

USU ACADEMIC ADVISORS TRAINING MODULE

Detailed Requirement Development
by The NEWbies

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InsT6800 Project in Instructional Technology
Detailed Requirement Development

Fall 2003

Change History

S/No.	Item(s) Changed	Date Updated	Changed By	New Ver. No.
1	Compilation, editing of language, creation of 1.0.	2 Nov	Tan	1.0
2	Editing. Addition of sections.	4 Nov	Lee	1.1
3	Editing. Addition of Gagne's Theory. Update of content in relation to latest developments as discussed in meeting.	5 Nov	Tan	1.2
4	Editing by Lee. Format adjustment by Tan.	5 Nov	Tan	1.3 Final Version



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Detailed Instructional Objective (Terminal & Enabling)

Terminal Objective

The instructional objective of this training module is to enable the academic advisors of Utah State University (USU) to effectively make use of all available resources to solve problems pertaining to transfer articulation advising, during the course of performing their everyday duties.

Enabling Objectives (Cognitive)

There are two primary enabling objectives for the learners and three secondary enabling objectives. The three primary enabling objectives will be achieved by presenting the learners with the relevant resources, and then specifically testing their knowledge and more importantly, their ability to *apply* their knowledge by solving scenario-based questions. Whether or not the primary enabling objectives are achieved can be evaluated by the test results of the activities, which will be described in the next section of this report. The primary enabling objectives are:

- The learner will be able to understanding the correct use of five online and paper-based transfer evaluation resources in USU.
- The learner will be able to differentiate between the resources and appropriately use them in combination to evaluate transcripts.

The secondary enabling objectives are non-testable — they are useful skills and procedures that we hope the learners will pick up after fulfilling completing the training module. They are:

- The learner will create bookmarks for each online resource.
- The learner will be familiar with the offices on campus that produce and maintain the transfer evaluation resources.
- The learner will build a network of fellow advisors and resources that he/she can tap on when he/she needs assistance.

Enabling Objectives (Affective)

There are two affective enabling objectives for this training module, which will enable the learner to develop a positive attitude towards using the five resources to assist their work.

- The learner will not be apprehensive or be resistant in any way on using the five resources to aid their work.



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- Instead of using intuition, the learner will use the resources to make their transcript evaluation so that it is as objective and systematic as possible.



Detailed Outcome Assessment Strategies & Procedures

The training module will consist of three assessments to assess the learning outcomes.

Assessment 1: Resource Multiple Choice Quiz

After the learner is presented with information pertaining to each of the five resources (online articulation guide, online transfer guides, online catalog from another university, USU's Advisor Handbook, and the quarter-to-semester conversion tables), he/she will be required to answer five multiple choice questions.

This quiz will be labeled and presented to the learner as “practice” instead of “assessment” or “quiz”. The use of a more informal label for the assessment is to avoid intimidating the learner, and to keep in line to the semi-informal, conversational language that the instruction is written in.

Results of the quiz will be immediate. Whenever the learner answers incorrectly, he/she will be presented with the correct answers alongside with clear explanations. In this way, the learners will be not only be informed of the correct answer, he/she will learn from his/her mistakes and gain a better understanding of the subject matter.

Assessment 2: Combination of Resources Quiz

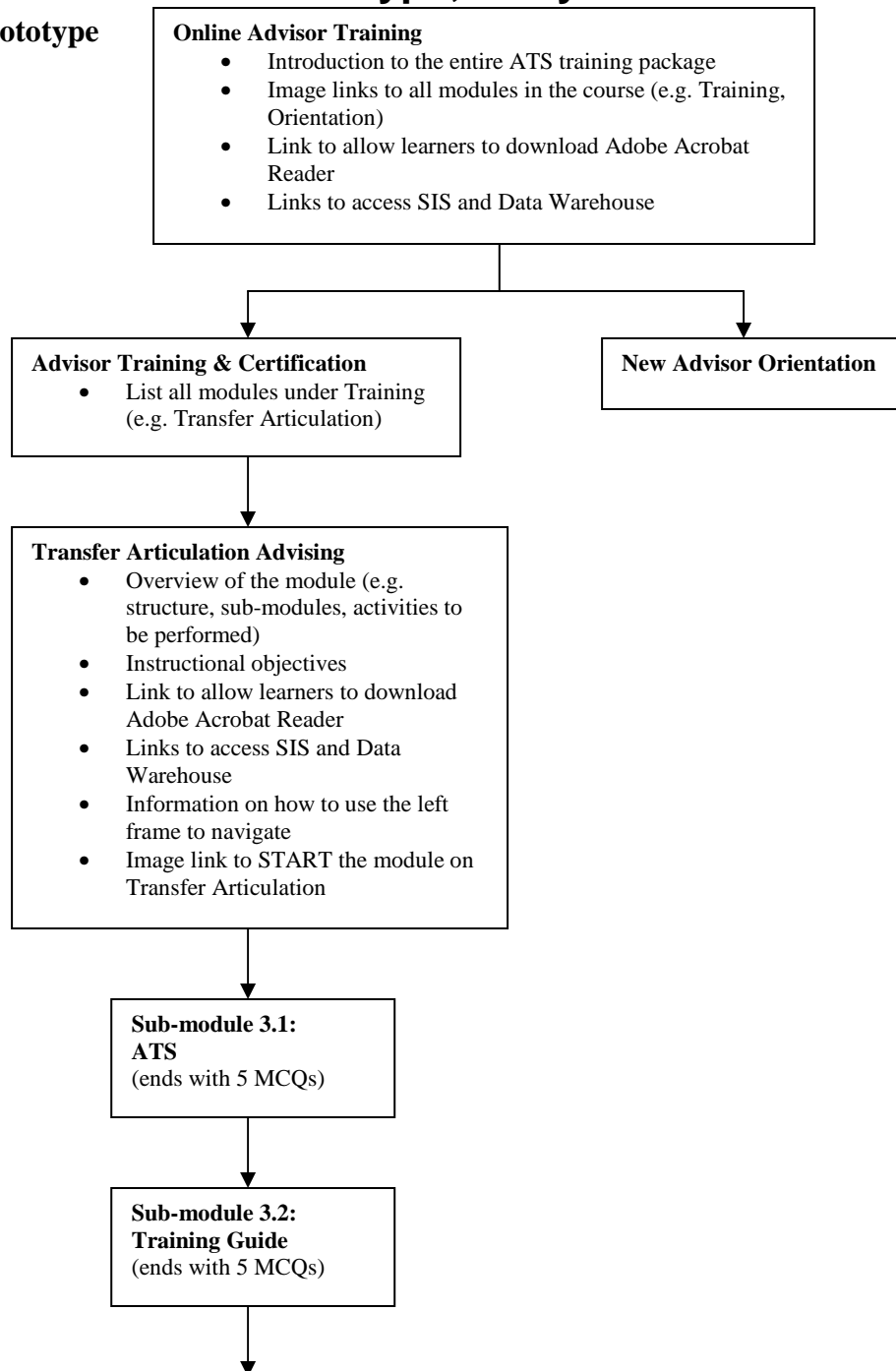
After the learner has leant about the five resources and taken the respective multiple choice quizzes, he/she will be required to apply his/her new skills to evaluate a more complex transcript — one that involves using a combination of the resources. The learner will first be presented with instructions on how to use the five resources in combination. After that, he/she will then be assessed by answering five short answer questions. The results of this quiz will also be immediate, and the learner will be presented with the correct answers if he/she makes any mistakes.

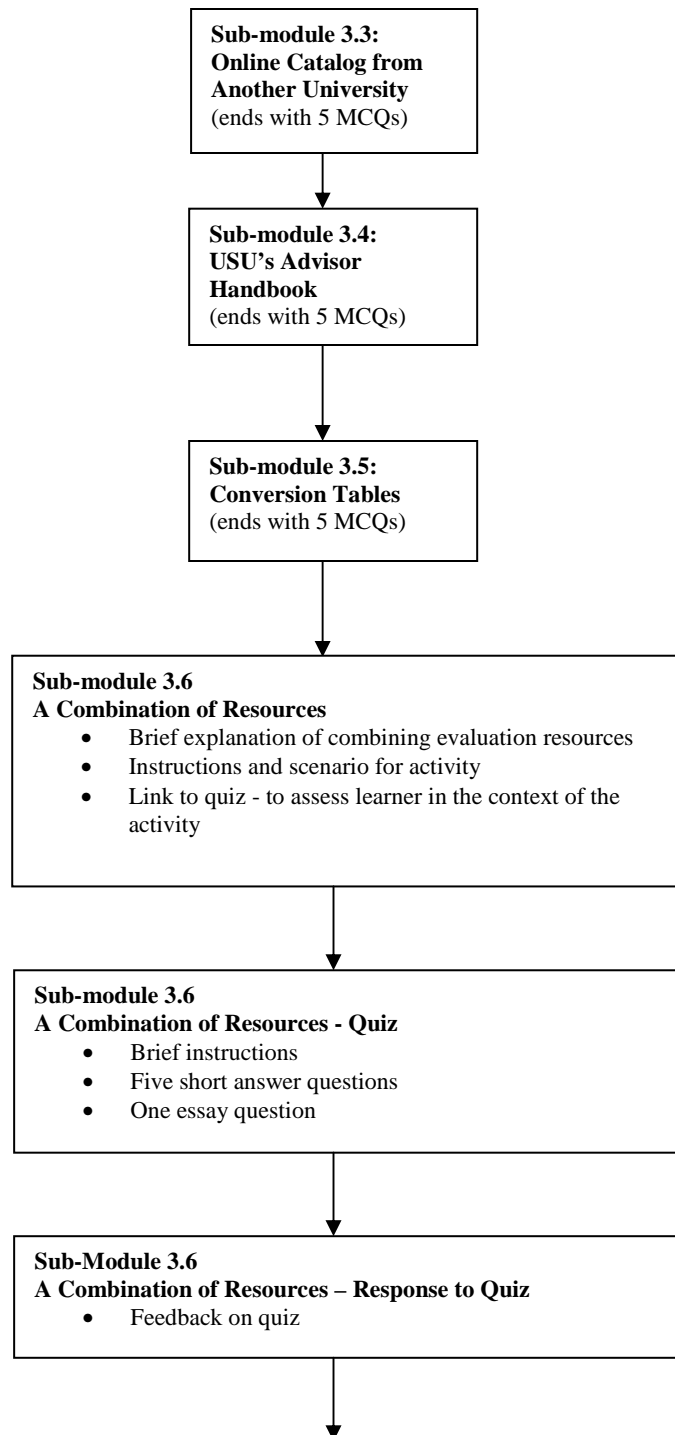
Assessment 3: Appraisal of Evaluated Transcript

The last assessment of this training module will require the learner to appraise a sample transcript that has been previously evaluated by another advisor. The learner will be given a sample transcript as well as documentation left by a previous advisor. From the given materials, the learner has to appraise the validity of the previous evaluation, pick out the mistakes, and make new recommendations. The learner will input his appraisal in a short reflexive essay, which will not be graded.

Detailed Interface Prototype, Storyboard and Outline

First Prototype





Sub-module 3.7

Evaluation of Previously Prepared Sample Complex Transcript

- Overview of sub-module 3.7
- State objective: "The objective of this exercise is to evaluate a student's transcript using the documentation left by a previous advisor. Use the resources to which you have access to assess the decisions made by the previous advisor and record your observations of mistakes and your corrections and recommendations in a memo in the space provided"
- "Next" button to continue



Sub-module 3.7

Evaluation of Previously Prepared Sample Complex Transcript

- Instructions (large readable text): "Please feel free to print out the transcript for your reference. You may want to record your observations on a separate piece of paper before composing your <email/discussion posting etc>".
- Link to sample complex transcript #2 (suggest PDF file so that they can print it)
- Link to SIS and Data Warehouse
- Link to ATS
- Link to Training Guide
- Link to Catalog site for school(s) from which the sample transcript is issued
- Link to Resource #4
- Link to Resource #5
- Included text box and submit button
- OR link to email/discussion forum
- "Next" button to continue



Sub-module 3.7

Evaluation of Previously Prepared Sample Complex Transcript

- Review of the mistakes included in the sample complex transcript #2 and recommendations
- Suggest using a graphic highlighting the different elements on the transcript and corresponding expert advice/evaluation
- "Next" button to continue



Sub-module 3.7

Evaluation of Previously Prepared Sample Complex Transcript

- Conclusion
- Debrief
- Overview of the skills taught and detailing additional resources that may be useful for the learners



Site-map in left frame

- Homepage (Online Advisor Training)
- Advisor Training & Certification
 - Transfer Articulation Advising
 - ATS
 - Transfer Guide
 - <Resource #3>
 - <Resource #4>
 - <Resource #5>
 - Complex Transcript
 - Evaluation
 - <Future module under Advisor Training & Certification>
- New Advisor Orientation
 - <Future module under New Advisor Orientation>
- <Future training course under Online Advisor Training>
 - <Future module>

Instructional Design Strategy

In designing this piece of instruction, Gagne's Nine Events of Instruction will be used as guidelines for development.

Gaining Attention

Although there will be no explicit attention grabbing activity for this module, the language and layout of the instruction will be written with the aim of gaining and maintaining the learner's attention.

Verbose language will be avoided in writing the content of the training module. The instruction will be written in a semi-informal, conversational language so as to engage the learner. For the same reason, the components of the instruction will be given labels that appear non-intimidating to the learner. For instance, the quizzes are labeled as "practice" instead of "test" or "assessment".

In designing the layout of the instruction, the team will refrain from using lengthy paragraphs, and putting too much information on a single page. The content will be presented in short paragraphs, and bullets will be used whenever possible to enhance readability. If a particular module has a large amount of content, it shall be broken down into a few pages so that there will not be excessive scrolling.

The use of a conversational language and a reader-friendly layout will help to gain and sustain the learner's attention throughout the training module.



Informing Learner of Objectives

The learner will be informed of training objectives and required quizzes (presented as “practice”) in the “Overview” section that will precede every resource module. Making the learner aware of the training objectives will help him/her develop and hold onto expectancies to the instruction, thus enhancing the learner’s preparedness and ability to process information.

Stimulating Recall of Prior Learning

It is assumed that the learner will have at least partial rudimentary of the resources and evaluation skills that will be taught in this instruction. Hence, to stimulate recall (and to serve as an introduction for some learners), the different resources pertaining to the instruction will be introduced and described at the beginning of the instruction.

Presenting the Content

The content will be presented in the WebCT environment. It is mostly text-based, with links to different relevant resources and documents.

Providing “Learning Guidance”

Although there is a navigation menu at the left side of the screen that allows the learner to “jump” to any sub-module instantaneously, this feature is meant for learners who cannot complete the training at one sitting, and have to take it in two or more sessions. The main interface is designed in such a way that it is largely linear and guided – learners are led through the instruction in a sequential manner, so that sufficient prior knowledge is imparted before they move on to the next stage of the instruction.

Eliciting Performance

The three Assessments will be used to elicit, as well as assess, learner performance. Typically, assessments are not used to elicit performance, because it is more desirable to elicit performance by asking the learner to demonstrate his/her skills without penalty. However, in this case, the three Assessments are presented to the learner as “Practices” instead, thus taking away the “assessment” element in the eyes of the learner.

Providing Feedback

In Assessments 1 and 2, the learner will be presented with correct answers alongside with clear explanations. This will serve as feedback from which the learner can learn from his/her own mistakes.

Assessing Performance

The learners will be required to take three Assessments in order to assess their performance.



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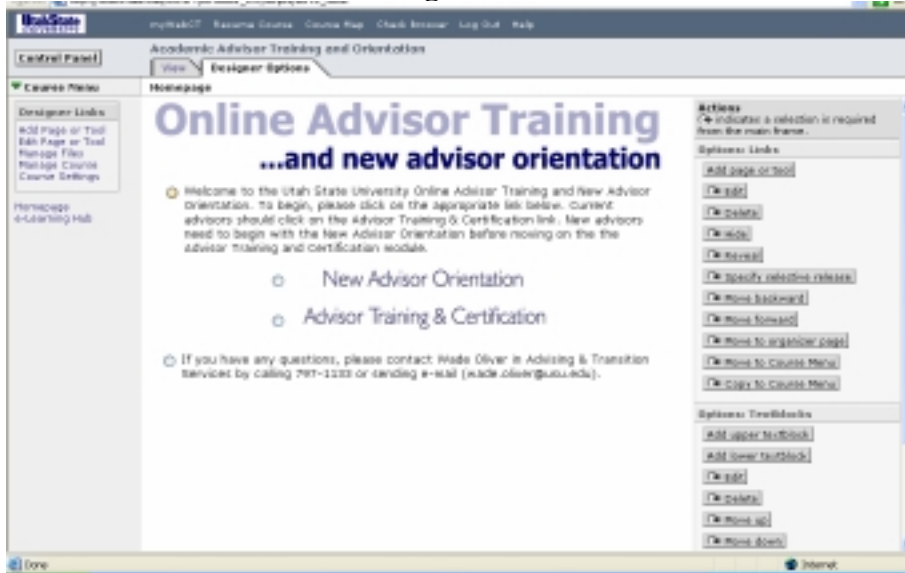
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Enhancing Retention and Transfer

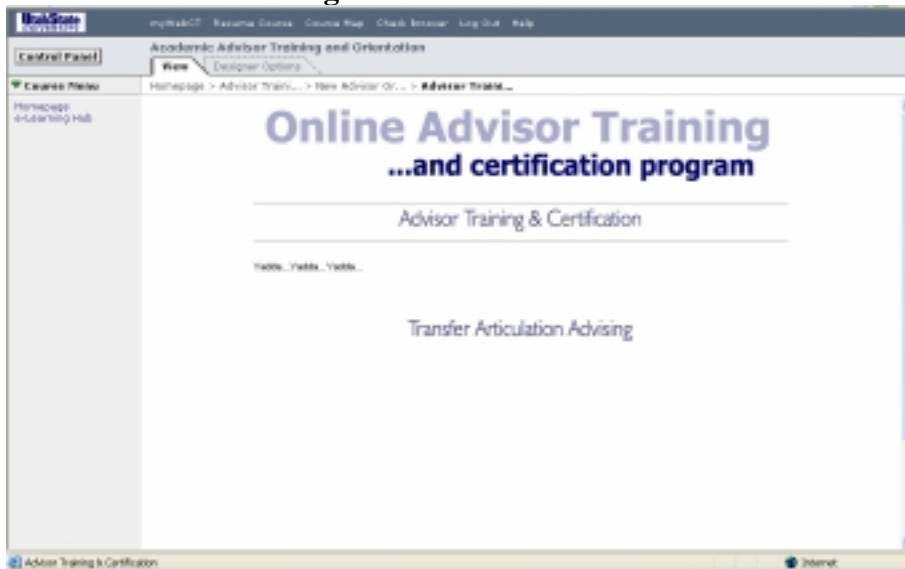
In addition to performance assessment, the three Assessments will serve to enhance knowledge transfer and retention for the learner. In Assessments 1 and 2, the learner will be presented with correct answers alongside with clear explanations. This will ensure that the learner learns from his/her mistakes. The reflection essay in Assessment 3 helps the learner reflect on the content of the module in entirety when he/she evaluates a sample transcript. The learner will also be encouraged to create bookmarks for easy reference and to build a network of fellow advisors to tap on for assistance. These will help the learner create access to information for the future.

User Interface

1. Online Advisor Training

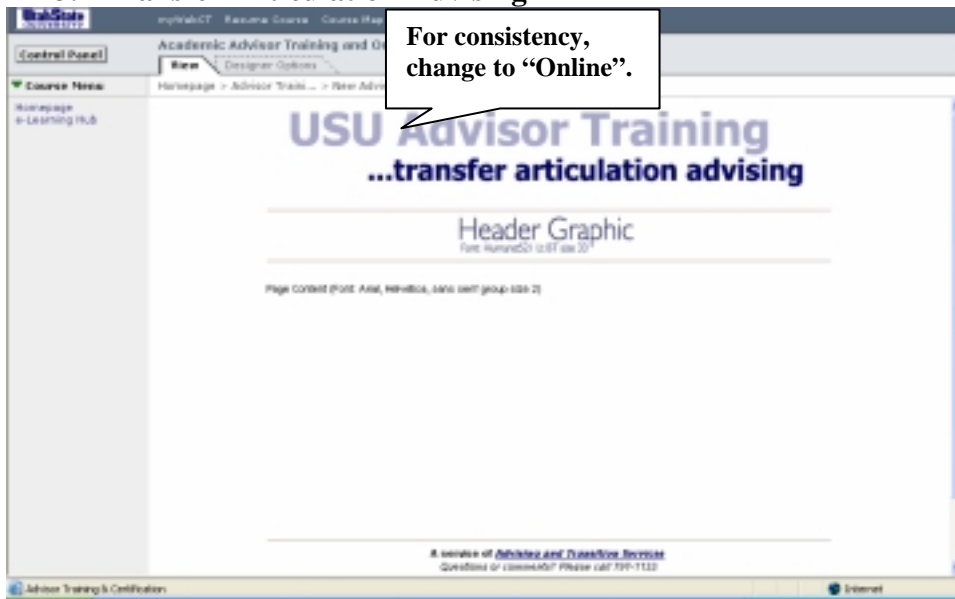


2. Advisor Training & Certification





3. Transfer Articulation Advising





Rapid Prototype for Stage 1 or Small Product Slice

To access a rapid prototype for the training module, visit <https://webct.usu.edu>.

Please login using the following Id and password:

WebCT ID: thnewbies44

Password: 1234567

Quality Assurance Plan

The following measures have been established to ensure that the product is developed under a clearly-defined quality assurance plan. All measures will be carried at different phases of development and evaluation.

Development work in WebCT

File Structure in WebCT

All developers in the project team will have access to the designer module in WebCT. To create web pages and content in a WebCT environment, a developer has to upload the files into the working domain. The domain is defined by a file structure where the files are classified and stored based in specifically named folders in the directory.

The file structure is as follows. To avoid duplication and corruption of files, the project team will be working only within those directories which are bolded in the diagram below.

My-Files

html

orientation

training

html

images

banners

buttons (contains global buttons for entire training – next.gif, back.gif, begin.gif)

header-graphics

transfer-articulation (module directory containing all elements below)

AV (contains all audio/video files for module)

html (contains all html files for module)

images (contains all global images for module as well as the directories listed below)

header-graphics (contains header graphics for all html pages in module)

screenshots (contains all screenshot graphics for module)



File Updating

When it is necessary to work on a file from the training, the developer must first download the file from WebCT to ensure that the latest version is being used.

When the developer has finished working on a file (or if he/she plans to do continue later), he/she must first upload the file to WebCT so that the latest version is always available for other developers.

In the unlikely event that two or more people are working on the same file at the same time, it is important to communicate with one another and pay attention to the file size and upload dates represented in the WebCT File Manager.

File Naming

In addition, a file naming convention is defined and will be adhered to by the team. This allows a designer to locate and recognize a specific file and the nature and purpose of the file.

General

- Files should be named according to the graphic header used on the page (i.e., welcome.html). If more than one page has the same graphic header, then the file names should include a numerical designation (i.e., welcome-2.html)
- When naming files or directories, a dash [-] rather than spaces or underscores should be used when two words are used for the file name (i.e., transfer-articulation.gif).

AV

- Audio and Video files should be named according to the html page on which they reside along with a content description (i.e., welcome-2-sis-demonstration.mpg).

Graphics

- Graphic files which are also text should be named with two or three descriptive words from the text they represent (i.e., training-certification.gif).
- All other graphic files should be named in a descriptive fashion according to what they represent (i.e., screenshot-ats.jpg).

Backup/Redundancy

- After working on a file, the developer must place a redundant copy of the file in a backup directory on his/her computer with the date worked on in the title (i.e., welcome-2-oct-31.html). These can be deleted en mass at the end of the project.



Test Scripts

Stakeholders and project team members will be conducting User Acceptance Tests (UATs) for every prototype and beta version. From Prototype 3 onwards, the Project Manager will issue a set of test scripts to every tester. The purpose of the test scripts is to allow a tester to:

- Refer to the test items in the test scripts during UAT
- Carry out the activities in sequence as listed in the test script
- Determine the defects based on the expected results for the test items
- Log down any defects related to a specific test item
- Facilitate formative evaluation

As such, the test script will contain:

- All possible scenarios that a user can experience in a WebCT environment
- Expected results for every component that has been developed in the latest version of the prototype

Testers will submit their test scripts to the Project Manager who will consolidate the defects in the Change Request Log for further review. Defects that are scheduled to be rectified in the next prototype will be further tested to ensure quality delivery.

An example of the test script can be found in the Appendix.

Test scripts are not used for the first two prototypes as the assessment modules are not expected to be ready yet. Any defects on the interface, template, and content that are identified can be logged in the Change Request Log during the feedback discussion or technical review between the stakeholders and the project team.

Change Request

As mentioned in the Feasibility Study Plan, a Change Request Log will be maintained by the Project Manager to record and manage all change requests and defects during the development phase of the project. Please refer to the Feasibility Study Plan for more details.

Formative Evaluation

With reference to the Project Schedule in the later section, two formative evaluations have been planned. The first one is to be carried on Prototype 3 which has the assessment modules built in. The second one is to be carried out on the beta version of the product to verify that all defects from the previous prototypes have been rectified, and all functionalities and content are bug-free.



One-to-One phase in the formative evaluation will be carried out while small-group and field trial will not. This is due to the limited number of advisors available for testing.

Three Main Criteria

The three main criteria that the first formative evaluation is based on are as follows:

- Clarity of instruction
 - Vocabulary and grammatical structure of text and instruction (are there any grammatical errors or vocabulary mistakes in the instructions?)
 - Complexity of content (is the content too complex for the learner to follow?)
 - Does the learner find the user interface difficult to navigate?
 - Is the pace of instruction too fast or slow for the learner?
 - Does the learner find any difficulties in following the instructions or carry out the activities?
- Impact on learner
 - Does the learner find the examples and demonstrations useful and informative?
 - Does the learner find the knowledge gained at the end of the course useful to their daily work?
 - Does the learner find the activities and assessments difficult?
 - Does the learner find the activities and assessments useful in their learning process?
- Feasibility
 - Does the learner feel that he/she will readily apply the skills in their daily work?
 - Did the learner encounter any technical difficulties while using the courseware?
 - Does the learner feel that too much information is packed into the courseware?

Target Audience

The formative evaluations will be performed by the advisors in Utah State University (USU)'s Advising and Transition Services Department (ATS) and HASS Advising Center. It is understood that, to conduct a good evaluation, a minimum of 30 learners are usually required. However, due to the lack of advisors available, the sample size will be reduced to about five to ten.

Questionnaire

The advisors who participate in the formative evaluations will be required to complete a questionnaire. The draft of the questionnaire can be found in the Appendix.



As the number of participants is small, the data may not be representative of the target population. However, this questionnaire will be refined and used when other modules are developed into the course, and more advisors are available to participate in the formative evaluation.

The data gathered from the first formative evaluation will be summarized and analyzed. Data from the second formative evaluation will also be summarized and compared with the first set of data to see there is any improvement. Similarly, the small number of advisors may yield undesirable results.

Comments from both evaluations will be reviewed and may be developed into the final version of the product if time and resources allow. Such changes will be logged into the change requests.

Technical Reviews

As mentioned in the Feasibility Study Plan, technical reviews will be conducted by the stakeholders and project team for the following purposes:

- Brainstorm solutions and ideas
- Review comments from testers
- Review change requests logged by testers
- Schedule the deliverables for the next prototype
- Distribute workload between team members

Minutes of meeting will be taken for all meetings for future references.

Integration Testing

The Transfer Articulation Advising module is the first module for an online-accessible advisor training program. USU Office of Advising and Transition Services will subsequent use this module as a benchmark and template to create other modules. Eventually, the entire program will be used to provide orientation, training, and certification for new advisors.

As such, the product to be delivered for this project will not be undergoing any integration testing. Also, since the courseware is created within the WebCT environment, there will not be any foreseeable integration and development issues.

Also, there are no foreseeable integration issues for the future modules as WebCT allows them to be created independently and link to the homepage using image links or hyperlinks.



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However, it is important to note that, since this is the first module ever developed for the training program, all documentation must be properly in place for the future project team to refer to. The documents are:

- Budget log: this allows subsequent developers to estimate the project budget
- Man-hours: this allows the project manager to estimate the human resources needed
- Detailed requirements and prototype plans: this allows the development team to create the prototypes based on the style guide, previously-created prototypes, and activities in the first modules

Lastly, the development of evaluation section will exclude grading system as the certification module has not be developed. It is the stakeholders' intention to subsequently use the assessment results to incorporate into the overall certification process. However, the MCQs, short answer questions, and short essay to be created in the Transfer Articulation Advising module can be integrated easily using WebCT functions when the other modules in the Online Advisor Training program is ready.



Detailed Courseware Development Plan

As mentioned in earlier sections, the courseware is to be developed in USU's existing WebCT site. The following activities were carried out:

Creation of Login Ids

To facilitate the development, all team members were issued with login Ids to access the WebCT site with designer's rights. In addition, another ID was created to allow the team to access the training as a learner. This is to facilitate the project team to review the design in a learner's perspective.

Creation of Templates and Images

Templates and images for the respective pages were created by Chief Researcher based on Prototype 1 Plan. A file structure and guidelines were created to manage the files and images in the WebCT file domain.

Drafting Content

The first draft of the content was created by Chief Course Designer. The content will be uploaded into WebCT during the development of Prototype 2.

Course Activities

The preliminary design for course activities were drafted by Chief Course Designer. Likewise, the activities will be uploaded into WebCT during the development of Prototype 2.

Course Evaluation

The preliminary design for course evaluations were drafted by Creative Director. Likewise, the activities will be uploaded into WebCT during the development of Prototype 2.

Tools

All pages were created using Macromedia Dreamweaver while images were created using Adobe Photoshop.

With reference to the project schedule, the following activities will be carried out from Week 4 to Week 7:

Prototype 2

The purpose for Prototype 2 is to insert the elements of the courseware such as content, images, templates, links, and activities into WebCT. This allows the stakeholders and the project team to review the preliminary design and identify areas of improvement.



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Prototype 3

The purpose for Prototype 3 is to refine the content, fix any defects, and insert the preliminary design for evaluation module into WebCT.

Formative Evaluation

A first round of formative Evaluation will be conducted with a sample size of target audience learners. Please refer to section on formative evaluation for more details.

Prototype 4

Prototype 4 is only necessary if more changes are identified and need to be built into the product for quick review before the final evaluation. Otherwise, this phase will be cancelled and the project team will devote all resources into the development of the final product.

Beta Version Testing

A final round of testing will be conducted on the beta version of the product by the team members before the final round of formative evaluation. All defects will be rectified before the formative evaluation.

Final Formative Evaluation

Please refer to the section on formative evaluation.

Final Delivery

Minor defects and changes that are highlighted from the feedback from final formative evaluation will be rectified or developed in the final product. A last round of testing will be performed by stakeholders and team members before signing off the project for use.



Project Estimate Update

Budget

The initial project budget estimate as mentioned in the Feasibility Study Plan remains unchanged at US\$100.00.

Man-Hours

For the first week of the project, a total of 18 man-hours had been contributed by the team. Therefore, it is estimated that, on average, each team member will contribute approximately 4 man-hours for each subsequent week. As such, for a project that spans over eight weeks, the total man-hours required for the entire project is estimated at 160.

An estimate for the cost per unit of man-hour will be factored into subsequent report for the purpose of accounting for the contributions by the team members to the total cost of the project.

Project Schedule

Project Milestones	Target Dates	Actual Date
Team building	15 Oct	15 Oct
Finalize project scope	17 Oct	17 Oct
Feasibility Study	20 Oct	20 Oct
Preliminary Requirements	27 Oct	27 Oct
Prototype 1: GUI, template layout, file structure, screen flow, identify main content	3 Nov	31 Oct
Detailed Requirements	3 Nov	3 Nov
Prototype 2: Create GUI, templates, web pages, insert main content, identify assessment activities in WebCT	5 Nov	
Prototype 3: <ul style="list-style-type: none"> • Include more content if necessary • Incorporate accepted change requests based on formative evaluation from Prototype 2. • Develop assessment modules and activities 	12 Nov	
Formative Evaluation Report	17 Nov	
Prototype 4 (if necessary): <ul style="list-style-type: none"> • Incorporate accepted change requests based on 	19 Nov	



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Project Milestones	Target Dates	Actual Date
formative evaluation from Prototype 3		
Beta Version Testing: <ul style="list-style-type: none">• Incorporate accepted change requests based on formative evaluation from Prototype 3	24 Nov	
Final Formative Evaluation	26 Nov	
Project Completion/Presentation	5 Dec	

The project schedule has been updated as shown in the table above. The first rapid prototype was delivered on 31 October, three days ahead of schedule. Instead of having two main prototypes, i.e. Stage 1 and Stage 2, four rapid prototypes have been planned with distinct goals for each one. A beta version testing is scheduled on 24 November to facilitate the final formative evaluation which is due on 26 November.

Updated Risk List

The following five possible risks / liabilities to the project were identified in the Project Feasibility Study:

- Unexpected Reformation of SIS System Features & Interface
Has no impact on the project yet.
- Information Loss
Has no impact on the project yet. All working files and documents are duplicated and stored in accordance to the procedural guidelines listed in the Feasibility Study Plan.
- Failure to Streamline Content
Has no impact on the project yet. It will be closely monitored when the content is developed in Prototype 2.
- Group member incapacitation
As mentioned in the Preliminary Requirements Plan, the temporary absence of two project team members in the second week due an academic conference has negligible impact on the status of the project, and design and development is still progressing according to the planned schedule.

One important event that may impact the project is that the Project Manager, Yat-Soon Lee, will be on a personal trip from 27 November to 30 December. With reference to the Course Calendar, the deliverables that are may potentially be impacted are: beta version of product, final version of product, presentation and team evaluations.

Beta version

With reference to the project schedule in previous section, the beta version is scheduled to be completed on Week 6 (17 to 23 November). As such, if there are no major setbacks, the Project Manager's absence will have no impact on this deliverable.

Presentation

The Project Manager will create the first draft of the presentation after brainstorming with the team. The presentation plan and activities will be finalized by Week 7 and all workloads are distributed to the team to ensure that the presentation will be ready on 5 December.

Final version

With reference to the project schedule in previous section, the final version is scheduled to be completed on Week 7 (24 to 30 November). The Project Manager will ensure that all UATs are completed and all defects rectified by 26 November. He will ensure that the product is ready for implementation by 1 December.

He will ensure that all documents are updated with the latest status. He will then hand over all updated project documentation such as Team Project Log, Budget Log, Schedule Log, Change Requests, and Minutes of Meeting to a designated team member for printing and further updates, if necessary.

At the end of Week 6, he will identify key areas of the project to work on and divide the workload to the team members to ensure the project milestones are completed on schedule.

He will also designate one team member to update him on the progress in the final week through emails. He can communicate with the team through telephone and send documents (e.g. final reports) through emails, and also monitor the development of the final product through Internet as WebCT is web-based.

- **Overcompensation by SMEs within Team**
Thus far, the presence of SMEs within the team is the catalyst for the significant progress in the project. All brainstorming sessions were efficiently conducted that resulted in Prototype 1 being completed two weeks ahead of scheduled. Formative evaluation in the form of UATs will be conducted to ensure that there is no overcompensation.



Appendix B: Formative Evaluation Questionnaire

Formative Evaluation Questionnaire

Thank you for participating in this formative evaluation for USU Advisor Training Modules. Kindly complete this questionnaire and return to Wade Oliver or Susan Parkinson. Your feedback is invaluable to us.

Learning Objectives (Please circle an appropriate value.)

The objectives of the course were stated clearly.

(disagree) 1 2 3 4 5 (agree)

The objectives of the course are relevant to my job.

(disagree) 1 2 3 4 5 (agree)

Any comments?

Design (Please circle an appropriate value.)

The course content and activities are engaging.

(disagree) 1 2 3 4 5 (agree)

The course is easy to move through.

(disagree) 1 2 3 4 5 (agree)

The design is flexible enough for me to move around at my own pace.

(disagree) 1 2 3 4 5 (agree)

Any comments?

Activities (Please circle an appropriate value.)



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There are an ample number of activities.

(disagree) 1 2 3 4 5 (agree)

The placement of activities makes sense.

(disagree) 1 2 3 4 5 (agree)

The activities helped to reinforce my understanding of the content.

(disagree) 1 2 3 4 5 (agree)

Any comments?

Content (Please circle an appropriate value.)

The content is accurate.

(disagree) 1 2 3 4 5 (agree)

The course content is covered to an appropriate degree of breadth.

(disagree) 1 2 3 4 5 (agree)

The content is clearly explained.

(disagree) 1 2 3 4 5 (agree)

Any comments?

Navigation and Instructions (Please circle an appropriate value.)

The navigation is intuitive.

(disagree) 1 2 3 4 5 (agree)

The program directions are clear.

(disagree) 1 2 3 4 5 (agree)



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The exercise directions are clear.

(disagree) 1 2 3 4 5 (agree)

Any comments?

Logistics / Performance

How long did it take you to complete the course? _____

Did you complete it in one sitting? (*Delete inappropriate*)

Yes/No

If not, were you able to pick up easily where you left off? (*Delete inappropriate*)

Yes/No

There were no delays in accessing the content; performance was sufficient.

(disagree) 1 2 3 4 5 (agree)

Have you taken computer-based or Web-based training courses before?

(*Delete inappropriate*)

Yes/No

If yes, how does this course compare?

(worst) 1 2 3 4 5 (best)

Any comments?

Miscellaneous

What would enhance this learning experience?



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What additional content would you like to see developed in the future?

*End of Questionnaire
Thank you!*