click-able" compared to other policy response links in the book,

however the link does work when pasted in the browser (however this was not one of the readings where due to copyright restrictions you need to paste the link in the web browser-please look into making it clickable so the user experience is seamless here!).

Additionally, instead of the phrase "vaccine passport" under Policy Brief Assessment, I would highly recommend changing it to "Ontario's proof of vaccination program" (https://covid-19.ontario.ca/proof-covid-19-vaccination) for proper reflection.

The last paragraph could be better focused on "supporting the adoption of the proof of vaccination program". And prompt how to support the two streams:
Getting and using the QR codes for customers/patrons
Downloading and supporting use of the Verify App for businesses.

There are opportunities for libraries, BIAs, chambers of commerce of support both of these groups, devices to be donated, subsidized etc. Recognizing an aging population in these places is key, since there is generational tech support at the community level.

I found the quizzes to be too simple for a university level course. In particular, I found the quiz in module 2g, too easy for a university level course as all the answers to the quiz can be found in the first paragraph of the reading. Also, I found the "Drag the word into the correct boxes" activity found in both module 1g and 2g too simple, as students can use the commend F function to look up the answers. I think the questions need to be better paraphrased and more complex to ensure that students understand the material and do not just skim through the reading to find the answer.

I found the readings very concise and easy to understand. I found the picture facts interesting but I was unsure what the purpose was at first. Some of the quiz answers seemed a little too easy. For example the fill in the blank questions could easily be figured out by just looking at the sentence structure. Maybe add more questions depending on the length of the article. As for the policy briefs, I didn't find it helpful that it was at the bottom of each chapter, although it's not hard to find it wasn't as clearly laid out as I would like. It would be helpful to see what all the assignments are for the course in one page.

Do you have any general thoughts about the readings, quizzes, Policy Brief, or Final Paper assessments?

**Question:**
**Do you have any general thoughts about the readings, quizzes, Policy Brief, or Final Paper assessments?**
**14 responses**

**Respondent Answers:**

The quiz I did for 1a was pretty straight forward. One thing I would note is that since the questions are almost exactly what was stated in the article, it's easy for students to just Ctrl + F and find the answers.

lot of the assignments appear to be prescriptive ("how would you fix a given policy issue") I think by the time this is released, it may be useful to have questions that focus on critiquing what happened in the past. Questions like "how was CERB successful and how could it have been better" or "compare and contrast the success of two policy areas" might be good for students as it is less hypothetical any forces them to engage with pandemic response literature on a more critical level.

No, I really think that applied assignments are the best way for students to learn and understand how to apply their learning. This is why I love OERs, they are always able to be so dynamic and relevant!

Readings: I personally enjoyed how different each were that ranged from articles to zine-like style with resources and definitions in them!

Policy Brief: I think the word count is good and the number of policy recommendations/suggestions are true to how most assignments on policy briefs are like. I think it's a great exercise to have after each module.

Quizzes: I think overall they could be a little bit harder and have some added general questions for students to add their personal thoughts on the readings.

I think the layout of the e-book is extremely accessible for anyone to navigate through and use.

On the content, I think the book is excellent at capturing 5 overarching themes or lenses that the pandemic can be analyzed through. The content is intriguing to someone who is more educated in public policy but is also understandable to someone with a lower proficiency.

The assignments were practical and allow the students to build on the knowledge learned throughout the e-book.

Overall, I thought this e-Book was well presented and contained highly relevant information. It was easy to use, the fonts and images chosen were very clear, and the content was professional and accessible. The questions at the end of each article were very straightforward. Below I have included some suggestions and general thoughts for improving the e-Book.

- Due to the quickly evolving nature of the virus, some of the articles already have information that is a bit dated. For example, the debates surrounding vaccine passports and discussions around longterm care homes have changed since September. Omicron has also introduced entirely new concerns about increased transmission. If possible, some articles could be replaced with more current pieces for a future review. Despite this, I found that the Policy Brief Assessments and Final Paper topics remained relevant to the current situation.
- A future edition could also include a chapter on global responses. This would provide students with an understanding of how Canada has approached the pandemic in relation to other countries.
- The e-Book provides ample articles about the effects of the pandemic on Indigenous peoples and on racially marginalised groups. It doesn't, however, have much information about the gender gap. The only piece I noticed was the short segment in 5a. Suggestion to include an article on this topic (e.g. caregiving responsibilities).
- Suggestion to include a link to the reference list/additional reading material in the Policy Brief Assessments.
- I like that section 5 provides two possible Policy Briefs, because an instructor or student may be drawn to one topic over the other. I would suggest including two options for all 5 sections.
- The content that I looked at lacked longer peer-reviewed articles. For graduate level students, I would expect to see this kind of literature.

I like the policy briefs after each module because it's a way for students to take the information and actually show they went through it on top of the quizzes. I also enjoyed the graphics at the end of the text where we could click on the plus signs and learn more.

Please see above.

In general, I believe that the quizzes could have asked more in-depth questions regarding the readings. The questions provided were relatively surface level or main idea questions in which I believe that adding inferential questions may be beneficial to make the reader further understand the text.

The writing was clear and accessible, but felt slightly biased at parts. Additionally, the quizzes at the end should be a bit more challenging and thought-provoking.

Perhaps readings would benefit from more images or videos to engage the learner. Sample policy briefs may help students understand how to format the assessment in case they've never completed one before.

All three readings had appropriate quizzes. All three had appropriate and interesting policy briefs. However, for the first policy brief, I would personally recommend removing the word "app" in the last sentence. "Present the government with your top three recommendations to improve downloads and use of the vaccine passport app." The Verify Ontario app that is used to confirm the QR code is an app. See previous question's response for additional info.

Side note: At the end of every "main topic", it took an extra few seconds to find where to navigate. For example , from 1a) to 1b), there is a clear arrow to go onto the next topic/page. However, at the end of chapter 1's Policy Brief Assessment, I clicked on the arrow and it brings me to a page where it's title "1. PANDEMIC CONTROL BASICS" where there is no arrow placement in the same place from 1a) to 1b) to 1c). It took me a while to see the blue bar at the bottom of the page with the next arrow to proceed to the next page for "Next: learning objectives." Maybe make this clearer somehow.

I found the readings appropriate for a university level course. However, I think the quizzes are too simple for a university level course, as I have indicated above. Also, I think the final paper should be made longer, perhaps around 2000 words, rather than 1000 to 1500.

I felt like the articles could be used for both but felt the language was primarily geared towards undergraduate students. Before COVID I had never studies pandemics before so I found it interesting to compare responses. I found that even though I had previous knowledge on race, class and Indigenous studies I had not considered how the COVID-19 pandemic had affected these groups, thus shedding a new light. I would suggest perhaps summarizing key points at the end of the brief and specific points that would help students with their policy briefs in each article. I found that this seemed more like a book than a course. Perhaps make the course guidelines more clear? Overall I think this is a very good start.
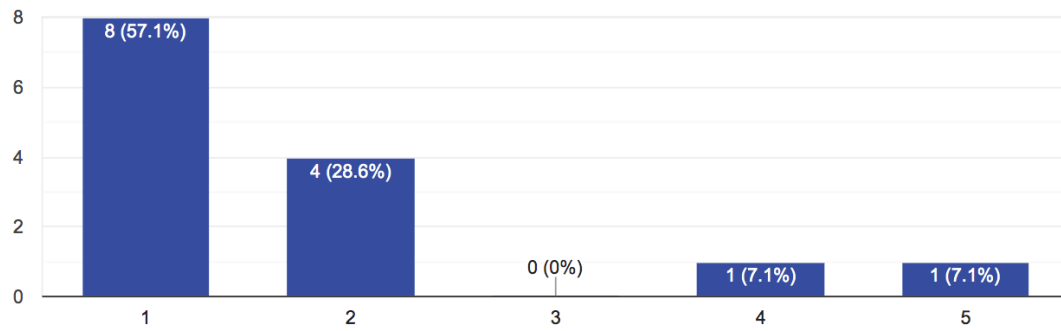
## Site Navigation questions

### I was able to find the eBook content that I needed to review with relative ease.

14 responses



Bar chart:
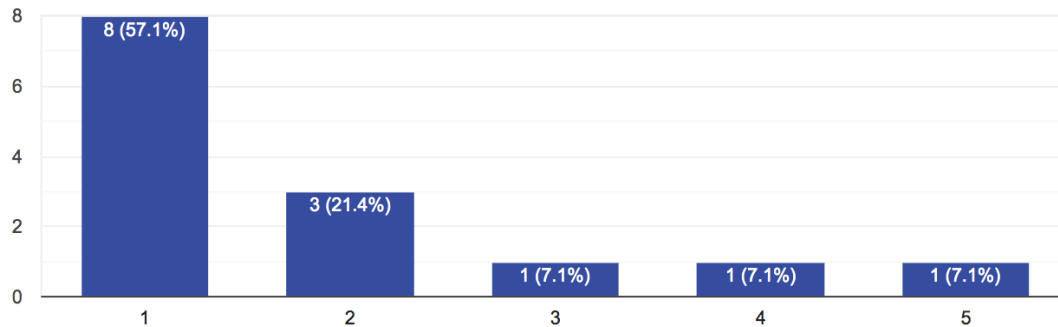- 1: 8 (57.1%)
- 2: 2 (14.3%)
- 3: 1 (7.1%)
- 4: 2 (14.3%)
- 5: 1 (7.1%)
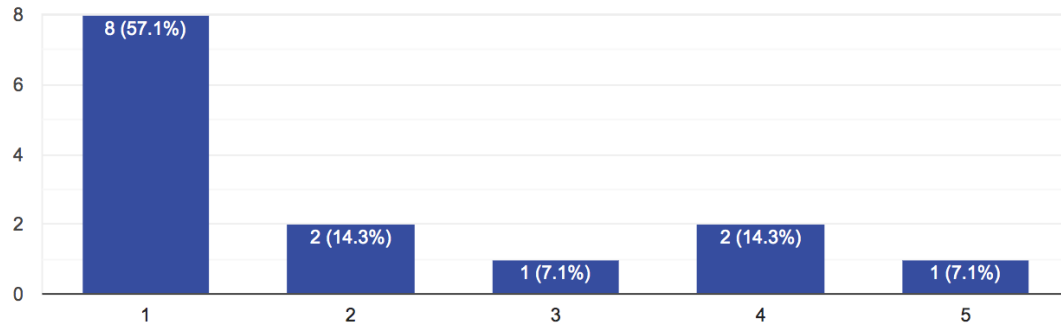
### I was able to navigate across the eBook's pages in an intuitive way.

14 responses



Bar chart:
- 1: 8 (57.1%)
- 2: 4 (28.6%)
- 3: 0 (0%)
- 4: 1 (7.1%)
- 5: 1 (7.1%)

**The eBook's content is laid out in an intuitive manner.**

14 responses



**Question:**

**Do you have any thoughts on the overall look, feel, and use of the eBook site (e.g., specific criticisms or recommendations?**
**14 responses**

**Respondent Answers:**

This was my first time using the eBook site and it was very smooth and easy to go through! I loved it and prefer it more than the d2l platform that a lot of my online classes use.

Some pages are very long, particularly sections like "5a. "How do we navigate a return to school and childcare?" which has a wide range of opinions. Including collapsable boxes might make it easier for students to navigate the page and look for particular points. In other words, making individual sub-sections more distinguished from one another could lead to greater clarity.

This is picky, but I feel like bolding on the sides would help to differentiate the sections rather than the current italics.

I personally really enjoyed how easy everything was to find with the sidebar, quizzes, readings, and assignments. I think for students who may be learning remotely, this is beneficial to have and easy to access/use at any given point in time! I really liked how different the readings I had across 3 modules were, it shows that students aren't just reading "academic" articles or readings which is so necessary when students graduate and enter the policy field in real life.

If necessary, adding hyperlinks could be beneficial for students to cross-reference or quickly access something. Also adding potential contact information for accessibility needs may be important and something to consider.

No criticisms, I was very impressed by the layout and accessibility of the e-book site.

- Some of the articles have the title written twice (e.g. 1a, 1c, 1d, 1f, 1g, 2f, 2g, 5g, 5h, 5i). This should be uniform across all articles. Suggestion to review with this in mind.
- Suggestion to have links from the texts open in a new tab as opposed to on the same page. This would allow readers to continue reading the article and referenced links simultaneously.
- I noticed that some pages have arrows at the bottom to navigate to the next section, but not all. Suggestion to make this coherent.
- All pages appeared to have a navigation bar at the bottom. On my computer, this bar is quite small. Suggestion to increase font size.
- Some navigation took me back to the beginning of the e-Book instead of to the next section, e.g. navigating away from the Policy Brief Assessment at the end of section 1 with the arrows takes me back to the beginning of section 1, but navigating with the navigation bar takes me to section 2. Suggestion to look closely at this across all sections.
- Suggestion to have the navigation menu remain fixed. On the computer, it would be nice to see what other articles are listed without having to click each time.
- For the images at the bottom of articles (e.g. 1a), suggestion to have text boxes cover only a portion of the image. This allows the user to click out of the text box more easily as opposed to having to click on the 'X' each time.

In 3a and 4a I like the box that has the quote from further down in the reading. (Might be called block quotes?)This made it look a bit different rather than just being the same format all throughout.

For the overall look of the eBook, before each article I would suggest changing the colour of the title block where it has the author, title and date. When going through the readings, it felt really repetitive seeing the same title block colour scheme all throughout the site.

The e-book is ok to navigate. The ease of pulling the content navigation menu is good. I did initially find it difficult to find the module readings I was assigned. Not sure why or if I have any specific feedback on how to make it easier. Initially I used the search function to find my assigned readings, but eventually I learned how to navigate the e-book. The sticky navigation bar at the bottom is good and it works, but it's not pretty. Maybe fixed buttons that are floating rather than a 100 viewport width bar would be better. I also tried this on my Android phone (Pixel

4XL). Overall, it mostly worked on my phone and I don't have too many comments. But a few thoughts: The navigation buttons bar is way too big and a little distracting. It filled up a lot of screen space, and my phone already has more screen space than many phones. I also caught an issue where I tried to open the PDF link for 3e and it was a dead link. Nothing happened when I pressed. I found a workaround where I pressed and held the link and opened it in a new tab, which then downloaded the file onto my phone. I have screenshots and a video that might help you.

Overall, the eBook is very easy to use, looks appealing and easy to navigate between articles and modules. However, a recommendation I provide is that with some articles a link is provided of the article, along with the text underneath for the article, which makes the quiz go at the very bottom of the page. It is very inconvenient to scroll all the way down to the quiz, so to avoid this adding a button on the top of each article beside the link to the quiz would be beneficial. This way if a reader chooses to read off the link, and come back to the eBook, they can press the button which would automatically take the reader to the bottom of the page where the quiz is.

The eBook site is very simple. It could be made more interesting with different text layouts, more imagery, more interactive features in the middle of readings, etc.

Content could be presented in a more engaging manner - simple design fixes to make the content look more appealing. As mentioned previously, more images/videos would help as well. Overall, the content was easy to navigate, it was straightforward and easy to read.

Some of the links as I mentionned before are not clickable, specifically the policy response links (excluding the readings that have copyright restrictions). One of my assigned readings 2d, is one of them. Other than that, the E-book's UX generally is great! The up arrow on each page, the sidebar on the table of contents: thumbs up!

I found the eBook relatively easy to use and navigate. I liked the use of arrows at the end of each section to direct students to the next section of the book. One recommendation I would make, would be to better label the readings. I found it a little confusing identifying the required reading as it was just listed as the articles title and a hyper link. It may be a good idea to bold the 'Note' text and the section where the reading is placed to make it more clear for students.

Make course objectives more clear, put policy brief info near the beginning of the chapter to prepare for the assignment during the readings.
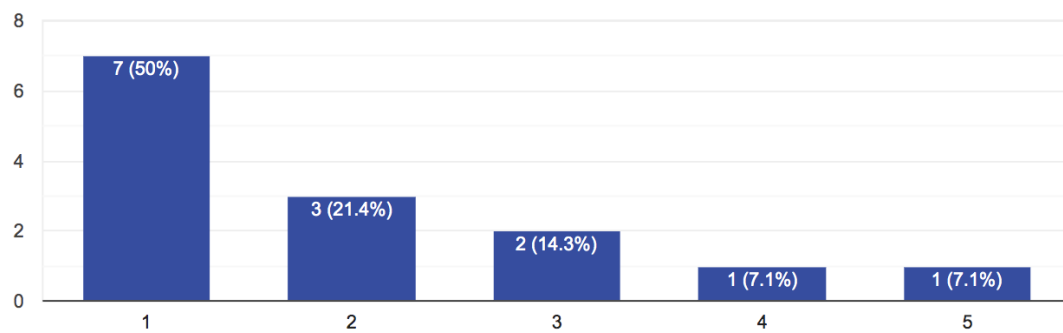
## Concluding thoughts:

**I could learn about pandemic public policy if I worked alone with this eBook.**
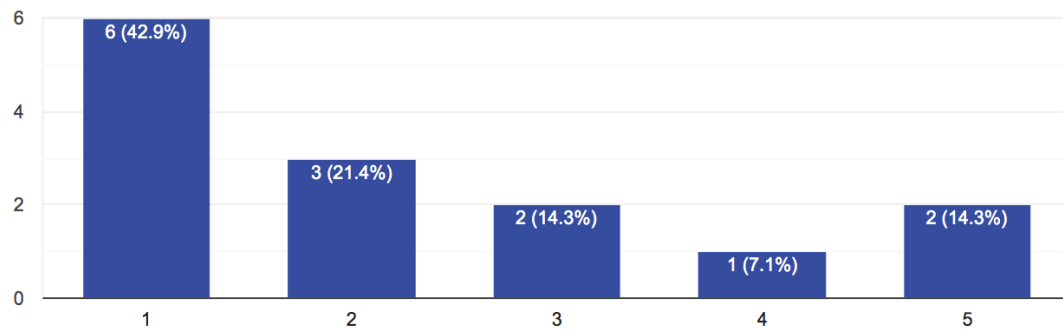
14 responses



**Typical university students could learn about pandemic public policy if they worked alone with this eBook.**

14 responses



**Question:**
**What would improve your learning experience with this eBook?**
**14 responses**

**Respondent Answers:**

I'm a visual learner so I really enjoyed the images that the quizzes have. Something I really like in other courses are videos that are no longer than 7-10 minutes. I think this really helps in ensuring that the readings don't make students feel uninterested as they go through the course.

I might add a list of key ullet points for each section what are the most important things students should take away (maybe thee could be unlocked after completing the quizes?). Or a conclusion section that rpovides a similar summary and suggestions for future research.

Being able to read it as an audio book!

I think adding guest speakers who have expertise in each module like an Indigenous policy expert or a researcher working on economic impacts of COVID-19 would complement the readings and assignments very well.

If possible, having the e-book in a pdf format so students would be able to access it offline could be beneficial.

I thought that the e-Book was easy to use and navigate. The font size and style was easy to read, and the layout looks very professional and clean. More interactive content would have made it more engaging.

As a visual learner, visuals would have made it better while going through the eBook. Specifically videos / infographics.

I thought it was mostly good. It was a little simple and more useful for a first or second year course, but it wasn't academically rigorous. Having done an asynchronous online course in the past, this was much easier to use and navigate, and I learnt more from this than that previous course.

It may be beneficial having audio text reader for accessibility purposes. It may be beneficial to for some users to listen to the articles instead of reading them.

More fact-based, objective writing. The text sometimes felt more like an op-ed than an unbiased article.

Quizzes could be more difficult so students are engaging on a deeper level with the content and not just skimming for the answers.

Maybe links at the bottom of each reading for further engagement/ additional readings.

I liked how the Ebook included a quiz at the end of each section and a policy brief assessment at the end of each module. I think this is important to help engage students with the content and ensure that students are completing all the required readings and content. I think there could have been more videos incorporated to engage students who are more active listeners. Also, I think the quiz questions could be made more difficult to engage students to think more about the content and not just control F the answers.

Key questions at the end of the chapter/ talking points at the end of the chapter

**Question:**

**How could an instructor help you if you were using this eBook as part of a course? 14 responses**

**Respondent Answers:**

Prompts to connect it back to my own program and learnings would be helpful. I think the experience would be different based on course size as well as if it's virtual or in person but if the instructor was able to connect the learnings and urge students to speak on their own learning then that would be more engaging.

The e-book is pretty long and comprehensive. I think an instructor assigning only certain blocks could ensure students aren't overwhelmed by the material

Supplement with current government changes.

I think being able to answer questions, clarifying any key words or content-related questions would be useful. Also, being able to facilitate in-class discussions in a holistic way to foster new ideas would be great.

I can't foresee a circumstance where an instructor would have to help me using this e-book. The e-book is extremely accessible and I don't think any issues will arise on that front.

In terms of the actual content, some of the issues written in the e-book continue to evolve. An instructor could add perspectives from their lived experience and ensure students are informed of the current state of affairs. For example, the piece on vaccine mandates/passports amid the 2021 election- the issue has evolved since and I am sure will continue to evolve, so this would be something an instructor can provide insight into to supplement the content in the ebook.

- Instructors could provide additional reading material to help respond to the Policy Brief Assessments (e.g. peer reviewed articles).

- They could select specific articles and draw connections between sections (e.g. between articles affecting Indigenous communities).

- They could clarify questions regarding complicated language.

- They could clarify questions regarding jurisdiction over the different policy areas.

- They could put students in groups to work on the assignments.

- They could provide feedback on student work.

Have class discussions based on this. For one of my courses, we did all the readings before the class and then class time was solely discussions that were led by groups of students. Each week was different and the students had to come up with questions to ask the rest of the students to encourage discussions about the readings. This was something that I thought was really valuable and helped me understand the class material better.

An instructor would just help with videos and clarification on some of the topics. Regular office hours would it help, or make it a hybrid course where the instructor holds a lecture once a week to go over the module material assigned for that period.

I think this eBook does well on its own in which it may not require instructor assistance in a course. Instead, the readings could be assigned in class for homework, and then tutorials could be

used as a way to go through the Policy Brief Assessment in an interactive manner (possibly in groups). I feel as though this would be a good integration of the eBook in a class setting.

N/A

Instructor could provide support with the assessments- possibly make groups in the class to do policy briefs together and present them.

I'm an independent learner so I don't think i would really need an instructor, maybe other sources of information where I can additional info/ different perspectives? i.e. I really liked the Indigenous readings which provided a different view to the pandemic.

I think the eBook is a useful tool to understand the issues related to the pandemic in greater detail. I think an instructor should be there to help solidify the main ideas in the book and prompt discussion as to how some of these issues may be solved from a policy perspective.

If anything would like to see the possible course material (ie. syllabus, schedule, lecture topics) to see how the chapters relate back to the course

**Question:**
**Is there anything that could be added to (or subtracted from) the eBook that would improve your learning? (e.g. more readings, quizzes, assessments, videos, audio, infographics, etc.) 14 responses**

**Respondent Answers:** More videos/graphics/infographics would be nice. Again, this would help visual learners like myself!

I think a better overview of how pandemic spending is likely to have long-term affects on things like inflation and whether or not/how much this will be an ongoing discussion and problem in the future. I don't think there's quite enough about the obstacles facing canda's pandemic response.

I think you could integrate like "conversation questions". I know this is silly but like, questions classmates could discuss in breakout rooms or at dinner with their friends and family!

I think more infographics may be useful in certain areas and examples of policy briefs for students to understand how to write an effective policy brief. I think adding space for 50~ words to be written as a final question for quizzes in some modules may be beneficial.

Personally, I didn't think the infographics were effective or necessary, but I can understand how it may be beneficial to some readers.

- More videos or audio (e.g. radio, podcasts) would help make the e-Book more interactive. Especially since the content is online, it would be nice to use diverse kinds of media.

- Articles with many numbers (e.g. 5g) could be enhanced by included visuals/infographics

- I was surprised to find little mention of international travel in the content that I reviewed. Considering that Canada is a diverse country, travel restrictions have greatly impacted the ability of migrant communities to visit their loved ones.

- I would have liked to see articles about Canada's foreign policy throughout the pandemic. For example, distribution of vaccines to developed/developing countries, and how the pandemic has affected Canada's relationships with other nations.

Visuals could be added as stated above.

The quizzes being a bit more complicated would also make it more challenging.

If there is an option to add audio, one of my courses would had podcasts/interview clips that we had to listen/watch and then based the quizzes off of that.

I think videos and infographics would help. The modules I did were a bit dry and didn't have any multimedia. The interactive quizzes helped, but it didn't engage me very well.

I believe it may be beneficial to add more colour the Ebook to be more eye-catching however, it should not distract from the text or material either. It may also require a title page alongside the introduction to compel the reader to read this Ebook. Not only that, but I think adding an audio text reader is necessary for accessibility purposes.

Yes, anything that could break the book up into different parts, so more of everything listed. Additionally, more variety on the pages themselves (different sizes of text, captioned photos, boxes with definitions/policy concepts described within, etc.)

More videos, audio, infographics, pop-ups, higher difficulty level for quizzes, better design (colour scheme, layout, fonts, etc.). Maybe adding an audiobook option to each module since some students are auditory learners and also for accessibility reasons.

More infographics!

I think more info graphs and videos could be added to improve the eBook. Some students are better visual learners and thus videos and info graphs may be more helpful and engaging for those types students. Also, I do not think there needs to be more quizzes, but I do think the quizzes need to be made more difficult especially for a university level course.

Readings are a decent length, perhaps do a longer quiz at the end of the chapter and perhaps allow the student to see their progress in the chapter. Would be helpful to know what the assignments are for the entire course on one page rather than several. Videos and podcasts would be helpful as well. Overall good start, hope my feedback can be noted.