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PBS Tech*Knowledge Evaluation Report

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PBS Tech*Knowledge Course Evaluation

Executive Summary

Tech*Knowledge developed a series of professional development services to improve instruction and support the integration of technology into teaching and learning. To accomplish this objective, Tech*Knowledge created a series of Learning Modules that consist of 15-20 hour mini-courses for teacher professional development that can be used for pre-service and in-service teachers.

Each Tech*Knowledge module contains announcements, video vignettes, readings, activities, assessments, a recommended schedule, assignments, and an instructor guide. The modules were mounted within the Blackboard learning environment which enables a collaborative learning environment between a facilitator and learners.

Thirty modules were the subject of this evaluation:

- Teaching Online: An Introduction for Instructors
- Learning Online: An Introduction
- Student Evaluation Module
- Instructor Evaluation Module
- 26 Tech*Knowledge modules

Evaluation surveys used a four point Likert scale to capture information from both course instructors and students on 25 course attributes including:

- Overall course module characteristics
- Ease of use
- Amount and quality of work
- Assessments

In addition, each module evaluation solicited respondent comments and suggestions concerning:

- “Best liked” and “least liked” aspects of the module
- Suggestions for improving course content
- Likelihood of exploring the Tech*Knowledge environment again
- Consistency between the stated module introduction and goals and the module content
- Accuracy and appropriateness of schedule and time allocations for module activities
- Suggestions for additional types of assessment
- Extent to which the module was professionally helpful

All data were collected within the Blackboard infrastructure used as the delivery system for the course module and the characteristics Blackboard’s data capture and reporting procedures affected the usability of the resulting data and introduced constraints on data analysis and interpretation which precluded any post hoc analysis of the data. The findings and conclusions suggested by the data are “formative” or “directional” and provide useful information for course developers wishing to enhance and/or improve course module design and content.

Instructors’ evaluations of the course modules were generally very positive. The course modules judged most positively by instructors were:

- SDS 1011: Great Graphics
- THR 1005: Publishing on the Web
- SDS 1000: Macintosh Basics: An Overview

Students also rated the course modules highly. The course modules judged most positively overall by students were:

- SDS 1008: Designing Webquests

- SDS 1014: Writing and the Word Processor
- THR 1003: Real-Time Data

The course characteristics rated most highly by instructors for all course modules were:

- “It was easy for me to become skillful at using this environment.”
- “The content of the module was appropriate for professional development.”
- “The instructional objectives of the module were clearly outlined at the beginning.”
- “The purpose of the module was clear.”
- “Using this environment would enhance the effectiveness of my teaching.”

In contrast, instructors regarded the following attributes as relatively weaker across all of the modules as shown by their generally negative ratings:

- “Video clips were easy to use.”
- “The video clips used in the module provided valuable insight into the content presented.”
- “The content was appropriate to what I would find in a module for graduate credit.”
- “Using this environment would make it easier to teach.”
- “Resources were easy to locate.”

Considering all of the courses for which student ratings were available, the attributes that the students considered the greatest overall strengths of the modules (as reflected by their strong positive ratings across all the modules) were:

- “The content of the module was appropriate for professional development.”
- “The assignments related back to the stated objectives.”

- “The instructional objectives of the module were clearly outlined at the beginning.”
- “The list of assignments was clear to me.”
- “Activities were clearly explained.”

In contrast, students regarded the following attributes as relatively weaker across all of the modules as shown by their generally negative ratings:

- “The video clips used in the module provided valuable insight into the content presented.”
- “Video clips were easy to use.”
- “I found it easy to interact with the material.”
- “Resources were easy to locate.”
- “Each activity was presented in an order that made sense.”

Both the instructors and the students provided many interesting and potentially useful comments and suggestions about features of the individual courses that should be valuable for course designers.

In addition to the course data, site visits were made to beta test sites and focus interviews were conducted with the beta course instructors. These interviews indicated a variety of patterns of use during the beta testing. Instructors who used the modules as part of an existing course did like the modules and felt that they added to and enhanced the existing courses. They liked the media component that the modules added to a face-to-face course. Some instructors use the modules as a standalone course. They liked the ability to use an available module to cover content that they other did not normally cover or to provide a better way to provide the content. The full transcripts of the interviews appear in the Appendix of the Tech*Knowledge Report.

Based on the evaluations obtained from both the instructors and the students who participated in the modules, and recognizing the limitations of the data, the following overall conclusions about the Tech*Knowledge modules are appropriate:

- The general concepts and goals of the Tech*Knowledge Courses are well received by both instructors and students.
- The available course modules received favorable overall evaluations from both instructors and students.
- Instructors and students tended to agree about the strengths and weaknesses of individual modules.
- Comparatively speaking, the modules generally rated most highly overall by instructors were not always the same ones rated most highly overall by students – most likely because of the varying background, experience, and expectations of these two groups.
- While instructors were apparently concerned about the extent to which the module content was suitable for obtaining graduate credit, the students tended to believe that the workload in the modules was generally comparable to that required for graduate credit.
- Both the instructors and the students consistently identified the video clips as a particular weakness of the modules, in terms of both their ease of use and the extent to which they provided “added value” to the module.
- The instructors and the students agreed that having resources that were “easy to locate” was a course module attribute in need of improvement for most of the modules.
- Both the instructors and the students expressed concern that technical “glitches” and problems caused by having a wide range of hardware and software configurations can be a significant impediment to obtaining the optimal benefit from the module contents, resources, and activities.

- Instructors and students agreed that one of the primary benefits of the modules was the ability of learners to work through the modules at their own pace and on their own time.

The complete evaluation report contains overall findings and conclusions as well as individual sections containing detail findings for each course module.

PBS Tech*Knowledge Course Evaluation

Introduction

PBS Tech*Knowledge provides pre-service and in-service preK-12 teachers with on-demand, high quality, standards-based teacher professional development using the Internet, traditional video, streaming video and other emerging technologies.

Tech*Knowledge is designed to be adapted to local and state professional teaching and content standards and integrated into other professional development efforts through local partnerships between public television stations and state departments of education, local education agencies, and school districts. By leveraging the Internet to transcend time and space, teachers can access information, lessons, and professional development on their terms – anywhere and anytime.

Tech*Knowledge was committed to the principles that quality teacher professional development:

1. is an ongoing process
2. must align with state and national education standards
3. needs to reach all teachers, anytime, anywhere
4. requires local support and input.

Tech*Knowledge developed a series of professional development services to improve instruction and support the integration of technology into teaching and learning. To accomplish this objective, Tech*Knowledge created as its core service a series of Learning Modules that consist of 15-20 hour mini-courses for teacher professional development that can be used for pre-service and in-service teachers. These modules offer flexible, customizable teacher education for undergraduate or graduate education and for school districts and state departments of education. The modules are standards and competency-based and are divided into four competency areas:

- Teaching and Learning,
- Curriculum and Assessment,
- Professional Practice,
- Technology Skills and Knowledge

Tech*Knowledge modules expose teachers to the exciting possibilities that technology brings to the classroom. Modules are designed to be adopted or adapted based on the needs of a school district or school. Each module contains announcements, video vignettes, readings, activities, assessments, a recommended schedule, assignments, and an instructor guide.

Thirty modules are the subjects of this evaluation:

- Teaching Online: An Introduction for Instructors
- Learning Online: An Introduction
- Student Evaluation Module
- Instructor Evaluation Module
- 26 Tech*Knowledge modules keyed to the four key competency areas

Table 1 is a Tech*Knowledge Module Matrix that shows the overall organization of the 26 Tech*Knowledge modules. Included in the matrix are each module's course number, name, and producer code in parentheses.

Table 1: Tech*Knowledge Module Matrix

Competency Area	Level		
	Initial	Developing	Intermediate
Technology Skills and Knowledge	<p>SDS 1000: Macintosh Basics: An Overview (SDSU)*</p> <p>SDS1007: Telecommunications (SDSU)</p> <p>SDS 1011: Great Graphics (SDSU)</p> <p>SDS 1014: Writing and the Word Processor (SDSU)</p>	<p>SDS 1001: Spreadsheets Across the Curriculum (SDSU)</p> <p>SDS 1002: Multimedia Presentations and HyperStudio (SDSU)</p> <p>SDS 1010: Web Development: An Introduction (SDSU)</p> <p>THR 1001: Searching and Researching on the Internet (13)</p> <p>THR 1005: Publishing on the Web (13)</p>	<p>SDS 1006: Video in the Classroom (SDSU)</p>
Professional Practice	<p>SDS 1005: Ethics, Equity and Social Issues (SDSU)</p> <p>SDS 1012: Inspiring Presentations (SDSU)</p> <p>THR 1000: The Online Learning Environment (13)</p>	<p>SDS 1003: Evaluating Software for Classroom Use (SDSU)</p> <p>SDS 1004: Classroom Management and Gradebooks (SDSU)</p> <p>THR 1002: Evaluating and Organizing Internet Resources (13)</p> <p>TSP 1001: The Computer for Personal Productivity (TSP)</p>	
Teaching and Learning	<p>SDS 1008: Designing Webquests (SDSU)</p> <p>SDS 1009: Data Analysis and Higher Order Thinking (SDSU)</p> <p>TSP 1002: The Smart Chalkboard: Using the Computer (TSP)</p> <p>TSP 1000: Introduction to the One-Computer Classroom (TSP)</p>	<p>SDS 1013: Creating a Constructivist Classroom (SDSU)</p> <p>THR 1004: Communicate and Collaborate Online (13)</p> <p>TSP 1004: The Classroom Computer as Learning Station (TSP)</p>	<p>TSP 1003: Using the Computer for Cooperative Experiences and Class Discussions (TSP)</p>
Curriculum and Assessment		<p>THR 1003: Real-Time Data (13)</p>	

*Producer Code: SDSU – San Diego State University 13 – Thirteen/WNET TSP – Tom Snyder Productions

Evaluation Methodology

Data Collection Instruments

Surveys were designed to capture information from both course instructors and course students. While the content of the surveys varied slightly depending on the audience and the course, each survey addressed the following topics:

- Respondent demographics: age, gender
- Background: number of previous online courses, comfort and experience with computers
- Overall course module ratings: clarity, organization, amount of text, relevance of video clips to module content, usefulness of resources
- Ease of use ratings: resources readily located, clear explanation of activities, navigation and interaction, command of the learning environment
- Amount and quality of work ratings: timeline, clear and relevant assignments, length, degree of appropriateness for professional development and/or graduate credit, comparison of module activities, requirements, and academic credit to a “face-to-face” graduate course
- Assessment ratings: amount, relevance, and usefulness

Ratings were done on a four point Likert scale (Strongly Agree, Agree, Disagree, Strongly Disagree). In addition, each module evaluation contained a number of open-ended questions that addressed the following topics:

- “Best liked” and “least liked” aspects of the module
- Suggestions for improving course content
- Likelihood of exploring the Tech*Knowledge environment again
- Consistency between the stated module introduction and goals and the module content

- Accuracy and appropriateness of schedule and time allocations for module activities
- Suggestions for additional types of assessment
- Extent to which the module was professionally helpful

Data Capture

All survey data were collected online within the Blackboard infrastructure used as the delivery system for the course modules. Several characteristics of Blackboard's data capture and survey reporting procedures affected the usability of the resulting data, introducing constraints on data analysis and interpretation, including:

- The actual data protocols for individual survey respondents were unavailable for analysis because they could not be retrieved from the Blackboard system
- Blackboard survey reports provided only percentage data and no frequency counts were available.
- In Blackboard survey reports, the “number of responses” referred to the number of times the survey link was accessed, not the number of completed surveys. Since a user could access the survey link but not complete the survey, or could abandon the survey before completing and submitting it, it is likely that the “number of responses” overestimated the actual number of survey responses obtained. The size of the discrepancy is unknown and could have varied significantly from item to item and from course to course.
- The number of surveys actually completed was not available, although the percentage reports for individual items were apparently based on the actual number of responses
- Based on qualitative comments from module instructors and students and the existence of “not available” data entries, it is likely that some responses were partially or completely lost due to transmission problems or system errors. In

some instances, the data for entire modules was not reported or the data for some of the survey questions for a module was missing.

Data Analysis and Interpretation

Due to the constraints and limitations in the Blackboard data capture process, no post hoc statistical analysis of the evaluation survey data was possible. Analysis consisted of “cleaning” garbled files and arranging the information attributable to the instructors and students in a particular course module in an accessible and readable format. In some instances, percentages were adjusted slightly to sum to 100 percent for individual rating scale items.

All of the evaluation data presented in this report should be regarded as formative or directional findings. Percentages and differences in percentages within and across items and modules must be compared and interpreted with caution since actual respondent sample sizes are unknown. Qualitative findings must also be approached with care since the ideas expressed in the qualitative comments might not represent those of the entire group of course module instructors and/or students.

In addition to the course data, site visits were made to beta test sites and focus interviews were conducted with the beta course instructors. These interviews indicated a variety of patterns of use during the beta testing. Instructors who used the modules as part of an existing course did like the modules and felt that they added to and enhanced the existing courses. They liked the media component that the modules added to a face-to-face course. Some instructors use the modules as a standalone course. They liked the ability to use an available module to cover content that they other did not normally cover or to provide a better way to provide the content. The full transcripts of the interviews appear in the Appendix of this report.

Overall Findings from Instructor Evaluations

Instructor Characteristics

Although the instructors' characteristics varied widely across the modules, the module instructors tended to be between 30 and 49 years of age and a majority were male. A majority of the course module instructors characterized their level of comfort and experience with computers as "advanced" and most had previous experience with one or two online courses.

Instructor Evaluation of Course Modules

Attribute Ratings

Instructors' ratings for 25 course attributes were available for 22 of the modules. Although the limitations inherent in the data precluded any statistical comparisons of the instructors' ratings, the following modules received the best overall ratings from instructors across all of these attributes:

- SDS 1011: Great Graphics
- THR 1005: Publishing on the Web
- SDS 1000: Macintosh Basics: An Overview

The following modules received the lowest overall ratings from instructors across all of the attributes:

- SDS 1006: Video in the Classroom
- THR 1003: Real-Time Data
- SDS 1002: Multimedia Presentations and HyperStudio

Considering all of the courses for which instructor ratings were available, the attributes that the instructors considered the greatest overall strengths of the modules (as reflected by their strong positive ratings across all the modules) were ease of use, appropriateness of content, and enhanced learning environment. Specific statements embodying these comments are as follows:

- “It was easy for me to become skillful at using this environment.”
- “The content of the module was appropriate for professional development.”
- “The instructional objectives of the module were clearly outlined at the beginning.”
- “The purpose of the module was clear.”
- “Using this environment would enhance the effectiveness of my teaching.”

In contrast, instructors regarded the following attributes as slightly weaker across all of the modules as shown by these general comments:

- “Video clips were easy to use.”
- “The video clips used in the module provided valuable insight into the content presented.”
- “The content was appropriate to what I would find in a module for graduate credit.”
- “Using this environment would make it easier to teach.”
- “Resources were easy to locate.”

Instructor Comments and Suggestions

The instructors offered many “rich” comments describing their reactions and those of their students to module features and generally were very positive and enthusiastic about the modules in their comments. They also provided both general and specific suggestions for course module improvements and/or enhancements. The range of the instructors’ comments within and across the modules probably reflects both their experience and their expectations about the modules. Although many of the comments and suggestions focused on the same attributes given particularly strong or weak ratings, other issues not covered in the rated attributes also surfaced. These issues included concerns and comments about:

- the wide range of previous computer and online experience that both instructors and students bring to the modules that affects the ease and efficiency with which they interact with the module resources
- the need to provide very clear directions and/or an orientation for navigating the Blackboard delivery system and for locating and using the module resources
- the frustration resulting from having Web links that did not function or module resources that did not load or display properly
- the need to accommodate a wide range of Internet access capabilities (e.g. dial-up, DSL, T1, etc.), hardware configurations (e.g. display size and characteristics, processor speeds), and software availability (e.g. browsers)

Overall Findings from Student Evaluations

Student Characteristics

While the characteristics of the students varied widely both within and across the modules, the students who evaluated these modules tended to be between 18 and 39 years of age and a majority of the student evaluators were female. The students' prior online course experience tended to be quite minimal and this was the first online course experience for a majority of these students. A majority of the students described their level of comfort and experience with computers as intermediate although a sizeable proportion considered themselves to be beginners.

Student Evaluation of Modules

Attribute Ratings

Students' ratings for 25 module attributes were available for 18 of the modules. Although the limitations inherent in the data precluded any statistical comparisons of the

students' ratings, the following modules received the best overall ratings from students across all of these attributes:

- SDS 1008: Designing Webquests
- SDS 1014: Writing and the Word Processor (not rated by instructors)
- THR 1003: Real-Time Data

The following modules received the lowest overall ratings from students across all of the attributes:

- SDS 1011: Great Graphics
- THR 1006: Video in the Classroom
- SDS 1010: Web Development: An Introduction

It is interesting that modules SDS 1008: Designing Webquests, and THR 1003: Real-Time Data, received considerably higher overall ratings from students than from instructors, while module SDS 1011: Great Graphics, received considerably lower overall ratings from students than from instructors.

Considering all of the modules for which student ratings were available, the attributes that the students considered the greatest overall strengths of the modules (as reflected by their strong positive ratings across all the modules) were:

- "The content of the module was appropriate for professional development."
- "The assignments related back to the stated objectives."
- "The instructional objectives of the module were clearly outlined at the beginning."
- "The list of assignments was clear to me."
- "Activities were clearly explained."

In contrast, students regarded the following attributes as slightly weaker across all of the modules as shown by their general ratings:

- “The video clips used in the module provided valuable insight into the content presented.”
- “Video clips were easy to use.”
- “I found it easy to interact with the material.”
- “Resources were easy to locate.”
- “Each activity was presented in an order that made sense.”

It is noteworthy that students and instructors agreed on many of the relative overall strengths and weaknesses of the modules.

When asked to compare the amount of work in the modules to the work required in one to two weeks of a graduate course, students tended to respond that they “did about the same amount of work” although some modules elicited a notable number of comments that the students “did less work in the module.”

When asked to compare the workload that would be likely in seven or eight modules similar in quality to the one they just took and the workload in a course offering three graduate credits, they also tended to respond that “the workload would be about the same”, although responses did appear to vary somewhat from module to module.

Student Comments and Suggestions

Like the instructors, the students who evaluated these modules provided an abundance of thoughtful comments describing their reactions to various course module features. The students were also generally positive and enthusiastic about the modules in their comments, although it was clear that many students viewed the modules mostly as a “course requirement”. The student evaluators also provided both general and specific suggestions for course module improvements and/or enhancements and the range of their comments within and across the modules probably reflects both their

experience and their expectations about the modules. Although many of the comments and suggestions focused on the same attributes given particularly strong or weak ratings, other issues not covered in the rated attributes also surfaced. These issues included concerns and comments about:

- experiencing a general feeling of being “lost” in the module, either because of technical problems or because the structure and sequence of the module activities was not readily apparent
- frustrations about being unable to access some of the linked Web sites, getting the video clips to load and/or play, getting “thrown off” the system due to technical glitches, coping with slow modem connections, dealing with features of the modules that were incompatible with their hardware or software
- not having time to explore all of the linked Web sites or complete all of the activities
- inability or lack of interest in using or applying to their teaching, the skills and outcomes developed in the module
- perception that the module was “just another course requirement”
- lack of interest or motivation to explore the Tech*Knowledge environment again unless it was “required” as part of a class and/or was “free”.

Conclusions

Based on the evaluations and focus interviews with the instructors and the evaluations from the students who participated in the modules, and recognizing the limitations of the data, the following overall conclusions about the Tech*Knowledge modules are appropriate:

- The general concepts and goals of the Tech*Knowledge Courses are well received by both instructors and students.
- The available course modules received favorable overall evaluations from both instructors and students.
- Instructors and students tended to agree about the strengths and weaknesses of individual modules.
- Comparatively speaking, the modules generally rated most highly overall by instructors were not always the same ones rated most highly overall by students – most likely because of the varying background, experience, and expectations of these two groups.
- While instructors were apparently concerned about the extent to which the module content was suitable for obtaining graduate credit, the students tended to believe that the workload in the modules was generally comparable to that required for graduate credit.
- Both the instructors and the students consistently identified the video clips as a particular weakness of the modules, in terms of both their ease of use and the extent to which they provided “added value” to the module.
- The instructors and the students agreed that having resources that were “easy to locate” was a module attribute in need of improvement for most of the modules.
- Both the instructors and the students expressed concern that technical “glitches” and problems caused by having a wide range of hardware and software configurations can be a significant impediment to obtaining the optimal benefit from the module contents, resources, and activities.
- Instructors and students agreed that one of the primary benefits of the modules was the ability of learners to work through the modules at their own pace and on their own time.

- Based on their experiences with the modules that they evaluated, students claimed that they were likely to explore the Tech*Knowledge environment again only if it “was required as part of a course” although a notable minority of the students were highly motivated to access the Tech*Knowledge environment again for their own needs/interests.
- Both instructors and students offered valuable comments and suggestions that course developers will find useful for improving and/or enhancing these modules and designing additional modules.

Organization of the Report

The remainder of this report is organized into sections for each course module. Each section describes the course and its placement within the Module Matrix, contains a summary of findings from the instructor and the student evaluations for that course, and provides detail tables containing quantitative and qualitative findings from instructor and student surveys. Complete instrumentation and focus interview transcripts appear in the appendix.

SDS 1000 Macintosh Basics: An Overview
 Level = Initial Competency Area = Technology Skills and Knowledge

Instructor Demographics and Course Attribute Ratings (# responses = 3)

Demographics

All of the instructors for this course were males between 40 and 49 years of age (see Table 2).

Table 2: SDS 1000 Instructor Demographics

Age	18 to 29	30 to 39	40 to 49	50 to 59	60+
<i>percent</i>	0	0	100	0	0

Gender	Female	Male
<i>percent</i>	0	100

None of the instructors reported prior experience with online courses although all considered themselves “advanced” computer users (see Table 3).

Table 3: SDS 1000 Instructor Online and Computer Experience

# Prior Online Courses Taken	0	1 –2	3-4	5+
<i>percent</i>	100	0	0	0

Comfort and Experience with Computers	Beginner	Intermediate	Advanced
<i>percent</i>	0	0	100

Attribute Ratings

The instructors assigned positive ratings to most course attributes. The lone exception was their disagreement with the statement in item 29: “The content was appropriate to what I would find in a module for graduate credit.” (See Table 4.)

Table 4: SDS 1000 Instructor Course Attribute Ratings

	%	%	%	%	%
	Strongly Agree	Agree	Disagree	Strongly Disagree	NA

Q10. Purpose of the module was clear	100	0	0	0	0
Q11. Each activity was presented in an order that made sense	0	100	0	0	0
Q12. The instructional material was easy to understand	100	0	0	0	0
Q13. The video clips used in the module provided valuable insight into the content presented	0	100	0	0	0
Q14. I thought the amount of text on each page of the modules was about right	100	0	0	0	0
Q15. The instructional objectives of the module were clearly outlined at the beginning	100	0	0	0	0
Q16. The content was clear and relevant to the objectives	100	0	0	0	0
Q17. Resources were easy to locate	100	0	0	0	0
Q18. Activities were clearly explained.	100	0	0	0	0
Q19. Video clips were easy to use	0	100	0	0	0
Q20. I understood how to navigate through the instructional material	0	100	0	0	0
Q21. I found it easy to interact with the module	0	100	0	0	0
Q22. It was easy for me to become skillful at using this environment	0	100	0	0	0
Q23. Overall, I found the environment easy to use	0	100	0	0	0
Q24. The timeline was easy to follow and understand	100	0	0	0	0
Q25. The list of assignments was clear to me.	100	0	0	0	0
Q26. The assignments related back to the stated objectives	100	0	0	0	0
Q27. The length of the module was about right	100	0	0	0	0
Q28. The content of the module was appropriate for professional development	0	100	0	0	0
Q29. The content was appropriate to what I would find in a module for graduate credit.	0	0	100	0	0

Table 4: SDS 1000 Instructor Course Attribute Ratings (continued)

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q30. Using this environment in my teaching would enable me to accomplish tasks more quickly	0	100	0	0	0

Q31. Using this environment would improve my teaching performance	0	100	0	0	0
Q32 Using this environment in my teaching would increase my productivity	0	100	0	0	0
Q33. Using this environment would enhance the effectiveness of my teaching	0	100	0	0	0
Q34. Using this environment would make it easier to teach	0	100	0	0	0

Instructor Qualitative Findings (# responses = 1)

The instructor's comments imply that the material in the module was very basic and may have presented no particular educational challenge to the students (see Table 5).

Table 5: SDS 1000 Instructor Comments

Q35 <i>Were the assignments useful and relevant? Why or why not?</i>
The tutorials did not seem at college level.

Q36 <i>What did you like most about the instruction using this environment?</i>
Students could proceed at own pace

Q37 <i>What did you like least about the instruction using this environment?</i>
Students would jump around and skip areas

Q38 <i>What suggestions do you have for improving instruction with this environment?</i>
Require one to have complete each step before moving to another.

Q39 <i>Did the introduction and goals properly reflect the content that was actually presented in the module? Please explain why or why not.</i>
Yes, it was a fairly simple lesson.

Q40 <i>Did you find the schedule to be accurate? Was there an appropriate amount of time allocated for the various tasks? Please explain why or why not.</i>
Students completed it in far less time than allocated.

Q41 <i>What types of additional assessment would you want?</i>
More questions, not matching or games.

Q42 <i>Was this module helpful to your teaching? Why or why not?</i>
In this environment students have various skill levels, students can learn without being embarrassed about the little knowledge they have.

Q43 <i>Any other reactions or comments?</i>
Wasn't too exciting, students wanted to be done too quickly.

Student Demographics and Course Attribute Ratings (# responses = 17)

Demographics

The majority of the students taking this module were under 40 years of age. The proportion of males and females was about equal (see Table 6).

Table 6: SDS 1000 Student Demographics

Age	18 to 29	30 to 39	40 to 49	50 to 59	60+
<i>percent</i>	50	30	0	10	0

Gender	Female	Male
<i>percent NA = 10%</i>	50	40

This course module was the first online course experience for the majority of students. Most believed that they had an “intermediate” level of comfort and experience with computers (see Table 7).

Table 7: SDS 1000 Student Online and Computer Experience

# Prior Online Courses Taken	0	1 –2	3-4	5+
<i>percent NA = 10%</i>	80	10	0	0

Comfort and Experience with Computers	Beginner	Intermediate	Advanced
<i>percent NA = 10%</i>	10	60	20

Attribute Ratings

The students' ratings of the attributes of this course were mixed although attribute ratings tended to be more positive than negative. Ratings of overall course characteristics were positive, but attributes relating to ease of use received somewhat lower ratings. The amount and quality of work associated with the course were adequate although ratings comparing the level and amount of work involved in this course with that involved in a graduate level class implied that the material in this module was very basic – a finding also noted in the instructor ratings and comments (see Table 8).

Table 8: SDS 1000 Student Course Attribute Ratings

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q8. Purpose of the module was clear	20	40	30	0	10
Q9. Each activity was presented in an order that made sense	0	70	10	10	10
Q10. The instructional material was easy to understand	20	50	10	0	20
Q11. The video clips used in the module provided valuable insight into the content presented	10	30	30	10	20
Q12. I thought the amount of text on each page of the modules was about right	10	60	20	0	10
Q13. The instructional objectives of the module were clearly outlined at the beginning	20	60	10	0	10
Q14. The content was clear and relevant to the objectives	0	80	10	0	10
Q15. Resources were easy to locate	10	60	10	10	10
Q16. Activities were clearly explained.	20	50	20	10	0
Q17. Video clips were easy to use	20	30	20	10	20
Q18. I understood how to navigate through the instructional material	10	60	10	10	10
Q19. I found it easy to interact with the module	10	50	30	0	10
Q20. It was easy for me to become skillful at using this environment	10	60	20	0	10
Q21. Overall, I found the environment easy to use	0	70	20	0	10
Q22. The timeline was easy to follow and understand	0	80	0	10	10
Q23. The list of assignments was clear to me.	0	50	20	10	20
Q24. The assignments related back to the stated objectives	0	60	20	0	20
Q25. The length of the module was about right	0	70	20	0	10
Q26. The content of the module was appropriate for professional development	0	70	20	0	10
Q27. The content was appropriate to what I would find in a module for graduate credit.	0	50	30	10	10
Q28. The resources presented in the module were useful in solving the problem or exercise in each	0	60	20	10	10

module					
Q29. The assessment at the end of the module was useful in clarifying my comprehension of the module	0	70	10	10	10
Q30. The assessment at the end of the module was useful in identifying my level of competency after taking the module	0	70	10	10	10

	I did more work in the module	I did about the same amount of work in the module	I did less work in the module	NA
Q31. If I were to compare the amount of work I did in this module to what I would do in 1-2 weeks of a graduate course, I would say that	0	30	60	10

	Seven or eight modules would be more work than three graduate credits	The workload would be about the same	Seven or eight modules would be less work than three graduate credits	NA
Q32. If I were to compare seven or eight modules similar in quality to the one I just took to what I would do to obtain three graduate credits, I would say	10	60	20	10

Student Qualitative Findings (maximum # of responses per item = 9)

Students commented that some of the instructions and organizational features of this module were unclear but had positive comments about the “Real-Time” components of this module. In addition, because the module concerned the Macintosh computer platform, its usefulness is limited to those with access to Macintosh computers (See Table 9).

Table 9: SDS 1000 Student Comments

<p>Q33 <i>Were the assignments clearly structured? Please explain why or why not</i> 9 responses</p>
I don't recall assignments in this module other than to read through the information
It wasn't clearly explained and there were too many choices of where to go for lessons.
The assignments were somewhat confusing. It was hard to figure out exactly what was to be accomplished.
The instructions were often confusing and finding the resources needed were not easy.
Yes, everything was given clearly and without questions.
Yes, I found that I had no problem understanding the assignments, or completing the assignments after I started them.
Yes, I liked the real time data section the best of the programs I've tried. It seemed to be the most applicable to my teaching situation.
Yes, there were only 3 quizzes.
Yes, they were easy to understand, and they were all in logical order.

<p>Q34 <i>Did the instructions clearly state what was needed to be done in order to complete the module? Please explain why or why not.</i> 9 responses</p>
For the most part, yes. Sometimes I got confused, but not too bad.
See above.
Sorry, it's been several weeks since we completed this module and it seems as though what needed to be done was reading.
The instructions were somewhat unclear as to what needed to be done to complete the module. Sometimes you didn't know where you needed to go to do something or what exactly was being asked of you.
Yes
Yes, but repetitive. A practice round would have been helpful before taking the quizzes.
Yes, If one were to read the directions carefully you would be able to complete the module.
Yes, it gave all of the information that I needed to complete the module.
Yes, the activities section was clearly defined.

Table 9: SDS 1000 Student Comments (continued)
Q35 <i>What is the most useful aspect of these modules for K-12 teachers? 9 responses</i>
Experience with computers.
Gaining a basic understanding of the computer.
I can't say in general, but for myself, I had never used Claris Works before and it helped me to familiarize myself with the program.
Instruction in basic computer skills and an easy step-by-step process of completion.
The fact that they can do this on their own time, and a lot of the things that I saw pertains or can pertain to teachers at any level.
The real-time data will be very useful to teachers and it will give students something current and meaningful
These modules would allow a K-12 teacher more classroom time for teaching because the students would be able to work through the modules on their own. Thus the teacher would not have to use up their time teaching the use of the computer. Instead the student is guided through by using the module.
They were web based.
Using up to date information as a teaching tool.

Q36 <i>In what ways could you apply what you learned to you your teaching? 9 responses</i>
From this module I unfortunately could apply almost nothing to my teaching, since my school does not use Macs.
I could apply the use of real-time data and other information in this module to class projects and content that is being studied in the classroom.
I will be better able to trouble shoot when my students are experiencing difficulty on the computer.
It would be nice to use, if free, and on the web.
More knowledge of what instructional courses are available and how to evaluate them.
Since I do not have a Mac computer in my room it will not be very beneficial.
The main thing that I could apply is the real time data. I loved that idea, and never really thought of using those types of sources. The evaluation of software was also helpful.
Unfortunately, my school uses IBM, so this is not applicable for me as a teacher.
Utilize the data with children

Table 9: SDS 1000 Student Comments (continued)

<p>Q37 <i>What did you like most about the instruction in this module?</i> 9 responses</p>
Easy to follow.
Easy to use format
I liked how there were links to sites with real-time data and also links to sites with all sorts of lesson plans and ideas for things to do in the classroom.
It seemed like a good basic primer in the use of Macs.
It was simple and quick.
Seeing the various resources for Real-Time Data.
The instruction was easy to understand, and could be done at my own pace. I could spend as much time on it as I wanted to.
The links to other sites
This was helpful for me as a summer grad student because all of the computers in the Instructional Media Center here at CMU are Macintosh.

<p>Q38 <i>What did you like least about the instruction in this module?</i> 9 responses</p>
For me the subject matter of the module was way too easy.
I didn't like how confusing the assignments were
I needed to go back to the instructions a lot to figure out what I had to do.
I think the instruction was difficult to apply readily. I had to take notes.
It was hard to grasp some of the instructions w/o having to actually perform the operations. It needed to be more hands-on in order to cement the knowledge in my brain. (i.e. compressing files)
It was not very well laid out. Many of the links did not apply, but may in another module.
Nothing, it was just fine.
The unclear instructions, objectives, and procedures. The fact that the quiz at the end of Mac Basics covered information not in the Mac Basics module.
There really wasn't anything that I didn't like.

<p>Q39 <i>What suggestions do you have for improving the content of this module?</i> 9 responses</p>
Make it more interactive with exercises that have to be performed, instead of just reading about it.
Go through it yourselves and see how easy it isn't.
Try to keep everything condensed as much as possible so it doesn't seem so overwhelming.
More detailed explanation and a tour first with the teacher.
None really.
A suggestion for improvement would be to make the directions clearer and straightforward.
I think it would have been very useful to be able to practice the basics as we read through them.
None.

As a basic module I have little or no suggestions.

Table 9: SDS 1000 Student Comments (continued)

<i>Q40</i> <i>Under what circumstances would you explore the T*K environment again? 9 responses</i>
In another class.
Searching for software, lesson plans, problem-solving solutions.
Anytime TK has a module available that will assist me in my chosen field of teaching. I would absolutely use TK again!
If I take another class where we use this module.
If it were exposed to me again in any way. I found it to be very interesting.
To further my education after graduation.
If it was financially advantageous, giving me the credit hours I need cheaper than the school I am attending.
Another class required it.
If I was in a class that required me to work in the modules again or if PBS contacted me in the future help them evaluate another type of module.

<i>Q41</i> <i>Did the introduction and goals properly reflect the content that was actually present in the module? Please explain why or why not. 9 responses</i>
Yes, it was appropriate.
As an on-line course, the instruction should be able to be completed without assistance. Often even our professor had to "figure out" what we were supposed to be doing. If it isn't clear, it's not a valid on-line course, it's simply an assignment in a computer classroom.
Yes, I was confused at first as to what real time data was, and what we needed to accomplish, but it became clear after reading the objectives.
Kind of. But it sounded like a theoretical mish-mash.
Yes - everything that was said that was going to be discussed was discussed.
Content did reflect the goals and intro. We learned more about what real-time data was and sites we could go to and then tried to find ways to implement it into projects for the classroom.
As I recall, it was quite clear that we were going to be learning the basics of the Macintosh computer from the outset of the module.
Yes, there were very clear.
Yes, what they had as objectives is basically what I found in the module.

Table 9: SDS 1000 Student Comments (continued)

<p><i>Q42</i> <i>Did you find the schedule to be accurate? Was there an appropriate amount of time allocated for the various tasks? Please explain why or why not. 9 responses</i></p>
No, it varied a great deal depending on your computer skill.
The schedule was extremely generous. Most students finished in 2 hours what was supposed to take 15.
Yes.
No-way too much time for the average Joe.
No, but I know a lot about computers, and a lot of the instructional readings and exercises I was able to do so much faster than what was expected. I think that it would be different for a person that doesn't know anything about computers though.
I think the schedule gave plenty of time to complete the necessary items. I was able to get through things fairly quickly, but it may not go so quick for people who are uncomfortable with computers and/or the Internet.
I honestly don't remember the schedule, but I was able to complete the module in less than two hours.
Yes, I had plenty of time.
I felt that the schedule was considerably generous with the amount of time that they had allotted. I found it took me considerably less time.

<p><i>Q43</i> <i>What types of additional assessment would you want? 9 responses</i></p>
None!!!!!!
Accurate assessments.
I liked the power point presentation because I can use it when I get back to my classroom.
None
None.
Another possible type of assessment would be to come up with a unit that incorporates real-time data or maybe do some things where students are expected to post real-time data to the web.
I don't know.
More interactive type.
None.

Table 9: SDS 1000 Student Comments (continued)

<p><i>Q44</i> <i>Was this module helpful to your teaching? Why or why not? 9 responses</i></p>
<p>Yes, it gave me basic knowledge about the Mac.</p>
<p>It exposed me to more instructional models on the web.</p>
<p>Yes, I have never completed a PP presentation before.</p>
<p>It introduced me to web-based learning, something that will become more prevalent in the future-you got it-as long as it's free!</p>
<p>Yes, because I learned new techniques to use in the classroom to make my children more open minded about technology, and the uses for it.</p>
<p>This module gave me several links to visit and find data, as well as lesson plans and ideas for things to use in the classroom.</p>
<p>Only to the extent that as I work on campus on graduate credits I am able to use the Macintosh computers more readily.</p>
<p>Again, since I do not have access to Mac computers, this will not help me in my teaching.</p>
<p>No, this module about the Mac basics was not helpful, since I could have passed the assignments without doing any of the rest of the module.</p>
<p><i>Q45</i> <i>Any other reactions or comments? 2 responses</i></p>
<p>It's still very clunky. Keep working on it.</p>
<p>Just need to work on those assignments and making them clearer.</p>

SDS 1001 Spreadsheets Across the Curriculum
Level = Developing Competency Area = Technology Skills and Knowledge

Instructor Demographics and Course Attribute Ratings

There was no data available to describe instructor demographics and course attribute ratings for this module.

Instructor Qualitative Findings

There was no data available describing instructor comments for this module.

Student Demographics and Course Attribute Ratings

There was no data available to describe student demographics and course attribute ratings for this module.

Student Qualitative Findings

There was only one student comment available for this module. In response to the question: "Under what circumstances would you explore the T*K environment again?" one student replied: "If I had a question pertaining to this Gradekeeper system."

SDS 1002 Multimedia Presentations and HyperStudio
Level = Developing Competency Area = Technology Skills and Knowledge

Instructor Demographics and Course Attribute Ratings (# responses = 9)

Demographics

All of the instructors for this course were males between 40 and 49 years of age (see Table 10).

Table 10: SDS 1002 Instructor Demographics

Age	18 to 29	30 to 39	40 to 49	50 to 59	60+
<i>percent</i>	0	0	100	0	0

Gender	Female	Male
<i>percent</i>	0	100

The responding instructors reported that they had some prior experience with online courses and they described themselves as “advanced” computer users (see Table 11).

Table 11: SDS 1002 Instructor Online and Computer Experience

# Prior Online Courses Taken	0	1 –2	3-4	5+
<i>percent</i>	0	100	0	0

Comfort and Experience with Computers	Beginner	Intermediate	Advanced
<i>percent</i>	0	0	100

Attribute Ratings

The instructors were strongly divided on their ratings for most of the course attributes, with comparable percentages giving negative and positive ratings. The attributes with the lowest overall ratings concerned the ease of use and the suitability of the video clips included in this module, and the extent to which this module’s content was appropriate for obtaining graduate credit (see Table 12).

Table 12: SDS 1002 Instructor Course Attribute Ratings

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q10. Purpose of the module was clear	0	100	0	0	0
Q11. Each activity was presented in an order that made sense	50	0	50	0	0
Q12. The instructional material was easy to understand	0	100	0	0	0
Q13. The video clips used in the module provided valuable insight into the content presented	0	0	0	50	50
Q14. I thought the amount of text on each page of the modules was about right	0	50	50	0	0
Q15. The instructional objectives of the module were clearly outlined at the beginning	50	50	0	0	0
Q16. The content was clear and relevant to the objectives	50	0	50	0	0
Q17. Resources were easy to locate	0	50	50	0	0
Q18. Activities were clearly explained.	0	50	50	0	0
Q19. Video clips were easy to use	0	0	0	50	50
Q20. I understood how to navigate through the instructional material	0	100	0	0	0
Q21. I found it easy to interact with the module	0	50	50	0	0
Q22. It was easy for me to become skillful at using this environment	0	50	50	0	0
Q23. Overall, I found the environment easy to use	0	50	50	0	0
Q24. The timeline was easy to follow and understand	0	100	0	0	0
Q25. The list of assignments was clear to me.	0	100	0	0	0
Q26. The assignments related back to the stated objectives	50	0	50	0	0
Q27. The length of the module was about right	0	50	50	0	0
Q28. The content of the module was appropriate for professional development	0	50	50	0	0
Q29. The content was appropriate to what I would find in a module for graduate credit.	0	0	50	50	0
	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA

Q30. Using this environment in my teaching would enable me to accomplish tasks more quickly	0	50	0	50	0
Q31. Using this environment would improve my teaching performance	0	50	0	50	0
Q32. Using this environment in my teaching would increase my productivity	0	50	0	50	0
Q33. Using this environment would enhance the effectiveness of my teaching	0	50	0	50	0
Q34. Using this environment would make it easier to teach	0	50	0	50	0

Instructor Qualitative Findings (# responses = 2)

Many of the instructors' comments focused on technical difficulties with the video clips in the module and the lack of overall "depth" in the content (see Table 13).

Table 13: SDS 1002 Instructor Comments

Q35 <i>Were the assignments useful and relevant? Why or why not? 2 responses</i>
Project A very general- doesn't really use HyperStudio to full potential. Project B is a big leap, right from one simple 10 card stack to creating a model for student use. From my experience teaching teachers, it would take much more practice with HyperStudio in between for teachers to feel comfortable enough with the program.
Assignments that included examples were to the point. Many examples would not work when downloaded. I'll put this problem in the area of "it's beta" and assume they will work in a production level product.
Q36 <i>What did you like most about the instruction using this environment? 2 responses</i>
Frankly, not much. The "Discussion Board" questions were good (watch spelling in second question on "presentation") and "Module Enhancements" in Instructor section were interesting.
The self-paced nature of the environment would work well for many in-service teachers. You can easily stop and come back to the same spot.
Q37 <i>What did you like least about the instruction using this environment? 1 response</i>
The instruction was clear and numerous examples of "how-to apply" were given.
Q38 <i>What suggestions do you have for improving instruction with this environment? 2 responses</i>

Maybe if more of the features had actually worked, like the video clips to provide examples (all were "under construction" when I tried them) I'd get a better feel for the actual potential of the module. Right now nothing they couldn't get from a good book on HyperStudio, such as "HyperStudio 3.1 In One Hour" or "Help, I Have HyperStudio - Now What Do I Do?"

I would like to have seen the video clips working. I could not get any video to work even after downloading [and installing] the latest version of Realplayer. I will assume they were not "active". I am curious as to how effective that particular media would be in this environment

Q39

Did the introduction and goals properly reflect the content that was actually presented in the module? Please explain why or why not. 2 responses

Since the goals were very limited (creating a simple ten card stack) I guess the content was appropriate, though not very deep.

The module did a good job of following the stated goals. Content that was present provided opportunities for the learner to see and practice the various concepts of the lesson [program].

Q40

Did you find the schedule to be accurate? Was there an appropriate amount of time allocated for the various tasks? Please explain why or why not. 2 responses

Seemed like a lot of screen reading for the topic of multimedia. Couldn't the multimedia itself be used in a more creative way to teach about HyperStudio than just reading text about it on the computer screen?? As many students would say, pretty boring!!

The time frames were within reason. The pacing was such that a novice would have the time to finish and a student with expertise would have time to finish AND embellish the assignments.

Q41

What types of additional assessment would you want? 1 response

Extensions for teachers to transfer what they are learning to students would be helpful.

Q42

Was this module helpful to your teaching? Why or why not? 2 responses

I didn't actually teach with it, but I doubt that I would find this module useful in my teaching.

I would use this as a resource for the students I teach. I can see it being very helpful to the "teacher-in-service" group rather than the on-campus undergrad/grad students.

Q43 Any other reactions or comments?	2 responses
No offense, but this module needs a lot of work. Teachers and education students can be very picky and super critical about the quality of the instruction they receive, especially because they study about effective pedagogy. I doubt they would evaluate this module very highly and consider it more "busy work" than instruction and learning.	
Questions 13 and 19 were left blank due to the fact that the clips would not play. For beta level work I found this to be a very useable tool. The Blackboard interface was friendly and the opportunities for participants to share via chats, email, and forums is an excellent use of the technology.	

Student Demographics and Course Attribute Ratings (3 responses = 50)

Demographics

Student ages varied widely but the majority were between the ages of 18 and 29. Over three quarters of the students in this course module were females (see Table 14).

Table 14: SDS 1002 Student Demographics

Age	18 to 29	30 to 39	40 to 49	50 to 59	60+
Percent NA = 4%	60	16	16	4	0
Gender	Female	Male			
percent	78	22			

This course represented the first experience with online courses for two-thirds of the students. Students' comfort and experience with computers varied considerably but the majority classified themselves as "intermediate" level computer users (see Table 15).

Table 15: SDS 1002 Student Online and Computer Experience

# Prior Online Courses Taken	0	1-2	3-4	5+
percent NA = 2%	67	29	2	0
Comfort and Experience with Computers	Beginner	Intermediate	Advanced	
percent	31	58	11	

Attribute Ratings

In general, about two-thirds of the students in this module assigned positive ratings to the course attributes. In contrast with the instructors, the students tended to consider the course content and workload appropriate for obtaining graduate credit (see Table 16).

Table 16: SDS 1002 Student Course Attribute Ratings

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q8. Purpose of the module was clear	29	64	7	0	0
Q9. Each activity was presented in an order that made sense	11	73	16	0	0
Q10. The instructional material was easy to understand	11	67	22	0	0
Q11. The video clips used in the module provided valuable insight into the content presented	7	60	24	7	2
Q12. I thought the amount of text on each page of the modules was about right	14	82	4	0	0
Q13. The instructional objectives of the module were clearly outlined at the beginning	13	71	16	0	0
Q14. The content was clear and relevant to the objectives	22	0	64	14	0
Q15. Resources were easy to locate	20	49	24	0	7
Q16. Activities were clearly explained.	13	67	20	0	0
Q17. Video clips were easy to use	4	60	29	0	7
Q18. I understood how to navigate through the instructional material	20	56	22	2	0
Q19. I found it easy to interact with the module	16	60	20	4	0
Q20. It was easy for me to become skillful at using this environment	20	49	29	2	0
Q21. Overall, I found the environment easy to use	20	49	29	2	0
Q22. The timeline was easy to follow and understand	16	60	22	2	0
	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q23. The list of assignments was clear to me.	16	67	17	0	0
Q24. The assignments related back to the stated objectives	18	80	2	0	0

Q25. The length of the module was about right	9	82	7	2	0
Q26. The content of the module was appropriate for professional development	18	78	4	0	0
Q27. The content was appropriate to what I would find in a module for graduate credit.	11	67	22	0	0
Q28. The resources presented in the module were useful in solving the problem or exercise in each module	7	71	18	4	0
Q29. The assessment at the end of the module was useful in clarifying my comprehension of the module	16	60	24	0	0
Q30. The assessment at the end of the module was useful in identifying my level of competency after taking the module	9	58	33	0	0

	I did more work in the module	I did about the same amount of work in the module	I did less work in the module	NA
Q31. If I were to compare the amount of work I did in this module to what I would do in 1-2 weeks of a graduate course, I would say that	14	62	24	0

	Seven or eight modules would be more work than three graduate credits	The workload would be about the same	Seven or eight modules would be less work than three graduate credits	NA
Q32. If I were to compare seven or eight modules similar in quality to the one I just took to what I would do to obtain three graduate credits, I would say	24	60	13	3

Student Qualitative Findings (maximum # responses per item = 48)

The students' comments and suggestions in the open-ended survey questions revealed a variety of opinions that likely reflect their range of computer experience and interest in the course content (see Table 17).

Table 17: SDS 1002 Student Comments

Q33 <i>Were the assignments clearly structured? Please explain why or why not</i> 43 responses
At the beginning I was a little bit confused, but as I worked on my project I began to understand better. The assignments were clearly structured, it just took a little while to accomplish them.
I am pretty much of a computer novice so the assignment seemed a bit daunting at first. Once I got started I began to see how the instructions connected.
I guess they were however I am so limited in my computer knowledge that I floundered.
I had no idea where to begin. So much was thrown at me so fast that I really wasn't sure what I was doing. By the time I actually got into HyperStudio, I couldn't remember all the things I'd learned.
I think that they could have been clearer. I was never quite sure what they wanted me to do exactly or how to do it.
I was lost on how to use basic computer skills and that affected everything.
I was way confused. I'm pretty good with computers but there was constantly so much on the screen that I had difficulty finding where I was supposed to be going. It is stupid to try and show how to use a program by looking at pictures and reading. It is much more effective to just go into the program and either figure it out on your own or use their tutorial. The on-line stuff just confused me. It made it much more difficult than it really is.
I'm still using others for much computer information.

Table 17: SDS 1002 Student Comments (continued)

It was confusing to find them, but once found they were explained with objectives and help.
No It was very hard to follow
No, I felt that I did a lot of running around in the module not being sure what I was supposed to accomplish.
Not clearly structured but more constructivist
The assignment was a little ostensible, but in the end the objective was certainly related to the material.
The assignments were clearly stated. They told us what we needed to do in simple straight forward directions.
The assignments were clearly structured however I felt like they were placed inappropriately on the web site. I had to read through all the information before I knew exactly what it was I was suppose to be doing. I would have preferred having this information up front.
The assignments were clearly structured.
The assignments were clearly structured. However, instructions of how to accomplish certain things in the module were not laid out as user friendly as I thought they could have been. Instead of a text format, I thought it would have been more user friendly to have icons to represent different "how to" options. Then to click onto the icons and get more detail information.
The assignments were clearly structured. They were easy to understand and adaptable to the classroom
The instructions were very clear, and the objectives were clearly stated
The introduction was very explicit in the things I had to look for in the software. The assignments were quite straightforward and easy to follow.
The structure was clear enough, and it was built gradually, so it was quite easy to move from one assignment to another. The main problem was with navigating through the whole structure
The ten card HyperStudio stack assignment was understandable. I understood what I was required because I have done other assignments very similar to this one. Other preparatory assignments were not clear. From my instructor's introduction, I understood there were "mini" assignments, but I did not find them as I read thought the information.
They were clear because they were easy to follow and understand
They were fine. The classroom instructor made sense of assignment
They were understandable for the number of years I have had in school. Also, for the pre-knowledge I had with computer TechKnowledge writing computer programs. The assignments appeared to be in logical order and helpful to me.
They were very clear. It was helpful to have them listed out in outline form. They went step by step what was expected to be completed. It was easy to follow the instructions.
Yes because they told you what you needed to do
Yes I understood what was expected of me and there were good sites for me to visit and get acquainted with the material
Yes this was an introduction to online software and it fulfilled its goal
Yes, because they had clear instruction
Yes, I felt that the instructor also supported the instruction with good handouts, so if we were confused about what to do, we could refer to those.
Yes, I really liked how the expectations for each page in the stack were laid out.

Table 17: SDS 1002 Student Comments (continued)

Yes, I thought that the assignments and expectations were quite clearly stated
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Yes, I was able to clearly understand what was expected of my assignment and me.
Yes, I was just a little slow because of my beginning level.
Yes, it just took me a little while to realize what I was doing, or what the instructions were showing me. I understood more after I had time to play around in HyperStudio
Yes, it was easy to understand, even for someone who is unfamiliar with it.
Yes, the assignments were clearly structured-- very well organized.
Yes, the instructions given to complete the assignments were clearly structured which enabled me to complete the assignment without much difficulty.
Yes. Because we had the rubrics and the sheet to fill in so we were sure what to look for.
Yes. The module provided a clear sequence of information and activities. I could also move between areas without having to move through the information in a sequential fashion.
Yes. The purpose of the assignments was visible in their structure.
Yes-b/c of the instructor supplement which made us apply the theory behind the software.
Q34 <i>Did the instructions clearly state what was needed to be done in order to complete the module? Please explain why or why not. 45 responses</i>
Because of previous experience with evaluating materials for the classroom, such as texts, I felt comfortable here.
Except for the 10 card HyperStudio stack, I could not find the smaller, preparatory assignments. It was difficult to recognize the organization structure of the presented information. I knew I was supposed to do certain things, but I could not find them to do them. In addition, because of previous experience with HyperStudio, I would have liked some indication of the small assignment purposes in order to better determine what I ought to do to continue to learn, and what would just be busy work for me.
I deem the instructions explained what to do quite clearly, for me at least
I guess so but again I would get stuck in little "computer" technicalities that would stop me in my tracks.
I was completely lost. I felt like I was jumping back and forth between HyperStudio and the web page to make sense of things. I think this should be structured more like a college class, which I've been sitting in for the pass five years. The professor tells you what will be expected, you read and hear lectures, and then you do what is expected. There was too much jumping around with all of this.
Kind of but sometimes different things happened and I was totally lost. I also forgot what I had previously learned.
No It was very hard to follow
No, I think that the instructions were a bit confusing. Examples would help...
No, the instructions gave me no help or direction in creating my assignment. They were confusing and not enough information.
Sort of. I feel like the language was foreign to me. Words were used that I didn't understand. I didn't know what a card or a stack was. I didn't understand what a button was.
The instructions stated what needed to be done but the problem is that what they wanted me to do was a waste of my time.

Table 17: SDS 1002 Student Comments (continued)

The instructions were clear and east to follow
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The instructions were clear and stated exactly what needed to be done in order to complete the model, however, the material was presented rather simply, and for that reason I found myself doing a lot of self-navigation with Hypertext; though this reinforced my understanding of the program.
The instructions were clearly stated
The instructions were fairly clear.
The instructions were very clear in what needed to be done. The only missing information would be actual instruction on downloading games.
Well. Sure I guess. Instruction by the professor was needed.
Yes
Yes
Yes
Yes it did. It explained what was required and then on the instructions, explained a step by step on how to accomplish those tasks.
Yes it was simple and straight forward
Yes they did. They were in outline form explaining what needed to be done. It was helpful to have a list of examples to help give me ideas.
Yes they were very simple and clear to understand.
Yes, again we had a rubrics.
Yes, I knew exactly what to do.
Yes, I took you through and told you what you had to do.
Yes, instructions were clear. I was able to follow the guidelines for completing tasks.
Yes, it was easy material to understand so the instructions were easy. I knew what was expected.
Yes, like I said in the last answer, what was needed on each page in the stack was laid out. Whom ever would grade this would see if someone was just doing what needed to be done or went above and beyond what was needed.
Yes, once some familiarity was gained with the module it wasn't too bad.
Yes, sometimes I had to think about it, but overall they were clear.
Yes, the instructions clearly stated what needed to be done in order to complete the module. They were easy to follow and said exactly what we needed to do to accomplish the assignment.
Yes, the instructions were clear, again I just needed time to know exactly what I was doing,
Yes, the instructions were very clear and reliable. The instructions made it easy to complete the assignments and module
Yes, the module told us what the assignment was, and what we needed to do to complete it. Very straight forward.
Yes, they clearly stated what needed to be done
Yes, they were clearly stated. I knew what was expected.
Yes.
Yes. It was very clear what needs to be done.
Yes. The assignment was fairly straightforward.
Yes. The instructions clearly told you what needed to be done.
Yes. The instructions were written in a clear manner.
Yes. They told us what was expected of us to accomplish

Table 17: SDS 1002 Student Comments (continued)

Yes-but there was some confusion over correlating what evaluation sheet went w/ what assignment, i.e. software eval sheets v. eval. module.
Q35 <i>What is the most useful aspect of these modules for K-12 teachers? 45 responses</i>
Being able to present information in more than just a sequential, linear fashion like in power point.
Classroom guidance for students and teachers.
Finding out how to locate educational software and how to apply the software to classroom instruction.
I have found a great many WONDERFUL web sites that I intend to revisit, and have seen some software that I plan to suggest for purchase by the school I am now working in.
I have no idea except that perhaps they are already done.
I think I will use hyper studio a lot when I teach but I don't think this module helped me learn how to use it.
I think that the most useful aspect was to be able to click onto hyperlinks that took me to software Web sites.
It gives us a good introduction to how we can use technology in the classroom, and it is a very easy, non-intimidating experience
It helped prepare me with new technology for the classroom.
It is a good start for beginners. Although it wasn't always clear what we were supposed to do, or it wasn't clear what they had done.
Just having an online source of professional development is nice for teachers who are not near a campus or who have limited access to technology.
Learning how to assess different software packages for use in the classroom.
Learning to navigate the computers
More experience on and with software.
My students will be able to make presentations. I can also make games to assess knowledge.
One GREAT aspect of HyperStudio was how the a tree could be developed and how this tree literally allowed you to branch apart in many different directions (without compromising the integrity of the assignment you would assign) UNLIKE many programs which only take you directionally forward and disallow alternate routes to take. I liked HyperStudio and felt it relevant for the "kids" I teach and the material I present.
Probably that they can be conveniently accessed over the Web. I assume they are free.
Program reviews
Reminding teachers that not all software is created equal. This is important if you are looking for effective materials to reinforce your curriculum, or if you are looking to software for the introduction of new information or experiences. Some software can be nothing more than a game.
Some software is very interactive and entertaining so they are better than reading books. It draws attention from the kids.
Teacher can do them on their own time
Teachers can decide what programs are most appropriate for their students

Table 17: SDS 1002 Student Comments (continued)

That a teacher could create a very content specific activity for her own classroom, where they would be able to point the area of study in any direction.
The ability to create programs that allow students to learn information.
The ability to learn info on one's own time.
The actual viewing of materials, which could be used.
The doing is useful not the instruction.
The ideas that they give them for using technology in their classrooms.
The list of Web sites & product reviews of ed. software. Also, the essays on how to eval ed Web sites, software & et... Critiques of software helpful.
The most useful aspect for teachers is the opportunity to create interesting and exciting presentations to share with their students. I think this is a great way to present information and I think that for the upper grades, HyperStudio might even be easy enough for students to use on their own.
The most useful aspect is that you are able to learn new skills and fine tune ones you have already acquired. They also give you ideas on how to implement this technology into your classroom in different ways.
The most useful aspect of these modules for my students at the secondary level is that it will enable them to create hyper-media stacks; it will add interest to their class projects.
The most useful aspect of these modules is their flexibility in timing. As a teacher in a year round school, I find that my free time usually does not match traditional graduate course schedules. These modules present an opportunity to take development courses at varying times and locations.
The most useful aspect of this module for me was when it gave reference to Web sites containing educational information and software. It is difficult to find good Web sites like the ones on this module so it was great to have a reference.
The most useful aspect of this module is that it is easy to use after you've had some practice with them. It is user friendly after you've experienced the module.
The novelty for some students and the flexibility of having the vast resources of the Internet available for lessons.
The web sites
Their availability online and giving teachers a chance to get introduced to and practice useful technology which their schools may not have
These modules provide teachers with access to technology to integrate into their classrooms. It makes it easier for teachers to see uses of technology through their own exploration and instruction.
They are applicable for my classroom. I feel like I could at any time use them for my class or have a student use them to learn.
This module gave us an idea of what different software that we will be able to use in our classroom by providing several samples of different material.
To help them get more familiar with the computer and to be able to weed through all the mediocre software and spend their money on good software that will benefit students.
Using it as a teacher tool and using it for children to use with peers as a teaching tool.
Very instructional.
You can make cool learning tools.

Table 17: SDS 1002 Student Comments (continued)

Q36
<i>In what ways could you apply what you learned to you your teaching?</i> 45 responses
As a first grade teacher I would create stacks for my children to practice skills on. I may create templates for them to create their own.
By using the software we evaluated in the classroom
Combining games with class content brings the subject to life for the students. It provides me with more options of lesson plans involving technology.
Development of projects, reports, assessments...
Finding good software to buy for your class.
Give better directions, just because you put a kid with a program in front of them, doesn't mean they're going to be able to understand the directions and know how of the program.
Hopefully, I will be able to use software in my classes that my students will enjoy using and will meet the objectives of our lessons.
I can apply this material by incorporating Hyper-Studio into some of my lessons, especially for end-of-term projects.
I can now feel better about using technology in the classroom. HyperStudio is fun and now that I know how to do it I feel better about using it.
I can now recognize what programs are most useful for my content area
I could apply this knowledge by being able to take a more educated look at software and be able to better determine its usefulness in the classroom.
I could use what I learned by knowing what types of software is out there so I will be able to find what is most helpful for me and my students because of gaining an understanding of what is out there to use.
I couldn't
I didn't really learn anything from the module I had to figure it out on my own
I don't feel that I internalized anything so I don't feel like I could utilize anything.
I found various software that I thought would apply to my teaching and how to use it in my classroom and with my students.
I have learned from this experience how frustrating it is to learn a new computer program. I think that this will help me have patience with my students when we use computers. I have also learned how to navigate through HyperStudio and I think that I could teach it to my own students.
I have learned how to look at software through the eyes of a student, not according to what I already know. I feel that I am more objective now about what makes a good piece of software, because I have looked at so much.
I like the idea of using HyperStudio to prepare stacks for presenting information and for additional practice. However, my preparation time does not allow for what I would like to do. I have already assigned three different years of students to create their own stacks. Because I was aware of HyperStudio and its capabilities, I knew some appropriate ways to guide my students in producing more creative products on the computer than they would have produced on paper.
I made an example for my students to follow for a project that I tried for the first time last year. I was unhappy with the quality of the presentations that resulted and was looking for a more interactive way for students to share what they had learned with their classmates. HyperStudio has provided me with some great ideas for future projects.

Table 17: SDS 1002 Student Comments (continued)

I now am more aware that technology (Internet, computers) is very useful in the classroom. I never got to use this kind of stuff when I was in elementary school! I wish I would have had this!
I think HyperStudio is a great way to test children's knowledge about certain subjects. I would also use this module to present students with information. HyperStudio is a fun way to explore knowledge.
I think HyperStudio is a wonderful program that could provide students with a lot of fun information, games, etc. on the computer. The module taught me that I might have to do a lot of explaining along with the module. I would have been completely lost if Anita had not given pointers and instructions.
I will be able to figure out what programs are useful or not
I will utilize more software, and be better able to evaluate it.
I would be more cognizant of the value of software and carefully select when and how I would use software in the classroom.
I would more carefully look at educational software before buying.
Implementing the essays on eval Web sites, etc to analyzing software. Utilization of Web sites & critiques of software.
In a way, it would enable me to use this software to essentially create my own software programs based on the needs of my students. Or allow them to be creative and use the program to create their own programs, games, presentations, etc.
In several ways I could apply this material. For example, I could create practice test questions and have students (in the form of a button) attempt to choose the correct answer while displaying a pictorial view of some object. ⁵¹
In the future I could use HyperStudio, but being a Communications major I have worked with higher quality software.
Integrate more software in my teaching.
It gives me an option to use computer.
It will help me select software for use in my classroom.
Keeping things simplified is a good reminder for me. As well as keeping things interesting and interactive and on the child's level.
Lessons could be customized for individual student needs.
Many ways, I am really excited about knowing how to create things like this for my future students. And having the experience makes me feel more confident with computers in general
Multimedia resources and HyperStudio in particular are a nice aid in teaching, they could be interesting for kids of all grades, and what's more important, they could be made interactive, with elements of fun, which would arise additional interest for studying in students
I will definitely show this to my students so that they can do things with it. I will also prepare programs for them to use. I plan to expand on the project I did for class and I want them to help me expand it.
One must always view materials before presentation.
Teaching abstract concepts in science class. This will help the students to visualize abstract concepts, learn more about technology and to be creative as they learn
The links to web sites will be helpful
The students could do this themselves and create a better learning environment.

Table 17: SDS 1002 Student Comments (continued)

This will help me to find good educational software for my students. I will know what to look for and how to use it.
Q37 <i>What did you like most about the instruction in this module?</i> 47 responses
A variety of instructional areas.
Again, the ability to move in more than one direction, besides just linear and able to tie in sounds, video clips, hyperlinks to Web sites.
Again, the viewing of actual software is the best part.
Anita was a good instructor. She helped us understand what was expected.
Everything was laid out before even beginning the module.
I could do it on my own time
I didn't care for it much at all
I didn't, it wasn't working properly
I enjoyed the ability to explore several different educational software before actually evaluating it.
I especially liked the creative aspect of this module.
I have overcome my fear of exploring and taking the "path unknown."
I like that I can work at my own speed
I liked being able to try different things.
I liked the application but not the instruction. Sorry.
I liked the flexibility in what the teacher could produce in the ten card stack
I liked the hyperlinks.
I liked the sequential order that the instruction followed. It helped me to stay focused and to be able to learn how to use a program I had never used.
If I wasn't so clueless and hesitant about using computers, I suppose that I could say it was presently simply and well.
It gave great examples of use in this program, video clips and examples of stacks. It let me know the capability of the program.
It is a very thorough unit.
It is self-explanatory.
It made me aware of the limitless potential of creative uses of computer use in teaching.
It was clearly put into step by step actions
It was concise. (But not very clear!)
It was easy to follow
It was especially enjoyable to use some of the demos in the #2 Content area.
It was very educational and simplified, not time consuming
It was very helpful as I was going through the instruction that there were examples to show what the module can do.
It was very relevant to my chosen vocation.
It was very straightforward and direct.
It's quite difficult to determine
Learning about software
Much of the software 'advertised' could not really be used or tested.
Nothing. I really don't like this way of doing things

Some links were down and inaccessible. It would be easier if the software was grouped by content area.

Table 17: SDS 1002 Student Comments (continued)

Straightforward
The ability to work independently.
The animation and sounds.
The instruction on different software and also the PowerPoint presentation.
The links to web site
The opportunity to find educational software sites, and to run demonstrations of the software.
The organization. If I needed to edit a button, I could go to the part of the instruction where it talked about that.
The reference to other software and Web sites.
The simplicity was nice, but I think the instruction could have had more detail.
The way it out lined what we should be looking for. It pointed out things I should be looking for...things I probably wouldn't think of on my own. It will help prevent me from buying useless software that frustrates my students.
The Web sites of Ed software providers. The critiques of software. The whole "Wal Mart" approach to shopping & reading about ed software.
Q38 <i>What did you like least about the instruction in this module? 38 responses</i>
All the readings.
At times the instruction could be unclear. I constantly found myself asking others for help.
Could sample the software reviewed.
I can't pick just one thing.
I did not have negative reactions to any of the instructions in this module.
I felt like the module wasn't detailed enough to answer many of the questions a skilled computer user would have. I also did not like at all, the fact HyperStudio didn't stick to the format many traditional programs have. For example, in most computer program, under File, you have New, Save, etc. and HyperStudio is completely different. The uncommonalities between very common programs like Word, WordPerfect, and Excel etc. makes the ease of those programs very simple because you generally know where to find things. HyperStudio could certainly follow that general format and I think get better results from users, i.e. almost everyone knows how to use a word processor to BOLD an item, or UNDERLINE a word etc.... yet HyperStudio I found myself searching all over the place to BOLD one word. I also didn't like how you couldn't create a transparent text box, which made it difficult to mesh backgrounds together you wanted to be consistent.
I found it very frustrating to read the HyperStudio tool instructions, to be directed to an example, but not being able to interact with the demonstration tools. It would be much more effective if students could read about one or two tools, then have the opportunity to practice and explore immediately, then learn about a new tool. The way the tools were presented, we read about 20-25 different stack capabilities, but by the time we were able to actually work on a real stack, students had forgotten how to even begin. Many of the skills are built on each other, so explanations are not as effective if students don't understand the background.

I got frustrated at times because it was time consuming locating graphics that were appropriate for my project. Also, this was the first time I've worked with this module, so I had to allow time to learn about the features.

Table 17: SDS 1002 Student Comments (continued)

I kept making mistakes.
I think there were parts that could be written a little clearer, like explaining different little things that happen in the module. It should clearly state in the instructions the difference in the background text and the normal text. And explain more easily how to maneuver through it.
I wish I could go into the software and try it.
I would like to be able to do this work without assistance.
It did have a lot of information and links to go to, that it would be hard to cover it all.
It is difficult to navigate as compared to other web sites. It could intimidate people who are not comfortable with technology.
It wasn't working, the readings and links
Just my own initial tentative feelings and uncertainty with computer use.
None of the pictures would work and when I clicked on the back button it took me clear to the front of the segment I was reading. Then I had to scroll down and find my place. Very annoying
Nothing
Nothing, it was clear
Nothing.
Nothing. I thought it was very useful
Personally I learn best by being in the physical classroom.
Sometimes it's hard to find a group to work with, especially if they have already been pre-formed, and don't want any more members.
Somewhat vague nature of the instructions.
That it wasn't too helpful!
That we could get the software but we couldn't actually play the games...we had to just take your word for it.
That you couldn't add text and change the text without adding a textbox. I thought the textbook look was not very attractive and yet it was the only way to have text and be able to go back and change it at another time.
The biggest problem I had with the instruction was that I could not try out what I was reading about. I read through the instruction and looked at the examples, but the instruction did not allow me to try out what I was learning on my own. That would have been very helpful.
The directions on specifically how to use the program were no help.
The hot lab
The information in the description of the software was not detailed enough to make an adequate assessment. Example, what writing process is the software referring too- Formalism, Constructivism, Dialogism?
The reading materials
The way it made things more confusing than they had to be. I was lost until I got into the program and just started working. Then it made sense and I loved it.
The way you had to get to the instruction

The words were so foreign. I would have liked to be told that a card was simply a drawing board in which to work from. Little things like that.

This evaluation

Table 17: SDS 1002 Student Comments (continued)

Q39
<i>What suggestions do you have for improving the content of this module? 43 responses</i>
Again, having more user-friendly icons or a search mode to try and figure out how to create different features.
An index would be nice for quick referencing. I personally feel a book is better when one is writing about software.
Easier explanations of what buttons, and different tools do.
Fix it.
For beginners like me, I would like to have a couple of teacher's aides wandering around the room to give us help and build confidence.
Getting some air-conditioning in the lab.
Have an example in the beginning, or some, kind of background before we just jump in
I don't really have any suggestions.
I don't think it needs improving, it is user friendly.
I felt that it was good so I do not have any suggestions, just remember that some students are beginners with computers and keep it simple.
I have no suggestions at this time.
I thought it was good, and gave some good information that will be useful.
I would like to see more user-friendly examples of HyperStudio stacks. I know they are available, but I was never able to download a concrete example. I saw video clips of teacher praise of the software, but I never saw or heard a basic explanation of what HyperStudio was, or saw a simple example of a stack.
I would like to test out software, and also have software presented to me as either behaviorist or constructivist in nature.
I would suggest that in the assignments, let the student go to a software store instead of into the schools.
If I could download software and play the game myself and maybe see other people's evaluations because they may point out something that I wouldn't notice on my own.
If you were to clearly explain each aspect of the assignment, this module would be a bit more effective. Other than that, no suggestions.
Improve user friendliness.
Include more instructions.
Is there any way for us to interact with the examples or do we have to get into HyperStudio to understand what they are?
It flowed easily.
It might be a good idea to have a list of all the things that can be found in the module. I had a hard time finding the things that I was supposed to be looking at when I first started using the module.
Make instructions of mini-activities more explicit.
Make sure all the links work. Ask the manufacturing to more fully describe the contents of their products, i.e. Teaching theory are they basing software off.
Make sure that all links are working.
Make things more clear. Go into details on how more things are done. It was great that I learned how to use the tool bar, but there was a lot that the module didn't go into enough.

Table 17: SDS 1002 Student Comments (continued)

Making navigating much easier by providing simpler and more understandable links, maybe arranging the links differently, once you click the link on your home page, the next page is actually empty, it does not contain any useful information, so the actual links to all the materials should be located earlier, and named differently.
Maybe a list of outstanding Web sites to explore on our own would be useful for later in the summer, when we have more time to spend on our own.
More lab help, the teacher can't be everywhere.
More reviews.
No suggestions at this time.
No suggestions.
None.
None.
None.
Not any really.
Nothing. Maybe be more clear in assignments.
Perhaps a wider range of software subjects doesn't try to evaluate so much software. Concentrate more on a fewer number.
Perhaps for beginners, like myself, more time to acquaint themselves with the module prior to starting a project.
Perhaps some web site addresses would be helpful to easily locate software in a variety of subject areas.
Reduce the amount of information that you are presenting. Give the basics in a very condensed manner and we'll figure out the rest as we go along.
<i>Q40</i>
<i>Under what circumstances would you explore the T*K environment again? 38 responses</i>
Class requirement, massive amounts of excess time on my hands. (Hahahahahahaha)
For a class.
For another class.
For class assignments or to earn credit.
Given time I would gladly explore again. Need more time.
I can't think of any.
I would explore it again if it was ready for me, when I came to it. I just want everything up and working.
I would like to, but I hope the next time I do, that everything is ready to go. I was a little bit frustrated.
I would love to explore these modules again!
I would not.
If another class had it as an assignment.
If I am required by my instructor.
If I ever had to complete an assignment for school probably or if T*K was interested in having me evaluate another of their modules. I had no prior knowledge of these modules two weeks ago, so I'm not quite sure if they are in my future at all.
If I needed it.
If it was financially advantageous, cheaper than the tuition at the school I am now attending.

Table 17: SDS 1002 Student Comments (continued)

If it was free and required by a class.
If it was restructured.
If my school asked me to.
If my school required it.
If notified it was closer to completion.
If the course was appropriate to my field. It was convenient to work on my own at home when I could.
If the school required it.
If things were explained better I might but as of now never.
If this provides me with development hours or college credit, I would explore it again.
In a class. Yes.
In another class.
In educational/ professional.
Need more grade book notes.
Not sure.
Only if I had to for a class like this one.
Searching for software, lesson plans, and for items necessary to help my students.
To further my education after graduation.
To seek information of classroom projects.
Under any circumstances I would explore these modules again. I enjoyed learning about what is to come in the future for educators and education.
When I have a question about something that is going on in my classroom.
When I start teaching.
Work.
Would gladly explore TK again in my career of teaching.
<i>Q41</i>
<i>Did the introduction and goals properly reflect the content that was actually present in the module? Please explain why or why not. 43 responses</i>
Everything was clearly stated and was presented in an easy to understand manner.
I did actually evaluate software, which was introduced initially.
I guess it did but then again I got caught up in the "little" stupid things that got me hung up.
I like the goals as they give a good indicator for what is to be taught. I paid attention to them, and I could then look for and gain a greater understanding of the module.
I think that I was so unfamiliar that the introduction was meaningless to me.
I think they do. For me it was absolutely understandable, and I've never had a feeling there was any misunderstanding between the goals and the content.
I thought that the goals were clearly defined and we were able to accomplish those goals and be educated in this area. They reflected it well by being straightforward.
No. I was confused about what it was I was trying to achieve. The only saving grace was that some of my peers had taken this class before and knew the routine.
The introduction and goals did reflect what was present in the module. It properly prepared me to easily work through the module. I felt the introduction covered the basic working of the module. I think this could have been expanded a bit to describe the things you can do with each category.

The introduction and goals gave an accurate overview of what was learned in the module.

Table 17: SDS 1002 Student Comments (continued)

The introduction and goals made it easier to relate to the content in the module. The standards and guidelines it provided made it easy to follow the content.

They did explain what was in the module but again there were just too many goals to cover without getting people lost.

This module assessed for students' differentiation of multimedia and hypermedia. I was curious about the differences myself, and looked specifically for an explanation, but did not find one in this module. I would say the HyperStudio presentation matched the goals of the module; it just was not particularly effective.

Yes they did but the content was lacking.

Yes.

Yes, but the content could have been more clearly organized.

Yes, I felt that we really came out knowing how to get around on the web, how to use various search engines, and what to look for in good software.

Yes, I think there was a direct link between the introduction and goals to the content in the module. This made it very easy for me to understand the purpose of the material in the module.

Yes, I'm sure but I was so lost I didn't care.

Yes, it did. The introduction and goals explained the terminology used in the module so that I would be able to determine what was being referred to in the actual program.

Yes, it outlined what we would be doing through out the module and we actually did it.

Yes, it was clear what the goals were, but to actually get to that goal was the difficult part.

Yes, it was quite clear throughout.

Yes, my unfamiliarity and uncertainty with computers seemed to be the main stumbling block.

Yes, only because of exploring the different software.

Yes, the goals did reflect what was in the module.

Yes, the goals were clear, and the introduction could have, again, had some kind of explicit example.

Yes, the introduction and goals properly reflected the content that was present in the module. Once I had read the introduction and goals I knew what was expected of me.

Yes, the introduction and goals reflected the actual assignment and the content that was presented.

Yes, the units were quite thorough and the expectations were clear.

Yes, they were clear and accurate to what we were looking for.

Yes, we learned how to evaluate the software, learned what to look for etc.

Yes, what was given as directions went hand in hand with the rubric.

Yes.

Yes.

Yes.

Yes. I felt as though the intent was clear, so when I explored the different areas offered, I was interested in seeking out specific software types and information about it.

Yes. It gave a basic understanding of what HyperStudio can do. But it was not a great source of help.

Yes. It was clearly stated what needed to be done.
Yes. Overall, the goals were very clear.
Yes. The content and objectives were very straightforward and matched well.

Table 17: SDS 1002 Student Comments (continued)

Yes. The PowerPoint introduction was great. Very informative and was reinforced in the module.
Yes-the content told us what we were going to look at & the manufacturer icons took us to their products w/ease.
Q42 <i>Did you find the schedule to be accurate? Was there an appropriate amount of time allocated for the various tasks? Please explain why or why not. 43 responses</i>
As a beginner, I needed more time for the various tasks. One thing that really helped me is that our instructor allowed some extra time for me to turn in my Hyper-Studio project.
Creating my HyperStudio stack took a tremendous amount of time. I had to do research on the topic I was presenting, just like my students will have to do.
I believe we spent the proper amount of time to evaluate four pieces of software.
I did not have a problem with the time.
I didn't even use the schedule. I prefer to set my own agenda.
I didn't know we were being timed. Seems like everything on a computer takes me forever because I know so little.
I felt like it was difficult to fully evaluate software due to lack of time.
I kind of got bored when we did tutorial because I could not try those software on line.
I really did not follow the schedule from the beginning. As I looked back, I found that the readings took more time just because I had difficulty understanding exactly where they were so I could read them. I also had difficulties downloading examples. I never was able to see any. The 10 card stack took closer to 5 or 6 hours than two or three. I already had lots of experience on HyperStudio, so inexperience was not the problem in the length of the time.
I think evaluating a few number of software packages would be better.
It depends on what you consider accurate. I felt like I spent a lot of time on the project because I am in graduate school and have an intense desire to teach, and teach well. I can't make an accurate description of how I might have felt as an undergraduate.
It took me a lot longer. But mostly because I had to find all of my graphics off of the Internet.
My class didn't follow the schedule so I don't know.
No it took way less time.
No, but I think I am quite comfortable with the computer, I think some basics such as inserting graphics, etc., Which are basically the same in all major software, should be paid less attention to whereas some features of HyperStudio only should be given more time to study and practice.
No, I could have spent a whole semester browsing and trying to figure it out.
No. The module seemed to take shorter than the time allotted.
Not having ever worked on this software before, there was a learning curve that I spent a lot of time stuck in. I completed the assignments in the allotted time but feel that in order to really feel more comfortable with the software, it would of been helpful to be able to spend some more time creating and playing around with some other ideas. Unfortunately, I did not have the time.

O.k. Yes/no. I think we need to have the outline done or a proposal so we can more strategically use the time. By this I mean actually viewing & searching for software that will be applicable to us for the final project.

Table 17: SDS 1002 Student Comments (continued)

Sure, we had time to complete the task.
The schedule for finishing assignments was totally unrealistic.
The schedule was accurate, but I could have used more time. I spent a lot of extra hours working on my project since I had never really worked in HyperStudio before. It is important to take people's experience into account when setting a time limit.
The schedule was accurate, but it was hard because the computers were down a lot so I found it hard to do everything because I do not have my own computer.
The schedule was accurate, we had enough time to evaluate each module.
The schedule was good. We had enough time to get a pretty good feel for the software and evaluate it.
The time schedule was fine. I didn't feel rushed but I certainly didn't have time to squander either.
The timing was all right, for those with little computer knowledge, a bit more time might be helpful, but for me it was okay.
There was an appropriate amount of time given to complete the task. This allowed us to be creative and explore with the different functions of the module.
This summer semester seems shorter than usual. So it is more challenging to get things done.
Yes the schedule was accurate. Yes there was appropriate time. I was able to finish everything during class time.
Yes, I am also thinking about time allotted to us in my grad class for hyper studio and comparing that.
Yes, I had all the time I needed.
Yes, I was able to complete the assignment in the time allotted in class.
Yes, it seemed sufficient.
Yes, the schedule gave me plenty of time to accomplish task.
Yes, the schedule was accurate. I was able to complete the course work in the amount of time the module indicated it would take to do so.
Yes, there was no time pressure.
Yes, we were able to go through in the appropriate time. We weren't too rushed, and we didn't have to wait very long.
Yes, we were right on schedule, and finished up on time the last day of the module, without too much extra time required other than that which was allotted and we planned ahead of time to spend.
Yes.
Yes.
Yes. I moved through the module very smoothly. My eyes did get tired, as I completed the module in one sitting.
Yes. Time was fine.
Q43
<i>What types of additional assessment would you want? 43 responses</i>
A detailed list of all the option that is available, either in a text format on the Internet or a book.... Which I referred to by the way.
Assessment of the assessment form.

None. I enjoyed the evaluation form and am keeping one in my filing cabinet for my future classroom.
Nothing else.
On-line assessments.

Table 17: SDS 1002 Student Comments (continued)

Specific to curriculum areas.
The assessment for the module seemed appropriate.
Q44 <i>Was this module helpful to your teaching? Why or why not? 43 responses</i>
Absolutely. I have a lot of new ideas now for things I would like to do in the classroom, both as learning support and as review for exams, or as review of subject matter.
As in a previous question the module helped me be aware of great potential use of computers/programs.
I actually have not taught yet, I am still in school.
I am not a teacher yet but I gained a lot of knowledge that will definitely help me with picking out software for my classroom.
I am not a teacher yet.
I am not far enough along in the teaching program to answer.
I don't think so because I didn't see any useful art software and I don't believe in computer to teach art.
I don't think that as an art teacher I would want to present information in this way, but it might be helpful.
I learned a great deal about evaluating software. This module made me more aware of what to consider when looking at software for my students and what types of software is available.
I think it could be, but I feel that I did not have enough time to spend in creating and spent too much down time in learning the software and getting comfortable with it.
I think it was because I will use what I learned but I don't think it was a very effective way to teach. It was a mess. Fortunately I liked Hyper Studio and was able to get past frustrations about the on-line instruction.
I think that this module will be helpful to teaching because it gives me a feel for what software is out there that I will be able to use in my classroom.
I'm glad to have had the opportunity to evaluate some software.
In the classroom the major focus is on keeping your students attentive and motivated. I am sure that through the use of technology these goals would be easier to obtain.
It is helpful because now I know what kind of programs to look for.
It is in terms of instruction. It gives the students the opportunity to get instructions in a different way.
It was helpful in creating lessons/activities for students (knowing what they need/want/understand).
It was. It gave me new knowledge and new perspectives of what can be added to traditional teaching, and how multimedia technology could be used in the class more than it is used now.
It's hard to say. I'm not a teacher yet.
No I would never use this again.
Not right now, as I explained before, I don't feel that I internalized anything.
The ideas are very useful to teaching, but it was all repeated information to me.

This was helpful because it heightened my awareness of the possibilities for software use in the classroom, and also the pitfalls of lousy software.
This was very helpful to my teaching. This is a fun and motivating way to test student's knowledge as well as present material.
Yes because it will allow me to find good software to use in my classroom.

Table 17: SDS 1002 Student Comments (continued)

Yes, because I found different software that would be good for my content area and power point would make my presentations a lot more interesting.
Yes, because it gave me another piece of technology I can use to enhance my teaching.
Yes, I am more familiar with something new.
Yes, I can apply the info to my use of software in my classroom.
Yes, I have much to learn. I learned how it feels to be totally lost and behind and I wanted to quit.
Yes, I think it is something that kids could do quite easily, and it is fun to go through all of the activities in the different software.
Yes, I use multimedia applications quite often. It is nice to become more proficient.
Yes, I will utilize software in the classroom.
Yes, it taught me that I would need to have a good understanding of programs before my students use a module so that I can add instruction or insights as they go through it.
Yes, it was helpful because I had never been exposed to software evaluations.
Yes, this module was beneficial to me as a teacher because I will be able to offer my students some additional options for their class assignments.
Yes, this was helpful to my teaching because now I know how to use HyperStudio. Since HyperStudio is out in many of the schools, this knowledge will help me to teach my own students.
Yes. As I stated earlier, I was looking for a different, more interactive presentation method for my students. I want my students to be active learners and watching several presentations on similar topics can be very boring for them and me.
Yes. I was able to put myself in the position of a student that was barely learning to use a program. I am much more sensitive to the plight of the students now.
Yes. It allowed me to tactically create scenarios where students had options and also allowed the student to go off on that path. In medicine, many times there is no clear cut answer to questions... And HyperStudio provides for that divisional difference.
Yes. It encourages the use of good software in the classroom.
Yes. It helped me to be more aware of educational software and how to evaluate them and see if they would support my teaching.
Yes-b/c of the "Wall-mart" approach previously stated. Specifically the wide choices of software; critiques; and tips.
<i>Q45</i>
<i>Any other reactions or comments? 24 responses</i>
Better module than HyperStudio, b/c goals & contents more explicit. Has massive reference potential.
Great stuff!!! I had a good time working with you.
I don't feel as if my answers to this questionnaire are very realistic. Sorry.
I enjoyed this module.
I have no other reactions or comments at this time.

I liked the way the evaluation for the software was outlined. It was thorough but not repetitive.
I think this opportunity to learn HyperStudio was a good experience. I learned a lot.
I think you are doing a great job. Make navigating through the site easy enough (count on dummies), and I'm sure the site will have tremendous success. Good luck!

Table 17: SDS 1002 Student Comments (continued)

I thought it would be beneficial to be able to not only drop graphics into a card but then stretch the graphics over the entire card and then screen back the graphic so that it is much fainter and then be able to type text over the graphic.
I will have a better attitude with more experience.
In working with HyperStudio, I have found it extremely helpful to work in a lab where students can ask questions when they forget how to do things. Many students in my class were very worried, or very frustrated because they could not do what they knew was possible after an hour of trying. Having other students nearby to help answer questions, and even better, having more experienced helpers around to answer questions greatly reduced the tension of the assignment, and increased the enjoyment of it.
It felt great to be able to get to the end and look back on what I was able to do with this program.
It was fun to use the different software, but also look at it in an educational way, instead of just entertainment.
It was just a lot of information all at once. It was good information but I started out knowing nothing so it was overwhelming.
Lacking personal contact - this would be true of any course using this manner of instruction.
Make it easier to navigate - this is a good product, you don't want to scare technology timid teachers off.
No, good job!!
Nope. I've said all I feel I need to say.
One final comment -- Thanks Krissy for all your patience and help. I've come a long way since I started this class. I've actually surprised myself with what I'm now able to do on the computer.
Thank you for providing us with this easy-to-use information
The project turned out to be fun!
This module was easy to use and gave many helpful ideas and suggestions for using software in my classes
This module was much easier to use and understand than the last module that I used. This may be because I am more familiar with the layout and purposes for use. It may be useful to provide more information for first time users.
This was a motivating project for me. It encouraged me to be creative with the way I teach.

SDS 1003 Evaluating Software for Classroom Use
Level = Developing Competency Area = Professional Practice

Instructor Demographics and Course Attribute Ratings (# responses = 8)

Demographics

Two-thirds of the instructors were between the ages of 40 and 49 while the remainder were between 50 and 59 years of age. Two thirds of the instructors were female (see Table 18).

Table 18: SDS 1003 Instructor Demographics

Age	18 to 29	30 to 39	40 to 49	50 to 59	60+
<i>percent</i>	0	0	67	33	0

Gender	Female	Male
<i>percent</i>	67	33

Although all of the responding instructors reported that they are ‘advanced’ computer users, only one-third claimed prior experience with online courses (see Table 19).

Table 19: SDS 1003 Instructor Online and Computer Experience

# Prior Online Courses Taken	0	1 –2	3-4	5+
<i>percent</i>	67	33	0	0

Comfort and Experience with Computers	Beginner	Intermediate	Advanced
<i>percent</i>	0	0	100

Attribute Ratings

About two-thirds of the instructor ratings of most course attributes were positive. However, the instructors gave mostly negative ratings to the following course attributes:

- Clear explanation of course activities (Q18)
- Ease in understanding and following the course timeline (Q24)

- Appropriate length of the module (Q27)
- Appropriateness of the module content for graduate credit (Q29)
- Extent to which using the module environment would make it easier for them to teach (Q34) (see Table 20).

Table 20: SDS 1003 Instructor Course Attribute Ratings

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q10. Purpose of the module was clear	33	33	33	0	0
Q11. Each activity was presented in an order that made sense	33	33	33	0	0
Q12. The instructional material was easy to understand	33	33	0	33	0
Q13. The video clips used in the module provided valuable insight into the content presented	0	67	0	33	0
Q14. I thought the amount of text on each page of the modules was about right	0	100	0	0	0
Q15. The instructional objectives of the module were clearly outlined at the beginning	33	33	0	33	0
Q16. The content was clear and relevant to the objectives	33	33	0	33	0
Q17. Resources were easy to locate	33	33	0	33	0
Q18. Activities were clearly explained.	0	33	33	33	0
Q19. Video clips were easy to use	0	67	0	33	0
Q20. I understood how to navigate through the instructional material	0	100	0	0	0
Q21. I found it easy to interact with the module	0	67	33	0	0
Q22. It was easy for me to become skillful at using this environment	0	100	0	0	0
Q23. Overall, I found the environment easy to use	0	67	33	0	0
Q24. The timeline was easy to follow and understand	0	33	67	0	0

Table 20: SDS 1003 Instructor Course Attribute Ratings (continued)

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q25. The list of assignments was clear to me.	0	67	33	0	0
Q26. The assignments related back to the stated objectives	0	67	33	0	0
Q27. The length of the module was about right	0	33	67	0	0
Q28. The content of the module was appropriate for professional development	33	33	0	33	0
Q29. The content was appropriate to what I would find in a module for graduate credit.	33	0	0	67	0
Q30. Using this environment in my teaching would enable me to accomplish tasks more quickly	0	67	33	0	0
Q31. Using this environment would improve my teaching performance	0	67	0	33	0
Q32. Using this environment in my teaching would increase my productivity	33	33	0	33	0
Q33. Using this environment would enhance the effectiveness of my teaching	33	33	0	33	0
Q34. Using this environment would make it easier to teach	0	0	67	33	0

Instructor Qualitative Findings (# responses = 3)

Instructors' comments focused on the need for greater clarity in instructions and assignments and allocation of additional time for students to explore links and complete the lessons (see Table 21).

Table 21: SDS 1003 Instructor Comments

Q35	<i>Were the assignments useful and relevant? Why or why not?</i>	3 responses
	They were o.k. But were not level appropriate.	
	Yes, they had real use for a classroom teacher.	
	Assignments were very useful. They were up to date and relevant.	
Q36	<i>What did you like most about the instruction using this environment?</i>	3 responses
	Opportunity to see that there was a variety of software available for fees.	
	Nothing really stood out.	
	The links to reviews and software sites.	
Q37	<i>What did you like least about the instruction using this environment?</i>	3 responses
	The lack of clear instructions for instructor and/or student.	
	Nothing really stood out.	
	The assignments were not clear. Students were to choose one when they built on each other.	
Q38	<i>What suggestions do you have for improving instruction with this environment?</i>	2 responses
	Specific software related questions with specific software exercises.	
	Clearer assignments.	
Q39	<i>Did the introduction and goals properly reflect the content that was actually presented in the module? Please explain why or why not.</i>	3 responses
	It was very difficult to understand what you really wanted.	
	Yes, the content of the module was reflected in the introduction.	
	Yes. The students knew what was going to be presented to them.	
Q40	<i>Did you find the schedule to be accurate? Was there an appropriate amount of time allocated for the various tasks? Please explain why or why not.</i>	3 responses
	More time was needed and would be depending upon the level of technical experience.	
	No, the schedule did not accurately reflect the amount of time needed to complete the work.	
	Not enough time allocated for the students to visit all the various links. The schedule was not accurate.	
Q41	<i>What types of additional assessment would you want?</i>	2 responses
	Check the level of technical skills and have a program based on that level.	
	Do the reviews yourself and then compare with the review sites to see if you agree.	
Q42	<i>Was this module helpful to your teaching? Why or why not?</i>	3 responses
	No, due to the lack of instruction of guidance.	
	Yes, I especially felt that the links to the lesson plan resources were helpful for classroom teachers.	

Table 21: SDS 1003 Instructor Comments

Yes, it provided good tools to evaluate software.
Q43
Any other reactions or comments? 3 responses
I was disappointed for I felt this was not a valuable task for the students.
I enjoyed this module the most of the three I worked with.
This is by far a superior lesson on software evaluation.

Student Demographics and Course Attribute Ratings (# responses = 63)

Demographics

The majority of the student respondents were between the ages of 18 and 29 years and more than three-quarters were female (see Table 22).

Table 22: SDS 1003 Student Demographics

Age	18 to 29	30 to 39	40 to 49	50 to 59	60+
<i>percent</i>	56	17	11	11	5
Gender	Female	Male			
<i>percent</i>	78	22			

This course was the first online course experience for more than three-quarters of the students in this module. The majority of the students considered themselves to be at the “beginner” level of comfort and experience with computers (see Table 23).

Table 23: SDS 1003 Student Online and Computer Experience

# Prior Online Courses Taken	0	1 –2	3-4	5+
<i>percent NA = 2%</i>	78	22	0	0
Comfort and Experience with Computers	Beginner	Intermediate	Advanced	
<i>percent</i>	56	39	5	

Attribute Ratings

A strong majority of the students gave positive ratings to most course attributes, especially the overall clarity, organization, and “usability” of the module. And the overall workload required. Attributes receiving less positive ratings overall concerned the ease of interacting with the module and locating resources. (See Table 24.)

Table 24: SDS 1003 Student Course Attribute Ratings

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q8. Purpose of the module was clear	22	67	11	0	0
Q9. Each activity was presented in an order that made sense	11	72	17	0	0
Q10. The instructional material was easy to understand	11	72	17	0	0
Q11. The video clips used in the module provided valuable insight into the content presented	11	67	11	0	11
Q12. I thought the amount of text on each page of the modules was about right	17	67	11	0	5
Q13. The instructional objectives of the module were clearly outlined at the beginning	22	67	11	0	0
Q14. The content was clear and relevant to the objectives	11	72	17	0	0
Q15. Resources were easy to locate	11	56	33	0	0
Q16. Activities were clearly explained.	11	61	22	0	6
Q17. Video clips were easy to use	6	78	11	0	5
Q18. I understood how to navigate through the instructional material	17	72	1	0	10
Q19. I found it easy to interact with the module	17	50	33	0	0
Q20. It was easy for me to become skillful at using this environment	6	67	27	0	0
Q21. Overall, I found the environment easy to use	11	61	28	0	0
Q22. The timeline was easy to follow and understand	11	72	11	0	6

Table 24: SDS 1003 Student Course Attribute Ratings (continued)

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q23. The list of assignments was clear to me.	11	61	28	0	0
Q24. The assignments related back to the stated objectives	6	83	11	0	0
Q25. The length of the module was about right	11	72	17	0	0
Q26. The content of the module was appropriate for professional development	11	67	17	0	5
Q27. The content was appropriate to what I would find in a module for graduate credit.	11	61	28	0	0
Q28. The resources presented in the module were useful in solving the problem or exercise in each module	6	72	17	5	0
Q29. The assessment at the end of the module was useful in clarifying my comprehension of the module	6	61	28	5	0
Q30. The assessment at the end of the module was useful in identifying my level of competency after taking the module	6	56	22	6	10

	I did more work in the module	I did about the same amount of work in the module	I did less work in the module	NA
Q31. If I were to compare the amount of work I did in this module to what I would do in 1-2 weeks of a graduate course, I would say that	11	28	50	11

Table 24: SDS 1003 Student Course Attribute Ratings (continued)

	Seven or eight modules would be more work than three graduate credits	The workload would be about the same	Seven or eight modules would be less work than three graduate credits	NA
Q32. If I were to compare seven or eight modules similar in quality to the one I just took to what I would do to obtain three graduate credits, I would say	17	50	22	11

Student Qualitative Findings (maximum # responses per item = 20)

Student comments revealed some concern about the clarity of instructions associated with module activities as well as some positive comments about the inclusion of Real-Time data in the module. A number of the respondents indicated that they were able to find immediate applications of the information in the module to their teaching (see Table 25),

Table 25: SDS 1003 Student Comments

Q33
<i>Were the assignments clearly structured? Please explain why or why not 13 responses</i>
After doing another module, I found going through this one much easier, so yes the assignments were clearly stated
Most of them had clear accurate instructions.
No, I didn't know what links to go to.
No, uncertainty prevailed
No. I found it hard to follow or understand exactly what it was that we were supposed to do.
Sometimes I wasn't sure where to find things-like this assessment.
The assignments were easy to understand, but the end assessment in Mac Basics was not related to the assignments or the objectives.
We had to repeatedly clarify with our instructor exactly what was expected.
Yes
Yes everything was given clearly.
Yes, and I was able to easily understand what was expected of me.
Yes, easy to get to and navigate through.
Yes, it was relatively easy to follow.

Table 25: SDS 1003 Student Comments (continued)

Q34 <i>Did the instructions clearly state what was needed to be done in order to complete the module? Please explain why or why not. 19 responses</i>
It was confusing to me what needed to be done first, second, and so on. I couldn't see the whole picture and still am unsure as to what I actually accomplished
Being able to evaluate software
Educational
No, there was some question in my mind regarding what to do
No. Maybe you could reiterate what it is that you have to do.
Our assignments did not seem to match those of the module.
Some I don't think has enough instructions on how to do something or to get somewhere
Yes
Yes because I knew what I was looking for, and the instructions were pretty straight forward
Yes it was clear.
Yes, everything was stated clearly.
Yes, I had not problem navigating my way through the instructions
Yes, it explained our purpose and what we were supposed to do
Yes, they were clearly stated
Yes. By going to course information I could go through the folders.
Q35 <i>What is the most useful aspect of these modules for K-12 teachers? 15 responses</i>
Basics would be useful to use in class with students. Maybe I need to spend more time understanding the structure of the program.
Going through it again
I am hoping that real time, which is what we are doing next, will help me with my teaching. I don't see me using the other in my classroom as every student doesn't have access to a computer.
I could integrate the appropriate software into my classroom and feel confident about using it.
How to find different programs to use.
It's easy to assess what is appropriate for each grade level.
Learning how to evaluate software
Learning why evaluating software is important and how to go about the process.
None really.
The kids stay interested in learning from the neat graphics.
The module encourages exploration of various educational software packages that could be incorporated for specific functions in a classroom.
The most useful aspect of this module was the real-time data component.
The resources that were available to us.
They can be done as time permits for each teacher.

Table 25: SDS 1003 Student Comments (continued)

We are going to need to know how do work with the various types of software, so going through this module got me more familiar with different software that could potentially be used in a classroom
Q36 <i>In what ways could you apply what you learned to your teaching?</i> 16 responses
Being able to properly evaluate software, which is important when trying to include it in your classroom. You need to know which programs will be effective and appropriate. This info. Could also be useful to help stress the importance of evaluating software to other teachers.
I don't know that I really like the instruction, but I liked how easy it was to get into different software
It was clear
It was shorter and more direct.
I could just use the knowledge on how to find programs to find some for my class.
I could use the unit I developed in my classroom.
I learned that there are many ways to use real-time data in the classroom.
I used a lesson found on the Internet and adapted it to a PowerPoint presentation to use in my history class.
I will be able to see what type of software programs will be useful in my classroom.
I would apply it to a classroom that I feel would benefit from the different software I explored
I would explore more ways to incorporate education software into my instruction and remediation processes.
It's a fun way to learn by looking at the graphics, let the kids work on a module that would be affiliated with a lesson that is being taught.
Not a thing.
This module may help students with understanding.
Using the Web sites for real life data.
What?
Q37 <i>What did you like most about the instruction in this module?</i> 14 responses
Clear.
How hard it was to download some of the software.
I didn't like that assignments were not clearly outlined.
It is not easy to get feedback regarding the expectations unless an instructor is on hand. If I wanted tutorial type instruction, I would not have bothered to live on campus this summer.
Most were pretty clear.
Not on paper
Some new information was presented they could be useful in the future
The available resources.
The exposure to the Web
The graphics
The information provided.
The objectives and instructions were clearly stated, it was easy to follow.
They were clear and easy to read.

Table 25: SDS 1003 Student Comments (continued)

This module as compared with the Great Graphics module was much clearer and easier to follow. More of the links functioned properly. Possibly, because I had waded my way through another module prior to this, I felt more comfortable working with this one
Q38
<i>What did you like least about the instruction in this module? 20 responses</i>
Clear.
Clarifying what is going to be learned and matching the assessment with the objectives.
Clearly identify the links, and update them.
I am not knowledgeable enough to make suggestions.
It was a little confusing
It was hard to download some (or most) of the software
Lack of direction and focus
Most of the links were to software sites that wanted you to buy their software.
None.
None.
State more clearly how to activate how to do certain things.
The downloading process was hard.
Not understanding what to do to complete the assignments
Nothing
Some were not explicit enough on what to do next.
The fact that some things did not work
The forum stuff, the posting and evaluating w/in it.
There was not one thing that stood out that I didn't like
There were still links (i.e. the introduction) that did not work. In the instructor section the content slide presentation worked beautifully.
Wasn't able to get into certain links
Q39
<i>What suggestions do you have for improving the content of this module? 11 responses</i>
Check links to be sure they work properly. It is frustrating to try to access something that is supposed to clarify a learning experience, and be unable to.
I most likely would come back because it would just confused me more.
If a module topic has something to do with a lesson that is being taught, it would be a fun activity for students to do as a reward.
If I felt there was something that would benefit my class by me exploring it again.
I would say that directions need to be clearer.
Include links to software that will download.
Less words.
Make it easy for the software to be downloading
None.
None.
More interactive lessons.

Table 25: SDS 1003 Student Comments (continued)

Q40
<i>Under what circumstances would you explore the T*K environment again 14 responses</i>
Course requirement.
I understood completely what I was supposed to do after reading the intro and the goals of this module.
They were not clear.
Yes, I think so.
If I needed a place to look for extra things to add to my lesson plans.
If I needed help looking for software.
If I needed to find some software.
If it was required in further educational endeavors, or I would access this module again for links to software applications.
If the navigation around the whole site itself were made easier.
In all honesty, I would probably only use this environment again if I needed to do it for a class.
Only as a requirement.
Only if I have to.
When going through software in the future.
When the instructor asks me to again.
Q41
<i>Did the introduction and goals properly reflect the content that was actually present in the module? Please explain why or why not. 20 responses</i>
I don't know how the assessment matched the assignments and objectives. The questions were based on basic computer knowledge that wasn't covered previously.
I didn't not spend all of the allocated time because I was able to finish the task before the time it said I would need.
I found that it took me longer. That is probably due to my lack of skills.
I spent a great deal of time on the assignment. I thought the original schedule was demanding, but I spent more time than that.
Yes, objectives were stated clearly.
Yes, the goals went accurately with the content.
Yes, told exactly what we were going to do.
Yes.
Yes, it took that amount of time.
Yes.
Yes.
Yes.
Yes.
Yes. It was set up effectively.
Yes. The content followed the goals.
Yes. What we were asked to do went right along with the goals that were presented.

Table 25: SDS 1003 Student Comments (continued)

<p><i>Q42</i> <i>Did you find the schedule to be accurate? Was there an appropriate amount of time allocated for the various tasks? Please explain why or why not. 9 responses</i></p>
I did not use the schedule as presented - however, it appeared to have been reasonable.
I thought the assessments were fine, no additional needed.
Like I have already stated, match objectives with assessment.
No, I think I spent more time evaluating software because the games were fun.
No, time would vary considerably.
No, too much time.
The schedule was a bit off in that the allocated times for each section were too long.
Very accurate. The time constraints were not a factor that I saw.
Yes there wasn't limited time.
<p><i>Q43</i> <i>What types of additional assessment would you want? 11 responses</i></p>
I can't think of any.
Definitely, especially if I use software found in this module in the future.
Modules are helpful and fun when they coincide with what lesson is being taught in class.
No, I do not have access the a Mac computer.
None.
None.
None.
None
Nope
Nope
Nope!
<p><i>Q44</i> <i>Was this module helpful to your teaching? Why or why not? 16 responses</i></p>
Because U.S. history from 1000-1870 does not seem to readily lend itself to current data I do not think it was as useful as it would be for say a science class.
I liked this program a lot better.
No
No
No, I do not have access to a Mac computer.
No, I was confused through most of it
No.
Yes, I learned the available resources for real time data.
Yes, I think these programs will help with some students.
Yes, it gave me a lot more ideas of ways to incorporate software.
Yes, it showed me new software that was out there.
Yes, it was educational.
Yes.
Yes.
Yes. I have an idea on how to evaluate software and how to use the net for collecting

data.

Table 25: SDS 1003 Student Comments (continued)

Yes. The real-time data section was very beneficial.
Q45
<i>Any other reactions or comments?</i> 4 responses
I like this one better than Great graphics
This module provided valued information
This one was better than the graphics module
This was my least favorite part of this course.

SDS 1004 Classroom Management and Gradebooks
Level = Developing Competency Area = Professional Practice

Instructor Demographics and Course Attribute Ratings (# responses = 5)

Demographics

Two-thirds of the instructors for this module were between the ages of 40 and 49 years and two-thirds of the module's instructors were female (see Table 26).

Table 26: SDS 1004 Instructor Demographics

Age	18 to 29	30 to 39	40 to 49	50 to 59	60+
<i>percent</i>	33	0	67	0	0

Gender	Female	Male
<i>percent</i>	67	33

This was the first online course experience for one-third of the instructors but the remaining two-thirds had taken one or two online courses previously. About two-thirds of the instructors characterized themselves as “advanced” computer users (see Table 27).

Table 27: SDS 1004 Instructor Online and Computer Experience

# Prior Online Courses Taken	0	1 –2	3-4	5+
<i>percent</i>	33	67	0	0

Comfort and Experience with Computers	Beginner	Intermediate	Advanced
<i>percent</i>	0	33	67

Attribute Ratings

The instructors gave mostly positive ratings to the course attributes. Notable exceptions, however, were the generally negative ratings assigned to the following course attributes:

- Video clips' ease of use and value to the course (Q13 and Q19)
- The appropriateness of the course content for graduate credit (Q29)
- The extent to which using the module environment would make it easier to teach (Q34) (See Table 28).

Table 28: SDS 1004 Instructor Course Attribute Ratings

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q10. Purpose of the module was clear	33	33	33	0	0
Q11. Each activity was presented in an order that made sense	33	67	0	0	0
Q12. The instructional material was easy to understand	0	100	0	0	0
Q13. The video clips used in the module provided valuable insight into the content presented	0	33	0	67	0
Q14. I thought the amount of text on each page of the modules was about right	0	33	67	0	0
Q15. The instructional objectives of the module were clearly outlined at the beginning	33	67	0	0	0
Q16. The content was clear and relevant to the objectives	33	33	33	0	0
Q17. Resources were easy to locate	33	33	33	0	0
Q18. Activities were clearly explained.	33	67	0	0	0
Q19. Video clips were easy to use	0	0	33	67	0
Q20. I understood how to navigate through the instructional material	0	100	0	0	0
Q21. I found it easy to interact with the module	0	100	0	0	0

Table 28: SDS 1004 Instructor Course Attribute Ratings

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q22. It was easy for me to become skillful at using this environment	0	67	33	0	0
Q23. Overall, I found the environment easy to use	0	100	0	0	0
Q24. The timeline was easy to follow and understand	33	67	0	0	0
Q25. The list of assignments was clear to me.	33	0	67	0	0
Q26. The assignments related back to the stated objectives	0	100	0	0	0
Q27. The length of the module was about right	0	67	0	33	0
Q28. The content of the module was appropriate for professional development	0	67	33	0	0
Q29. The content was appropriate to what I would find in a module for graduate credit.	33	0	33	33	0
Q30. Using this environment in my teaching would enable me to accomplish tasks more quickly	33	67	0	0	0
Q31. Using this environment would improve my teaching performance	0	100	0	0	0
Q32. Using this environment in my teaching would increase my productivity	33	67	0	0	0
Q33. Using this environment would enhance the effectiveness of my teaching	33	33	33	0	0
Q34. Using this environment would make it easier to teach	33	0	67	0	0

Instructor Qualitative Findings (maximum # responses per item = 3)

The responding instructors offered a number of suggestions for module enhancements in their comments (see Table 29).

Table 29: SDS 1004 Instructor Comments

<p>Q35 <i>Were the assignments useful and relevant? Why or why not?</i> 3 responses</p>
<p>The assignments were too simplistic. We were asked to create a simple gradebook, print reports and generate a web page. No examples were given for students. Nothing was said in the module about classroom management. Why was classroom management in the title of the module? I expected to learn about different grading systems as well as simply using a computerized gradebook. There should be more on the pros and cons of different systems.</p>
<p>I think, in the case of my class, which was composed of lower division pre-service teachers, that the assignments for this module were appropriate. It was especially challenging to the students to understand how Gradekeeper can generate different ways of presenting the information that they input. I also think the assignments were useful to pre-service teachers because they were exposed to different ways of maintaining their student grades and communicating with parents about their children's progress. Of special note, I thought that the students' exposure from my class to spreadsheets and databases before completing this module served as an excellent basis for contrasting gradekeeping software with using spreadsheets for gradekeeping. One question, why did the module focus on using Gradekeeper and not let students choose which grading software they wanted to use? That way students could have compared the strengths and weaknesses of the grading software as part of their assignments.</p>
<p>Yes, several different types of grading programs were presented. Students were enthusiastic about the hands-on, self-directed learning.</p>
<p>Q36 <i>What did you like most about the instruction using this environment?</i> 3 responses</p>
<p>When used properly, the Internet and this particular system makes accessing related information easy.</p>
<p>I like the autonomy it gave the students in completing class content. I also liked it because students had to stop and figure out what the directions were telling them. So many times when we are using technology that is new we try to figure it out using trial and error (If it doesn't work just press another key). I thought that this environment made the students think through what they were doing. The discussion questions that were posted for students also helped clarify what the students were learning (and experiencing).</p>
<p>It is self-guided, exploration is easy, the layout is user-friendly and the content is excellent.</p>
<p>Q37 <i>What did you like least about the instruction using this environment?</i> 3 responses</p>
<p>No feedback. I think that some examples should be provided to enhance the content.</p>
<p>The least favorite part about using this environment was the problems we had with viewing the videotapes (which were under construction), teaching students how to navigate through the module (this was addressed when the student manual was added that explains how to navigate this environment), and gaining insight into how the Gradekeeper had been constructed so that I could answer students questions about the differences between spreadsheets and Gradekeeper. I also would have to say that the focus on Gradekeeper raised questions about the credibility of the other grading software. Why was Gradekeeper chosen as the focus software?</p>

Table 29: SDS 1004 Instructor Comments (continued)

Getting the audio/video to work properly was challenging.
<p>Q38 <i>What suggestions do you have for improving instruction with this environment?</i> 3 responses</p>
More examples. More content. Some way for students to gauge how well they are learning.
The first thing I would recommend is that students work through a module (vs. a manual) that helps them learn to navigate, and complete the module on which they are working. The second recommendation I would make is that the topics from the course information section should be expressed in the same terms that teachers use. For example, Instead of stating the title of the module such as Classroom management and gradebooks, use "overview." Then in the overview section include not only the outcome goal, but the behavioral objectives students will be completing. Not only would this give students a good idea of what the module is about, but it would help them see what they will be doing. In fact, I think the competency map would be a good addition to the overview section. I also think that the module designers need to consider that the Media section is offering the same media that is already provided in other sections to view. This was confusing for students when they got to the Media section. They kept thinking t
Make it more interactive, where teachers could choose from a bank of grading programs to select the one they use in their school. This would be more useful to teachers, instead of trying out programs not accessible to them.
<p>Q39 <i>Did the introduction and goals properly reflect the content that was actually presented in the module? Please explain why or why not.</i> 3 responses</p>
The introduction was okay.
I think the introduction (which I am assuming is the Overview) could have been elaborated to better reflect the content students would be covering in this module. This means, as I said before, that not only should the goal(s) of the module be stated, but the behavioral objectives (competencies) should be stated as well. I think specifying what students will be doing through behavioral objectives would reflect the module content much better.
Yes, the intro and goals were reflected in the content. Students were clear on what they were learning, and how they would master certain objectives.
<p>Q40 <i>Did you find the schedule to be accurate? Was there an appropriate amount of time allocated for the various tasks? Please explain why or why not.</i> 3 responses</p>
No. I completed the module in less than an hour. My students spent about twice that. The readings and assignments were written at a very low level - future and current teachers can handle a higher level of content and work.
The schedule needs to have some explanation. First of all the range of time that it takes to complete different aspects of the module varies greatly depending on the student's technological understanding, experience, and etc. I also think the schedule should have reflected the module parts rather than "Research, Explore, and etc." For example, the schedule could be broken down into "Overview, Course Content, Assignments, and etc." As for whether or not the schedule was accurate, it was hard to tell because of the confounding variables of students' expertise on computers, following directions abilities, risk taking, and etc.

Table 29: SDS 1004 Instructor Comments (continued)

Yes
<p>Q41 <i>What types of additional assessment would you want? 3 responses</i></p>
<p>I feel that a great weakness of these modules is the lack of feedback to the user. There must be some way to give an assignment, then allow the student to check an example of the completed assignment after some period of time has elapsed. Students can then compare their work with a model and get some feedback.</p>
<p>I think comparing at least one other gradekeeping software with Gradekeeper would have been very helpful. Like I said before, my students got a lot out of this module because they had completed working with spreadsheets as a grade keeping software. Because of this background they were able to look at the strengths and weaknesses of Gradekeeper as well as the other examples of grading software that the module provided.</p>
<p>A variety of assessment types: multi. Choice, T/F, open-ended, simulation.</p>
<p>Q42 <i>Was this module helpful to your teaching? Why or why not? 3 responses</i></p>
<p>I would like to use it with my college students. It will require a great deal of supplementary material on my part however.</p>
<p>I think this module was helpful because it allowed me to model the kind of things that can be done with technology in education. I also liked this module as a follow up to the spreadsheet lab we do in class because it made students stop and think about how they could use grading software to increase their follow up with student progress and let parents know what is going on with their child. This module was also helpful because it introduced pre-service teachers to the concept of shareware, grading software, working through an on-line module, and contrasting approaches to how students and parents can be advised about their academic progress. (Although, the class did have quite a discussion about the assumption that parents and students have access to the Internet to check on grades. Is it equitable for teachers to be using this kind of grading software and posting it on the Internet for student and parent information?)</p>
<p>Yes, it complemented the materials and information I presented in class. The module gave students the necessary background information and familiarity with the topic that they needed to create a gradebook using technology.</p>
<p>Q43 <i>Any other reactions or comments? 3 responses</i></p>
<p>Please make these modules more rigorous! Put some content in the content section. Links are needed to other web sites. The video clips are not working. I believe that you are on to a good idea. You just need to consider your audience better. College students will (and in the case of my class) see these modules as simplistic at best. One student remarked that both of the ones he evaluated seemed more like commercials for products rather than instruction. In other words, put more content in the modules that will challenge students.</p>
<p>I first want to express my thanks to the team that helped me (and my students) get through these modules. Steve, Thach, and Bianca were very helpful. I am also looking forward to seeing the videos that go with the modules.</p>
<p>I found the module very beneficial to teachers and an excellent way to enhance professional development.</p>

Student Demographics and Course Attribute Ratings (# responses = 39)

Demographics

The overwhelming majority of the students in this module were under 30 years of age and almost two-thirds were female (see Table 30).

Table 30: SDS 1004 Student Demographics

Age	18 to 29	30 to 39	40 to 49	50 to 59	60+
<i>percent</i>	86	7	7	0	0

Gender	Female	Male
<i>percent</i>	64	36

This was the first online course experience for a majority of the students in this module although over 40 percent reported previous online course experience. The majority of students characterized their level of comfort and experience with computers as “intermediate” but over one-third described themselves as “beginning” computer users (see Table 31).

Table 31: SDS 1004 Student Online and Computer Experience

# Prior Online Courses Taken	0	1 –2	3-4	5+
<i>percent</i>	57	32	7	4

Comfort and Experience with Computers	Beginner	Intermediate	Advanced
<i>percent</i>	36	61	3

Attribute Ratings

Student ratings of course attributes were generally positive. The following attributes, however, received a notable percentage of negative ratings:

- The ease of use and value of the video clips (Q11 and Q17) – *a finding that echoes that for the course instructors*
- Clarity in explanation of course activities (Q16) (see Table 32).

Table 32: SDS 1004 Student Course Attribute Ratings

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q8. Purpose of the module was clear	39	46	11	0	4
Q9. Each activity was presented in an order that made sense	25	61	11	3	0
Q10. The instructional material was easy to understand	21	61	18	0	0
Q11. The video clips used in the module provided valuable insight into the content presented	7	39	11	39	4
Q12. I thought the amount of text on each page of the modules was about right	14	71	11	4	0
Q13. The instructional objectives of the module were clearly outlined at the beginning	29	54	17	0	0
Q14. The content was clear and relevant to the objectives	29	64	7	0	0
Q15. Resources were easy to locate	11	67	11	11	0
Q16. Activities were clearly explained.	18	43	32	4	3
Q17. Video clips were easy to use	7	43	11	39	0
Q18. I understood how to navigate through the instructional material	21	64	15	0	0
Q19. I found it easy to interact with the module	18	61	18	3	0
Q20. It was easy for me to become skillful at using this environment	11	71	18	0	0
Q21. Overall, I found the environment easy to use	18	68	14	0	0
Q22. The timeline was easy to follow and understand	14	75	11	0	0
Q23. The list of assignments was clear to me.	14	61	18	4	3
Q24. The assignments related back to the stated objectives	18	68	14	0	0

Table 32: SDS 1004 Student Course Attribute Ratings (continued)

Q25. The length of the module was about right	18	54	25	0	3
Q26. The content of the module was appropriate for professional development	29	64	7	0	0
Q27. The content was appropriate to what I would find in a module for graduate credit.	14	64	22	0	0
Q28. The resources presented in the module were useful in solving the problem or exercise in each module	14	68	14	0	4
Q29. The assessment at the end of the module was useful in clarifying my comprehension of the module	14	68	14	0	4
Q30. The assessment at the end of the module was useful in identifying my level of competency after taking the module	21	61	11	4	3
	I did more work in the module	I did about the same amount of work in the module	I did less work in the module	NA	
Q31. If I were to compare the amount of work I did in this module to what I would do in 1-2 weeks of a graduate course, I would say that	7	61	29	3	
	Seven or eight modules would be more work than three graduate credits	The workload would be about the same	Seven or eight modules would be less work than three graduate credits	NA	
Q32. If I were to compare seven or eight modules similar in quality to the one I just took to what I would do to obtain three graduate credits, I would say	25	61	11	3	

Student Qualitative Findings (maximum # responses per item = 25)

Student comments contained a number of suggestions for course improvements but also reflected a range of reactions to the content and organization of the course module (see Table 33).

Table 33: SDS 1004 Student Comments

Q33
<i>Were the assignments clearly structured? Please explain why or why not 24 responses</i>
Assignments were very clearly defined and structured.
easily accessible and functional. steps were identified as basic as possible.
for what we could see it was sufficient in structure.
From what I could see, it was clear.
I think that the assignments were clear and fit with the goals. I was not as overwhelmed with this module like I was with the ethics module
I thought that some of the assignments were clearly explained. Others were too wordy and were hard to follow. Overall, most of them were o.k.
I thought that the assignments were structured well, but they gave no real indication as how to use the gradekeeper program. I had to try and understand the software on my own. The assignments are structured well because they tell you exactly what to accomplish without confusing you in the process
it was fantastic
no, I understand what the assignment was, but I can't figure out how to send things
no, there was too much missing for the format to be clear. Expectations and assignments were not explicit.
Sometimes I was unsure of what I was supposed to submit to the instructor.
sure
The assignments could have been easier to find and the way the gradekeeper was set up could have been set up more user friendly
The assignments were clearly structured because they were all relevant to the module and resources you provided.
The assignments were not to clear, I got the just of it. The resources came up half of the time, the video clips never came up, etc.
yes
yes
Yes, but not all the material was loaded at the time I was observing.
Yes, I specifically liked the links in the module, I found that they related directly to the module, yet were not limited to the module.
Yes, our educator provided clear and efficient instructions
Yes, The assignment was very easy to follow and o implement.
yes, the step by step instructions were helpful.
Yes. I knew just what I was supposed to do
Yes. It is nice to be able to know exactly what is expected from you...no surprises.

Table 33: SDS 1004 Student Comments (continued)

<p>Q34 <i>Did the instructions clearly state what was needed to be done in order to complete the module? Please explain why or why not. 23 responses</i></p>
Absolutely! Instructions were clear and very easy to follow.
Again, what I was able to get to it was clear.
For the amount we saw it was good instruction
I do not think that the instructions really explained what we were going to be doing with the gradebooks. I felt as if I was thrown into it all. Luckily it was simple to figure out. I also didn't know that all my work would be kept under one file. I kept making new pages for my attendance sheet when it was there all along.
It was clearly stated, as you went through the module it was self explanatory.
It was explained but I think you need to give some more help on how to do things
No I found no explanations at all.
Somewhat, the only thing that I found confusing was how the topics were listed. For example, the Assignment topic was listed before the Content topic, and you were suppose to have already done mini assignments that were listed under the Content topic. Maybe the order of topics needs to be rearranged.
The instructions did state what needed to be done, but didn't tell you how. I found this to be a big drawback. At least the gradekeeper software was easy to understand. Had it not been, I would have found myself frustrated and agitated.
The instructions yes, did give somewhat of a clear view of the task asked to be preformed. I wish it had been easier to navigate.
Yes
Yes
Yes ,they clearly stated what was needed.
Yes because of the instructions
Yes the instructions clearly stated what was needed to be done
Yes, because she's a good teacher
Yes, from what I could see.
Yes, I think the timeline was particularly useful because, even if it was off a little bit, it gave me an idea of what to expect as far as time needed and difficulty.
Yes, same as above
Yes, the instructions clearly stated in detail what needed to be done to complete the module.
yes, they gave you information that needed to be done
Yes. Again, everything was laid out step by step for the student.
Yes. I did not have any questions
Q35 <i>What is the most useful aspect of these modules for K-12 teachers? 24 responses</i>
Advancing their education in technology.
All of it.
classroom management
Easy to use.
Efficiently keeping grades
grade keeping

Table 33: SDS 1004 Student Comments (continued)

I learned just how important it is to have technology in the classroom , but the teacher needs the skills to deal with the change of technology.
I really liked that I could easily change the weight of different assignments.
I think it would be useful for high school students to know how ethics and equity affect technology. Also that almost everyone goes through one of those issues at some point when dealing with technology.
I think it would be useful to anyone to be able to keep everything on a computer. Items can be changed quickly and easily. Plus things can be printed out for others to see.
I think the most useful aspect is that it presents teachers with an alternative way to keep track of their grades and attendance. I think that introducing teachers to new technologies such as gradekeeper is important.
I think the most useful aspects of these modules is that any teacher, no matter the grade they teach can benefit or put into practice these modules.
it helps make a grade book effectively.
It is a very detailed guide to learning technology in the classroom. It takes a lot of time to go through the module, but it is very informative.
it is very easy and a good way to do things
none, they need to be more complete.
Provides a valuable tool for classroom management for teachers.
The ease in which teachers can add, change, and delete information.
The informative software that teachers can use for their classes
the instructions
The links in the modules.
the most useful aspect of this module was the basic fact that a person with a low level of computer usage skills could adapt to any of the steps
This let me explore the new software that will be available to me in the near future.
Unknown
Q36
<i>In what ways could you apply what you learned to your teaching? 23 responses</i>
Do more on line.
Ease of compiling student data and generation of reports, communication with parents and students as to students' progress will assist my teaching.
grade keeping
I can use gradekeeper to keep tack of assignments, grades and attendance.
I could apply all of what I learned in my classroom and I feel that it would be highly effective.
I could now use Power Point or Inspiration to present information to my students in a fun and eye catching format.
I could use all the material learned in this module.
I could use the gradebook system to keep things organized and accessible. plus it would be a back up to me hard copies.
I have learned a lot, and plan to use it. I am not only more knowledgeable about ethics, equity and social issues of technology, but I feel confident that I can teach AND practice these issues in my future classroom.
I learned about the available gradekeeping software to use in class.

Table 33: SDS 1004 Student Comments (continued)

I learned about the copyright laws, gender bias, what is good software , what is appropriate for children on the Internet, all of this dealing with technology in the classroom.
I now have the confidence to use gradebook software, something that I had no experience prior to this module outside of a spreadsheet program. I also realized that sometimes there are easier ways to complete a sometimes tedious task by using technology.
I really liked the seating charts
I will use the gradekeeper software.
I would use this to help me track students
most districts are using on line gradebook for everything but final grade so it applies a great deal
not at all.
there are so many ways to apply this to my teaching.
This is much easier than using a paper gradebook.
this will simplify the class grading system. It will give more time to focus on the subject matter.
To keep grades
use for knowledge for the kids
What I learned will benefit my students and make assignments take less time
Q37
<i>What did you like most about the instruction in this module? 20 responses</i>
Ease of use, very professional, and contains a lot of relevant and useful information. I'm glad I could be a guinea pig!
Easy to understand
I liked it all.
I liked that it was more of an individual module, one that didn't require any sort of group work or presentation. Because of this, I was able to learn more. This is because I'm more of an independent learner.
I liked that there was objectives stated in the beginning of each module.
I liked the different graphics that were used.
I liked the fact it introduced me to grade keeper.
I liked the fact that it was a hands on approach so I got to use the software and not just talk about it.
It was a bare beginning but had a lot of potential
It was easy to follow.
It was on task.
It was self -explanatory
Knowledge of software.
No math required on my part and changes were easy
Nothing
Some instructions were clear and helped me to understand the goal at hand.
The Help section was very clear and concise. The step-by-step instructions were invaluable to me in working through the module.
The idea of seating charts totally excited me.

They were clear

Table 33: SDS 1004 Student Comments (continued)

The instructions were all clearly stated. I had no problems.
Q38 <i>What did you like least about the instruction in this module? 15 responses</i>
Confusion of what was supposed to be submitted sometimes.
I did not like that I was limited to only homework or tests.
I did not think that there were enough instructions for making the grade books and such. There needed to be more help given there.
I didn't like the fact that we had to download a program to complete the module. Also, when there were examples of the gradekeeper software, I didn't like the fact that I couldn't manipulate them to gain a better understanding of the software. I also thought that this module was a shameless promotion for gradekeeper and the two other types of grade book software.
I was not able to have access to all lessons.
I wasn't exactly sure what all I could do. I sort of found things on my own.
Not being able to ask questions when needed
Nowhere near complete
Slow
The fact it seemed that everything was under construction
The instructions
The thing I liked the least was the order in which the module was set up.
The videos were not available.
Unknown
Videos not working.
Q39 <i>What suggestions do you have for improving the content of this module? 22 responses</i>
A greater variation of reports and more versatility in pulling in data from different areas. Would like to be able set parameters and have the software flag data that falls outside the parameters.
A little more info about how to do different things.
Before you have students work with this module , please make sure everything is up and running.
Clearer.
Detailed instruction under HELP.
Get it more together before you beta test. Better instruction of goals and expectations at the beginning.
Get the videos working.
Have the videos work.
Having the videos accessible.
I don't think the content needs improving. I was able to work through the modules without any problems.
I think that the content page was good and that it does not need to be changed. However, more instructions should be given on the assignment page.
I'd make it so the Gradekeeper program is included and doesn't have to be downloaded. Also, I'd make sure that the video clips worked before having students work in the modules with the expectance that they will see videos.

It just needs to be cleaned up.
It should be made easier to flow through the module.

Table 33: SDS 1004 Student Comments (continued)

Next time if we are going to test a module I would like to see the whole thing.
No changes.
None at this time.
None.
None.
None.
Reorganizing the order in which the information is set up in.
The content was ok.
<i>Q40</i>
<i>Under what circumstances would you explore the T*K environment again? 22 responses</i>
Don't know.
For an instructional project.
For another class assignment.
Graduate credit over long distance learning.
Honestly, either I haven't explored enough modules or I really wouldn't think of the T*K environment while doing work. I want to explore it more, but in a general sense it doesn't seem worth it to get lost in the software and to have to decipher the useful information.
I don't know that I would.
I would because it is a easy way to obtain a graduate credit.
If corrections where made to simplify the environment, I would be willing to try the learning module again.
If I had to.
If I need help to solve something in PowerPoint.
If I needed more instruction, I wouldn't hesitate.
If I was asked to do it in class, which I'm pretty sure that I will be.
If it has a module that I could use or found interesting in my teaching.
If it pertained to something that was important in my schooling or if it related to something I need to relay to a class I might be teaching.
If it was a requirement of another class.
If the bugs got worked out, I might come back to this site again.
If there is something that I could use in the classroom that I don't know already.
Only if we approach it in our TechKnowledge class.
Probably never again.
To keep up with current technology, to learn other aspects and to be able to work at my own pace and time frame.
When my instructor forces me to sit through this again.
When this teacher makes me.
<i>Q41</i>
<i>Did the introduction and goals properly reflect the content that was actually present in the module? Please explain why or why not. 23 responses</i>
I don't know that the goals were clear.
I think that they fit very well together. I am fully aware that I completed my goals according to the introduction.
I think the modules were written in a way that we all understood the material.

I thought that the introductory goals were right on. They stated that the student would be able to create a class management file, which is exactly what I accomplished with the Gradekeeper program.

Table 33: SDS 1004 Student Comments (continued)

It reflected the content well but since it's under construction there is bound to be some glitches.
It was OK and would maybe use.
Somewhat.
Sure, the goals were very defined.
Yes, as stated before it relates to most school districts that we will be working in.
Yes, because the work completed helped me learn all of the objectives.
Yes, everything was clear. The introduction gave an over view and the assessment was perfect.
Yes, it did it was neat.
Yes, The goals were aligned.
Yes, They both gave descriptive information on what needed to be done.
Yes, they properly reflect the content that was actually present in the module.
Yes, when I read the objectives and goals, I thought "Wow, this is A LOT", but the information is organized in such a way that it actually SAVES time because everything is right here.
Yes.
Yes. After using Gradekeeper software, I could easily do everything that the goals said that I should be able to accomplish.
Yes. Module and content very closely mirrored each other. Very clear and concise.
<i>Q42</i>
<i>Did you find the schedule to be accurate? Was there an appropriate amount of time allocated for the various tasks? Please explain why or why not. 21 responses</i>
I don't know there was too much missing to be able to tell.
I found the schedule to be very overblown. There is no way that I would spend 10-11 hours on this particular module. In particular, I found the 2-4-time projection to work with the software to be too long also. The assignment didn't take all that long seeing how to complete that task, all that was needed was to enter some information on 8 students. I'm curious as to how you come up with these time projections.
I think that it took less time than the schedule said it would.
I think that the time allotted was accurate. Except for the fact that the videos did not work so that took that off the schedule.
I thought it suggested to much time but then again the movies did not work
It was very accurate for me, but I read very fast, so the time allotted for reading may vary amongst different people.
No, cause I just didn't.
Some things took much longer than was stated.
The schedule was a little off, but I put that on the fact that I am taking this over the summer. I have two other classes that take a lot of my time too.

The time allotted was more than appropriate. I actually finished about 1 and 1/2 hours sooner than was allotted overall.

The time allowed was way off. It took me less than two hours to complete this module.

Table 33: SDS 1004 Student Comments (continued)

The time was perfect.
The time you stated on the schedule was about the time it took me to complete each of the tasks.
Yes their seemed to be a good amount time allocated.
Yes, there was enough time to do all tasks.
Yes, there was enough time to get everything done.
Yes.
Q43
<i>What types of additional assessment would you want? 18 responses</i>
I don't know because I have not taken assessment yet.
I don't know.
I feel assessment was very appropriate for this module.
I think that the assessment was very useful for this activity. I was able to see how well I did on this module and how I answered my questions.
I would like any additional assessments that I could get my hands on.
I would like feedback.
I'd like there to be a section that contrasts the pros and cons of using a gradebook program. I thought the way that this module totally endorsed the software to be a little biased.
Interactions with other peers that are also evaluating the modules, perhaps in the form of a chat room.
It was sufficient.
Math tests assessment.
None, everything is covered.
None.
Not sure, need more information.
One module on cyber addiction!!!!
Q44
<i>Was this module helpful to your teaching? Why or why not? 22 responses</i>
Absolutely! It will facilitate my time management and increase my productivity. It will free me for more time with my students, as well as helping improve communication between students, parents and myself.
I already told you, I liked the seating charts.
I believe once I get out there, I will remember many things from this module, I learned a great deal, and plan to use it!
I do not know yet because I am not a teacher yet.

I guess.

Table 33: SDS 1004 Student Comments (continued)

I think that this module will be helpful to my teaching because I now know of different ways to do gradebooks, attendance, and to generate reports.

No don't teach yet.

No, not enough information.

Only time will tell.

Seeing that I am not yet a teacher, I cannot accurately answer this question. I do feel that the module exposed me to an aspect of technology that I was not previously aware of. I'm sure that when I will at least consider gradekeeping software as an alternative now.

Yes because I learned a lot.

Yes I feel as though I have answered this question before.

Yes it makes the process faster.

Yes, because it was.

Yes, I learned about software that I can use.

Yes, I think my students, their parents and myself can all benefit from Gradekeeper. Gradekeeper allows for parents and students to view their progress on line, making my job a little less complicated.

Yes, It has given me many ideas on class management.

Yes, it was helpful. It made me always have a back up plan just incase it was not up and running.

Yes, made me aware of new things.

Yes.

Yes.

Yes. It made keeping grades a lot easier.

Q45

Any other reactions or comments? 8 responses

How do you add extra credit assignments without disrupting others grades?

I didn't like how you basically answered the discussion questions in the assessment section. I thought that this kind of gave you the framework for answers instead of making you think more about your responses. Also, I think that you should have some type of spell check for this survey. I'm not the most proficient typist in the world and constantly having to go back and correct myself was a pain. Maybe you could have different survey questions for the modules as well, seeing how the subject matter is different.

I really liked this software. It was easy to use, certainly more so than trying to compile a spreadsheet. The reports available from this software will be very helpful in monitoring my students' progress. It will also be very easy to post information on a web page. I absolutely will use this software in facilitating my classroom management! I really liked this software. It was easy to use, certainly more so than trying to compile a spreadsheet. The reports available from this software will be very helpful in monitoring my students' progress. It will also be very easy to post information on a web page. I absolutely will use this software in facilitating my classroom management!

I really liked trying this. I would be interested in using it in my classroom.

I think everything was great but there needs to be a little work on the appearance and graphics. It needs to be a little brighter and cheery. The graphics were a little outdated. Maybe using actual pictures would make it seem more realistic.

I think that more instructions should have been given to know how to do the gradekeeper. Also the video clips may have been helpful in this project. I think that they should have been accessible.

I think that things need to be more organized between pubs and teacher.

Navigating through the module was very confusing to me in certain areas, especially in the beginning. I can't imagine a student having to go through this on their own

SDS 1005 Ethics, Equity, and Social Issues
Level = Initial Competency Area = Professional Practice

Instructor Demographics and Course Attribute Ratings (# responses =10)

Demographics

Instructor ages varied widely although the majority reported that they were between 40 and 49 years of age. Four instructors out of 5 were female (see Table 34).

Table 34: SDS 1005 Instructor Demographics

Age	18 to 29	30 to 39	40 to 49	50 to 59	60+
<i>percent</i>	20	0	60	20	0

Gender	Female	Male
<i>percent</i>	80	20

Most of the instructors had no prior experience with online courses but most considered themselves “advanced” computer users (see Table 35).

Table 35: SDS 1005 Instructor Online and Computer Experience

# Prior Online Courses Taken	0	1 –2	3-4	5+
<i>percent</i>	80	0	20	0

Comfort and Experience with Computers	Beginner	Intermediate	Advanced
<i>percent</i>	0	20	80

Attribute Ratings

The following course attributes received a notable percentage of negative ratings from instructors:

- The ease of use and value of the video clips used in this module (Q13 and Q19)
- Ease in understanding and following the course timeline (Q24)
- The extent to which the content was appropriate for graduate credit (Q29)

- Ease in locating course resources (Q17)
- Clarity with which module objectives were presented (Q15) (see Table 36).

Table 36: SDS 1005 Instructor Course Attribute Ratings

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q10. Purpose of the module was clear	20	60	20	0	0
Q11. Each activity was presented in an order that made sense	20	40	40	0	0
Q12. The instructional material was easy to understand	20	80	0	0	0
Q13. The video clips used in the module provided valuable insight into the content presented	0	60	0	40	0
Q14. I thought the amount of text on each page of the modules was about right	0	80	20	0	0
Q15. The instructional objectives of the module were clearly outlined at the beginning	20	40	20	20	0
Q16. The content was clear and relevant to the objectives	0	80	0	20	0
Q17. Resources were easy to locate	20	40	20	20	0
Q18. Activities were clearly explained.	0	80	0	20	0
Q19. Video clips were easy to use	0	0	60	40	0
Q20. I understood how to navigate through the instructional material	0	100	0	0	0
Q21. I found it easy to interact with the module	0	80	20	0	0
Q22. It was easy for me to become skillful at using this environment	0	100	0	0	0
Q23. Overall, I found the environment easy to use	20	80	0	0	0
Q24. The timeline was easy to follow and understand	0	60	40	0	0
Q25. The list of assignments was clear to me.	0	80	20	0	0
Q26. The assignments related back to the stated objectives	20	60	20	0	0
Q27. The length of the module was about right	0	80	0	20	0

Table 36: SDS 1005 Instructor Course Attribute Ratings (continued)

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q28. The content of the module was appropriate for professional development	20	60	20	0	0
Q29. The content was appropriate to what I would find in a module for graduate credit.	20	40	20	20	0
Q30. Using this environment in my teaching would enable me to accomplish tasks more quickly	0	40	60	0	0
Q31. Using this environment would improve my teaching performance	0	60	40	0	0
Q32. Using this environment in my teaching would increase my productivity	0	60	40	0	0
Q33. Using this environment would enhance the effectiveness of my teaching	0	60	40	0	0
Q34. Using this environment would make it easier to teach	0	60	40	0	0

Instructor Qualitative Findings (maximum # responses per item = 5)

Instructors offered both positive comments about the module and suggestions for course improvements (see Table 37).

Table 37: SDS 1005 Instructor Comments

Q35 <i>Were the assignments useful and relevant? Why or why not?</i> 5 responses
Yes. They were related to the objectives and required students to think and analyze information. The format creates a more lasting impression with the learner. The situations were relevant and thought provoking. Material had to be thoroughly learned in order to apply information.
The assignment for this module focused on group work. I thought this was an excellent addition to on-line learning. Teachers need to know how to work in groups. But, this module also assumes that anyone completing this module is doing it along with other people. This is not an individual module. I thought that the choice of materials for students to read to complete the group scenarios was okay (but will need to be regularly updated). I failed to see how the assignments were addressing social issues (as stated in the module title).
The related references.

Table 37: SDS 1005 Instructor Comments (continued)

No, the rationale for the assignments was not clear and they were not based on a discernable body of content standards.
Yes, they were self-directed and useful for teachers at any stage of teaching.
Q36 <i>What did you like most about the instruction using this environment? 5 responses</i>
It kept me focused. I liked that there were options for the assignments. The group assignments were relevant. There were enough links to be interesting and informational, but so many as to be overwhelming.
The environment provided a means to allow students to begin a group project outside of class. The module provided directions, scenarios, and resources that the students could access immediately. I also thought that the message board (bulletin board) was useful for students who had questions or answers that they thought other students might be able to help with.
A picture is worth a thousand words.
I really did not enjoy this module at all.
The Webquest, it was well organized and a great topic for classroom teachers.
Q37 <i>What did you like least about the instruction using this environment? 5 responses</i>
I didn't like that students had to work in a traditional class situation in order to complete group projects. Reading media should be identified as required and included in the timetable. Competency map is difficult to understand. Learners have to choose projects carefully because it doesn't appear that all of the projects will lead to completion/mastery of the competencies.
Although one of the strengths of this module is helping students to complete an assignment via a group, I think there needed to be more introductory material. Specifically, before doing the scenarios I think students should have the opportunity to define copyrighted materials, ethics, legality, equity, fairness, equality, and "social issues" related to the subject of the module. I also think students would have learned a lot more from this module if there was some kind of individual assignment associated with the group assignment, such as a quiz or reflective paper comparing the issues presented in class and how those issues are reflected in their field settings.
The use of the module is dependant upon the level of tech. that one has.
I did not appreciate the lack of clear instructions for the student users.
Some of the video clips were not easy to view/hear.
Q38 <i>What suggestions do you have for improving instruction with this environment? 5 responses</i>
The task under "think" in the assessment was hard to find. . . When I saw the rubric for it, I kept looking back to the assignments. Also there was only 1 discussion question instead of 2. It might be helpful to have more individualized, rather than group, projects. More explanation about the competency map is needed. All projects should result in mastery of competencies. Create a rubric for the Webquest.

Table 37: SDS 1005 Instructor Comments (continued)

<p>I would first make the goal of the module much more explicit then listing it in the instructor's section of the module. "The goal of this module is to show learners the implications and responsibilities of bringing technology into the classroom." Followed by the behavioral objectives listed in the overview section of the module would make the goal much more understandable and achievable. The schedule should correlate to the course content outline. If the concept of research, explore and etc. needs to be included, then it should be done as part of the content outline. (e.g., Overview, Schedule, Content, etc.) Concepts used in the module need to be described/explained such as what a "Webquest" is, or what a lesson plan is (see Project B under Assignments). Get the videotapes working. Students were disappointed that they could not use them. (The video section was "under construction.") The assignment section has different projects from which students can select. Good idea. But, the assumptions that underlie the</p>
<p>Give intro and objectives with video "Hello, here you will..."</p>
<p>I would greatly enhance the background instructions and rationale for the students and I would base the assignments on state adopted curriculum and/or content frameworks and standards.</p>
<p>Have the player downloads accessible on the first screen so teachers can access the video clips more easily.</p>
<p>Q39 <i>Did the introduction and goals properly reflect the content that was actually presented in the module? Please explain why or why not. 5 responses</i></p>
<p>Yes. . .however, goals were not clearly identifiable in the rubric.</p>
<p>I think I answered this already, but this area needs to be improved. The goal of the module (listed in the Instructor section) needs to be moved along with the competencies and skills to the overview section. I think the modules should reflect the format of a Teachers' lesson plan (e.g., goal, behavioral objectives, materials, description of activity, plan b, assessment, and etc.)</p>
<p>Yes, because you later found out that the readings and videos reflected the topic.</p>
<p>NO, there seemed to be a great dichotomy between the introduction, goals and actual work.</p>
<p>Yes, everything was clearly reflected in the content and goals/expectations were easy to understand.</p>
<p>Q40 <i>Did you find the schedule to be accurate? Was there an appropriate amount of time allocated for the various tasks? Please explain why or why not. 5 responses</i></p>
<p>Probably not. . . the Webquest and the readings will probably take longer--especially if readers follow links within the article links given. The outline in the instructor's schedule is clearer and more helpful.</p>
<p>Group Work occurs in a different kind of time frame. Students cannot just sit down and complete the work. Forming the group, assigning tasks, completing the tasks, coming back as a group to discuss the tasks completed, pursuing other lines of research to answer questions that come up in the group, preparing the presentation for class, rehearsing the presentation, and etc. requires blocks of time in and out of class.</p>
<p>No, time would depend on level of student ability and level of student technological ability.</p>

Table 37: SDS 1005 Instructor Comments (continued)

No, the students and instructor spent much more time on tasks than the schedule indicated. Much of this had to do with the lack of clear instructions.
More or less, some people would whiz right through the assignments, others would waste more time with the technical aspects.
Q41 <i>What types of additional assessment would you want? 4 responses</i>
I liked the chart assignment because it tied things together. . . perhaps other assignments could link other topics in a similar fashion. A multiple choice test might be good for recall. The purpose of the rubric is unclear.
Written assessment is important. Whether it be a summary of the research and outcomes the groups followed through on, a reflective paper posted to the instructor and peers, or a test of some type, students need someplace to show what they have factually learned. Have students describe a group scenario using their experiences. Include linked resources and questions so that other students can participate and learn from the scenario.
I would link the competency map more closely with the rubric.
An online quiz, maybe multi. choice/T or F to do a quick check of understanding.
Q42 <i>Was this module helpful to your teaching? Why or why not? 5 responses</i>
This provides valuable information and perspectives for each of the topics in the module--Although I was aware of them, I think they are less familiar (and thus, very helpful)to students who would choose to take this module for a class or for professional development.
Yes, this module was helpful to my teaching because it made me stop and question the emphasis that has been placed on on-line learning as something that is done individually. I think using Webquest modeled an important approach to learning that teachers can use in their classroom. (Of course the students would have to learn how to do Webquests). I also think that this module was helpful to my teaching because it made me question how I am presenting this information in my present Ed. Tech course. I realized that the course is covering the same topics, but under different labels and that maybe the course topics need to be reorganized into a bigger picture (e.g., ethics, equity, technological social issues, and etc.)
It was for reinforcing what would have been information input.
No, it was very frustrating. We had promised the students an exciting, innovative experience this summer and it really just ended up being frustrating. We often felt that we were being asked to purchase software, etc. rather than Beta test existing resources.
Yes, it presented important information on ethics and equity in relation to technology. This is a key area of study in the graduate courses I teach.
Q43 <i>Any other reactions or comments? 5 responses</i>

Table 37: SDS 1005 Instructor Comments (continued)

Quality of videos could be improved. PLEASE don't put uh and um in the transcripts. It's distracting at best and gives the reader a very poor impression of the speaker--no matter how valuable the information is that speaker is giving. I understand that the following comment from the beginning of the module is meant to be "constructivist" in philosophy--but, if learners aren't aware of this, it is confusing at best and insulting at worst. "First, pay attention to an introductory presentation in which your instructor sets the stage for this session. There's no slide show because you haven't created it yet!" I like that this is a very relevant topic with realistic situations that educators face in every school district.
Thank you to Steve, Thach, and Bianca who helped me through this process. I found working with this module quite motivating for both my students and myself. I especially liked the direction that Webquest provided the students in completing their group scenarios.
This was one of the better modules we tested.
In future, I suggest that promotional materials present a more realistic picture of what will be expected of students and instructors.
Great online modules! I love the group/cooperative activities, and the discussion that came from what we did in these lessons was very thought provoking.

Student Demographics and Course Attribute Ratings (# responses = 68)

Demographics

The age range of students in this module varied widely between 18 and 49 years but the overwhelming majority of the students were female (see Table 38).

Table 38: SDS 1005 Student Demographics

Age	18 to 29	30 to 39	40 to 49	50 to 59	60+
<i>percent</i>	50	21	29	0	0

Gender	Female	Male
<i>percent</i>	83	17

This was the first experience with online courses for most of the students in this module although three students in ten had taken at least one online class before. The range of reported computer proficiency varied considerably among these students although only a small percentage characterized themselves as "advanced" users (see Table 39).

Table 39: SDS 1005 Student Online and Computer Experience

# Prior Online Courses Taken	0	1 –2	3-4	5+
<i>percent</i>	70	17	13	0

Comfort and Experience with Computers	Beginner	Intermediate	Advanced
<i>percent</i>	38	50	12

Attribute Ratings

While most of the course attribute ratings were positive, there were a notable number of negative ratings for the accessibility and value of the video clips – a finding similar to that noted among the course instructors. Students considered the amount of work involved in this module to be comparable with that involved in a 1-2 week graduate course (see Table 40).

Table 40: SDS 1005 Student Course Attribute Ratings

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q8. Purpose of the module was clear	29	67	4	0	0
Q9. Each activity was presented in an order that made sense	25	67	8	0	0
Q10. The instructional material was easy to understand	29	67	4	0	0
Q11. The video clips used in the module provided valuable insight into the content presented	8	42	8	33	9

Table 40: SDS 1005 Student Course Attribute Ratings (continued)

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q12. I thought the amount of text on each page of the modules was about right	13	83	0	4	0
Q13. The instructional objectives of the module were clearly outlined at the beginning	25	67	8	0	0
Q14. The content was clear and relevant to the objectives	25	63	12	0	0
Q15. Resources were easy to locate	25	50	17	8	0
Q16. Activities were clearly explained.	13	79	8	0	0
Q17. Video clips were easy to use	8	38	8	38	8
Q18. I understood how to navigate through the instructional material	17	58	8	17	0
Q19. I found it easy to interact with the module	13	58	29	0	0
Q20. It was easy for me to become skillful at using this environment	21	54	21	4	0
Q21. Overall, I found the environment easy to use	17	66	17	0	0
Q22. The timeline was easy to follow and understand	17	66	17	0	0
Q23. The list of assignments was clear to me.	25	56	9	0	0
Q24. The assignments related back to the stated objectives	25	67	8	0	0
Q25. The length of the module was about right	21	63	13	3	0
Q26. The content of the module was appropriate for professional development	21	71	8	0	0
Q27. The content was appropriate to what I would find in a module for graduate credit.	17	70	13	0	0
Q28. The resources presented in the module were useful in solving the problem or exercise in each module	21	66	13	0	0
Q29. The assessment at the end of the module was useful in clarifying my comprehension of the module	21	66	13	0	0

Table 40: SDS 1005 Student Course Attribute Ratings (continued)

Q30. The assessment at the end of the module was useful in identifying my level of competency after taking the module	21	66	13	0	0
	I did more work in the module	I did about the same amount of work in the module	I did less work in the module	NA	
Q31. If I were to compare the amount of work I did in this module to what I would do in 1-2 weeks of a graduate course, I would say that	13	66	21	0	
	Seven or eight modules would be more work than three graduate credits	The workload would be about the same	Seven or eight modules would be less work than three graduate credits	NA	
Q32. If I were to compare seven or eight modules similar in quality to the one I just took to what I would do to obtain three graduate credits, I would say	25	63	12	0	

Student Qualitative Findings (maximum # responses per item = 23)

Students expressed a wide range of opinions about the course in their open-ended comments and had a number of suggestions for course improvements (see Table 41).

Table 41: SDS 1005 Student Comments

Q33
<i>Were the assignments clearly structured? Please explain why or why not</i> 23 responses
For the most part. To a beginner, You can get somewhat lost.
I found the assignments to be useless. They also added extra work for me to complete at the end. They were more of a hassle to me. Plus none of the video clips worked.
I guess

Table 41: SDS 1005 Student Comments (continued)

The assignments were clearly stated. I thought that choosing to have students write a paper to be a poor choice for an assignment. The assignments should be more interactive with the computer instead of just writing a paper much like I have had to do in other classes. I liked how the assignments were broken off into their own separate category. This caused little confusion in where to look for assignments.
The assignments were not really clear. It appeared that I had to go back and reread everything a couple of times. The way the module was setup and the way I had to enter the site was not really user friendly.
There was enough information/resources on the module to complete the assignments.
very clear
Yes
Yes
yes
yes
Yes everything was outlined well
Yes, but they were not that in depth.
yes, the assignments were clearly structure, because they were there step by step . The only thing that was not structured was the links, graphic, and the video clips.
Yes, the assignments were clearly structured and easy to follow.
Yes, The assignments were excellent. The assignments helped me to understand the importance of the module.
Yes, The step by step instructions were helpful
Yes, very easy to use.
Yes, with help from my group!
yes. easy to follow directions
Yes. Easy to understand and to the point.
Yes. I was easy to work through
Yes. Sometimes it was difficult to navigate to through the sites, but the structure was overall clear.
Q34 <i>Did the instructions clearly state what was needed to be done in order to complete the module? Please explain why or why not. 22 responses</i>
clear explanations
I do not think that instructions were explained very well at all. I felt like I had to do extra work to find out what I needed to do. Most times I relied on others to find out what was being asked of me
I thought that the introductory page could have included a little bit more of what tasks the student is required to complete rather than just stating the objectives. Had we not broken into groups, I feel that some of the work would have been extremely cumbersome.
Yes
Some things were difficult to know what to do with them.

Table 41: SDS 1005 Student Comments (continued)

Somewhat. See answer to #33.
Yes
Yes, everything was stated beforehand, and the module followed through with it.
Yes, However, some of the video clips would not come up on the computer because of the lack of technology.
Yes, It gave a break down of what items was needed and walked me through necessary steps.
Yes, She went over it with us before we started.
Yes, the instructions seemed clear at first, but after a few questions directed to my instructor they seemed clearer than ever.
Yes, the instructions were clearly stated making it easier to understand and go through the module.
Yes, The specific, narrowed topic was very helpful and kept me from wandering to other topics and kept confusion minimal.
yes, they let us know what exactly needed to be done.
Yes, you knew there were a good amount of readings.
Yes. Clear and concise
Yes. The instructions were clear and concise.
Q35
What is the most useful aspect of these modules for K-12 teachers? 21 responses
classroom objectives.
clear directions
discovering the issues of safety
Ease of use, everything in one place, easy access
Focused, specific sites to limit search and research time.
hands on practice
information can be carried over into the classroom
Internet navigation, content regarding copyright, gender bias, child safety, equal access, system safety, and ethics. Also, this provides us with an example of a thorough Webquest.
It can teach you how to deal with different students.
It gave good insight over material in the text. It gave me a better understanding about copyright laws, gender bias, appropriate computer use, and technology in general.
It presents a real, relevant issue to teachers or soon to be teachers that some may not have a great knowledge about. I learned so much regarding equity, copyrights, and gender issue that I had no prior knowledge of.
Knowing how to teach children responsibilities that come with computers.
That teachers can use this as an assignment and have students work together to finish the module. I think cooperative learning is great.
The different aspects of technology in classes, how to safely use technology.
The integration/incorporation of technology.
The most useful aspect is that we can all put these modules into play. No matter what grade we teach, both our students and ourselves will benefit.
Their application
understanding web quests
very helpful

Table 41: SDS 1005 Student Comments (continued)

Very useful, I was able to locate a lot of necessary information needed for me when I become a teacher. Sites on Lesson plans, Laws, Rules and Software prices and comparisons.
Will make me more aware of issues affecting my classroom
Q36
<i>In what ways could you apply what you learned to your teaching? 20 responses</i>
Can apply it in a number of ways. For one, my teaching would be at an ethical level.
helping students to understand technology better
Hmm? I could help students use this and help them pick out and prioritize their time. It would also help to teach every day lessons like selecting a main idea. It would encourage them to read a wide variety of things in contrast to if I handed them a stack of books to look through. (No motivation)
I am not teaching yet, but I know I will be able to apply some of it.
I can apply this to my classes because it is important to understand the implications of technology. Also, I may model a Webquest after this.
I can be more aware of possible security issues.
I could now tell my children about the "fair use " policy , instruct them on good Internet use, explain to them that not everything on the Internet is true, etc.. I could now apply not to be gender bias , when dealing with girls and computers.
I learned about safety guidelines to follow with children when working with the Internet, privacy and copyright laws.
I learned that as a teacher I am responsible for teaching my children ethics in the classroom, and using the computer.
I now have a working knowledge of Webquests
I think that I now have a better understanding of what to do as far as software goes, and the systems you use.
I will be cautious of the technology in my classroom.
I will be more attentive to copyright laws and pass this information along to my students. Also, from my new understanding of equity issues involving computers and technology, I will strive to ensure that I make assignments equitable for my students. In doing this, I can be more sensitive to the student who has no access to technology.
I will definitely use the software we used in this module in my future classroom.
I would love to use Webquests for research projects
It will make me more aware of what is realistic for all of my students. I will have to make sure that all of my students can be accommodated in my classroom when working with technology.
Maintain equity ethics while using technology in my classroom
Teach children all of these things.
Use PowerPoint presentations a little more in my classroom.
with kids
Q37
<i>What did you like most about the instruction in this module? 16 responses</i>
Clear directions
Ethics
I can do my assignments anytime on the Internet, and all the related info. Was here on the site.
I like (when they were working) links; I found them the most useful and insightful.

Table 41: SDS 1005 Student Comments (continued)

I like the fact that it was broken into groups and we got the chance to combine it together as one.
I liked how I had the freedom to learn at my own pace and to interface with the module on my own. I think that independent learning is much better than instruction some times, and the module fulfilled this personal need.
I liked the freedom to go in any direction that we wanted to build our presentation. We had guidelines but were free to build our own.
It was easy to understand.
On your own, go at your own pace
The graphics and text were relevant and helpful.
The instruction module should be the very first information we see. I had to search for over 1 hour to locate it.
The instructions always had headings.
The instructions always had headings.
Using a Web site makes it easy to follow
Very detailed
You could work at your own pace
Q38
<i>What did you like least about the instruction in this module? 16 responses</i>
At times I did have to search through the content because I wasn't sure what a section was called. I think that was just at the start. The more I used it the better it became because I was familiar with it.
Difficult to understand a new topic. I thought more was expected of me.
Gender bias
I couldn't link to some of the sites
I didn't like the fact that the video clips were not up and running. I think that they could have enhanced the module immensely. Hopefully in the future, all aspects of the module will be fully functional. Additionally, I found it quite annoying that every time that I went to a new page in the module, I had to click on the content button to load the graphics for the page. Perhaps something can be done to address this problem. Also, I thought that the timeline you gave to complete the module to be somewhat too long. Readings should not take 2 hours, there is not that much information; perhaps if I were doing all of the tasks it would be more adequate. Also, in the assessment category, there was information that was totally irrelevant. The choosing the right Web site information was useless to me.
I found nothing wrong with the instruction on this module.
Instructions not too clear; its format.
Lack of resources for our section
None
Not able to see video clips
Nothing really. I liked pretty much all of it.
The fact that it was under construction
The only problem I had was, locating it.
They seemed to be unclear and vague.
Too many links within one reading.
Video clips didn't work, felt I didn't get all the information intended for evaluation

Table 41: SDS 1005 Student Comments (continued)

Q39
<i>What suggestions do you have for improving the content of this module? 17 responses</i>
Correct misspellings, and make sure all links and videos work.
I thought it was good. I think maybe more resources would be good.
Instruction to the module, should come first.
It might be better if navigation is structure better. Also, some of the links were not working, esp. Some of the video clips.
It was good.
It's fine as it is.
Make activities simpler and make directions more clear. Also all parts of the module should work.
Make it easier to read and give an overall picture to begin with for idiots like me.
Make sure the program is adaptable for most computer sites at schools.
Make the videos work, and provide the student with some clear instructions at the beginning of the module. Had my instructor not walked us through the beginning steps, I would have been at a loss.
More user friendly.
None really. I think that the links should be worked on though.
None.
Please make sure that everything is up and running.
Set it up in a user-friendly, easier to understand format. It looked like a lot of information shoved into a small area, which then made the user, feel overwhelmed when he/she began.
Slide presentation for directions.
The only thing I didn't like was that we weren't able to see any of the videos.
Q40
<i>Under what circumstances would you explore the T*K environment again? 19 responses</i>
Finding resources for my classroom, etc.
For information.
I may look at using it to teach an adult technology class.
I might look at other modules in order to gain more knowledge.
If assigned in another graduate course.
If I knew you had made it easy for public school students.
If I was in another class or if I needed to find something out for my class.
If it was required by a class and free.
If it were free.
In a learning environment.
In another class or to explore more software.
On my own so that I can really get a feel for the program.
Online classes are very valuable.
Only if it were free.
Probably after I graduate and get a teaching job. I feel this software is more for the teachers and not college students.
Projects, lessons.

To download programs to try them again.

Table 41: SDS 1005 Student Comments (continued)

When looking for other useful software that can be used in the classroom.
Within my future classroom.
<i>Q41</i> <i>Did the introduction and goals properly reflect the content that was actually present in the module? Please explain why or why not. 22 responses</i>
All of the information presented in the intro/goals was sufficiently covered in the module. By stating what is expected up front the student gets a clear picture of what they will be learning. However, the intro/goals gave little indication of the amount of work that is required. I think that this should be included.
I think that the goals and introduction tied together nicely. Everything matched and made sense.
Yes , they were all explained well.
Yes, I felt information adequately covered intended subjects.
Yes, I got a clear understanding after finishing the module.
Yes, intro and goals were fined tuned and properly reflected.
Yes, the introduction reflected the goals. It all seemed to flow together easily, after I sat and read it a couple times.
Yes, the objectives were all met.
Yes, they gave a good overview, and clearly stated the objective in the upcoming module.
Yes, they stated what needed to be done.
Yes.
Yes. If we only had an example or an explanation I would not have made the connection and understood what we were doing. I had a hard enough time and it was clearly presented. (user problem).
Yes. The content was beneficial and closely related to the goals. After completing it, I felt I had reached the goals.
<i>Q42</i> <i>Did you find the schedule to be accurate? Was there an appropriate amount of time allocated for the various tasks? Please explain why or why not. 19 responses</i>
Allow for more flexibility in a person's schedule vs. When tasks are due.
I felt the schedule to be accurate and time allotted was appropriate.
I think that the schedule fit most tasks. I did spend a lot of time on the assignment portion.
I was off a little. I have two other classes I am committed to at this time.
It took me a lot less time than what was projected.
It took more time than was stated.
No, it took less time than it was thought to take.

Table 41: SDS 1005 Student Comments (continued)

The times scheduled were precise.
There was an appropriate amount of time in every subject I felt except the readings. My topic had only 4 pages to get research from and I didn't spend that much time on it all and all. Regardless of the time taken for each individual task, I found the overall completion time to be fairly accurate. I differed from the schedule by only 3 hours.
Yes, The time was excellent.
Yes, there was enough time to do everything.
Yes.
Yes...maybe not for the first time.
Q43
<i>What types of additional assessment would you want? 19 responses</i>
Assessments on resources available.
I do not know.
Immediate feed back.
It was fine the way it was.
It was helpful because of the information I learned, but not from anything else.
Its fine.
Just feedback from the user.
Maybe include a quiz to ensure that the student has a clear grasp of the material in the module and can apply it in a real setting.
None it was fine.
None.
Not sure.
Not sure.
Something that let me know if I had followed the module the right way.
The Power Point was a reasonable assessment.
Well that fact that my professor had us present verbally, painted a clearer picture of Ethics, Equity, and Social Issues.
Q44
<i>Was this module helpful to your teaching? Why or why not? 19 responses</i>
Absolutely this module will help make me a more aware teacher of the issues involved in bringing technology to the classroom.

I am only a pre-service teacher, but I think it will be helpful to my future classroom because not only did I learn how to use the software, but also I have gotten a lot of practice with it, and Internet use. I plan to teach and use these things in my future classroom.

Table 41: SDS 1005 Student Comments (continued)

It was helpful because it introduced me to things that I have not experienced before. It made me more aware of the skills I need in today's world.
No - it only made me realize safety issues.
Not yet but good to know for future use.
Since I am not currently a teacher, I cannot accurately answer this question. I do feel however, that the module presented me with some real issues and concerns that I will encounter in my future classrooms.
Somewhat.
Yes, acquired more knowledge that I can use to help the students.
Yes, because I can look at each gender differently and also the systems used.
Yes, because the scenarios gave good examples of things that will go on in a classroom setting.
Yes, gave us a new tool.
Yes, I have learned a lot.
Yes, I learned about some of the do's and don'ts in technology.
Yes, It helps me to better understand the law.
Yes, it taught me things to teach students about computers.
Yes, it was very applicable.
Yes.
Yes.
Yes.
Q45
<i>Any other reactions or comments? 9 responses</i>
(I switched "Ethics, Equity, and Social Issues", and "Classroom Management and Grade book Software" on these evaluations.)
All I ask is please make it a little more user friendly. Also please make sure that the module is up and working before you put people on it. It would make things easier and less frustrating.:)
I liked this module.
I think that the module needs to have more clearly stated objectives and that the videos should work next time.
I would of liked watching the videos on Ethics, Equity, and Social Issues.
needs to be more complete, perhaps add a separate assignment list.
No not really, I'm pretty much spent from all this typing. If you do require and additional help in the future evaluating other modules, I would be happy to participate. Thank you for this interesting learning experience.
Yes, this survey is too long and tedious
You need an icon button to give the definition of the sites.

SDS 1006 Video in the Classroom
Level = Intermediate Competency Area = Technology Skills and Knowledge

Instructor Demographics and Course Attribute Ratings (# responses = 5)

Demographics

Instructor ages were evenly divided between 40 to 49 years and 50 to 59 years and all were female (see Table 42).

Table 42: SDS 1006 Instructor Demographics

Age	18 to 29	30 to 39	40 to 49	50 to 59	60+
<i>percent</i>	0	0	50	50	0

Gender	Female	Male
<i>percent</i>	100	0

Half of the course instructors had no previous online course experience. The instructor’s level of comfort and experience with computers was evenly divided between “intermediate” and ‘advanced” (see Table 43).

Table 43: SDS 1006 Instructor Online and Computer Experience

# Prior Online Courses Taken	0	1 –2	3-4	5+
<i>percent</i>	50	50	0	0

Comfort and Experience with Computers	Beginner	Intermediate	Advanced
<i>percent</i>	0	50	50

Attribute Ratings

Instructors’ ratings of the attributes of this course were mostly negative, suggesting that additional attention be given to most aspects of this module’s construction (see Table 44).

Table 44: SDS 1006 Instructor Course Attribute Ratings

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q10. Purpose of the module was clear	0	50	50	0	0
Q11. Each activity was presented in an order that made sense	0	0	50	50	0
Q12. The instructional material was easy to understand	0	0	50	50	0
Q13. The video clips used in the module provided valuable insight into the content presented	0	50	0	50	0
Q14. I thought the amount of text on each page of the modules was about right	0	50	50	0	0
Q15. The instructional objectives of the module were clearly outlined at the beginning	0	50	50	0	0
Q16. The content was clear and relevant to the objectives	0	0	100	0	0
Q17. Resources were easy to locate	0	0	0	100	0
Q18. Activities were clearly explained.	0	50	50	0	0
Q19. Video clips were easy to use	0	50	0	50	0
Q20. I understood how to navigate through the instructional material	0	50	0	50	0
Q21. I found it easy to interact with the module	0	50	50	0	0
Q22. It was easy for me to become skillful at using this environment	50	50	0	0	0
Q23. Overall, I found the environment easy to use	0	50	50	0	0
Q24. The timeline was easy to follow and understand	0	50	50	0	0
Q25. The list of assignments was clear to me.	0	0	100	0	0
Q26. The assignments related back to the stated objectives	0	0	100	0	0
Q27. The length of the module was about right	0	0	100	0	0
Q28. The content of the module was appropriate for professional development	0	50	0	50	0
Q29. The content was appropriate to what I would find in a module for graduate credit.	0	0	50	50	0

Table 44: SDS 1006 Instructor Course Attribute Ratings (continued)

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q30. Using this environment in my teaching would enable me to accomplish tasks more quickly	0	50	0	50	0
Q31. Using this environment would improve my teaching performance	0	50	50	0	0
Q32 Using this environment in my teaching would increase my productivity	0	50	0	50	0
Q33. Using this environment would enhance the effectiveness of my teaching	0	100	0	0	0
Q34. Using this environment would make it easier to teach	0	50	0	50	0

Instructor Qualitative Findings (maximum # responses per item = 2)

Although only 2 instructors supplied qualitative comments concerning this course, they expressed considerable concern about the overall quality and construction of this module that should be addressed by the module’s developers (see Table 45).

Table 45: SDS 1006 Instructor Comments

Q35 <i>Were the assignments useful and relevant? Why or why not? 2 responses</i>
Most of the assignments in this module are assignments that I regularly use in this grad course.
I didn't see any assignments, nor did my students.
Q36 <i>What did you like most about the instruction using this environment? 2 responses</i>
Having been using Course Info for the past 2 semesters for this course, I am familiar with this environment. I was, to begin with, happy to see that you were using it.
The information is referable.
Q37 <i>What did you like least about the instruction using this environment? 2 responses</i>
The alterations you made to this environment were confusing and ineffective. It would have been better had you divided each objective's material into separate folders.
I had little knowledge of my student's interaction with the material. I didn't know where they could benefit from more details or elaboration of a topic.

Table 45: SDS 1006 Instructor Comments (continued)

<p>Q38 <i>What suggestions do you have for improving instruction with this environment?</i> 2 responses</p>
<p>The design of this module was poorly constructed. I would recommend that you develop a folder related to each of the objectives and place materials in those separate. The introductory PowerPoint presentation does NOT work in Netscape Communicator, only in Explorer. since I am on a campus which uses Netscape it was a frustration to both me and my students when we suddenly and accidentally discovered that if you entered the site using explorer the ppt pres. appeared correctly. although I have both real player and qt4 on all computers being used, I was constantly told by the program to download these. While the class was meeting, we never saw the classroom videos. there was no consistent order to the module. this needs to be fixed.</p>
<p>I would have liked to receive an e-mail indicating a summary of student use of the site. For example: name of student, amount of time logged on, areas of concentration, questions about material or requests for additional information or feedback. This would cue me to the areas of use and problem areas to address with the students.</p>
<p>Q39 <i>Did the introduction and goals properly reflect the content that was actually presented in the module? Please explain why or why not.</i> 2 responses</p>
<p>Neither my students nor I could tell as there was no order to the module. It was difficult to determine if the goals of the module were actually accomplished.</p>
<p>The goals were either not clear or did not seem to match the content. Students indicated that the information presented was an excellent resource, however there was very little presented as far as integration of the content for application.</p>
<p>Q40 <i>Did you find the schedule to be accurate? Was there an appropriate amount of time allocated for the various tasks? Please explain why or why not.</i> 2 responses</p>
<p>Yes.</p>
<p>Some students indicated that they took more time than was allocated for the various tasks.</p>
<p>Q41 <i>What types of additional assessment would you want?</i> No responses</p>
<p>Q42 <i>Was this module helpful to your teaching? Why or why not?</i> 2 responses</p>
<p>This was very frustrating to use. The first being the fact that it does not run properly under Communicator 4.6. The second being the order in which material is presented.</p>
<p>It was extremely valuable as a resource, my students really enjoyed the ideas presented for integration of video into the classroom. I gave additional information on research findings. I was surprised that this was not included in the module. I believe that teachers need to understand what we know about how children process visual images and video so that they can make better choices for integration.</p>
<p>Q43 <i>Any other reactions or comments?</i> 2 responses</p>

Table 45: SDS 1006 Instructor Comments (continued)

One student commented that she was excited about testing this site as she is on the Professional Dev. committee for her school and was going to recommend that her school participate in this site when it is up. However, she said that after she went through this she found it very frustrating and would not recommend anyone have to use it in its present form. All my students agreed that there are excellent links in the site. I feel that there is much excellent information in this module but it is hard to access due to the design of the site.
The module might benefit from additional structure to guide learning.

Student Demographics and Course Attribute Ratings (# responses = 51)

Demographics

All of the student respondents were between the ages of 30 and 39 years. Half were female and half were male (see Table 46).

Table 46: SDS 1006 Student Demographics

Age	18 to 29	30 to 39	40 to 49	50 to 59	60+
<i>percent</i>	0	100	0	0	0
Gender	Female	Male			
<i>percent</i>	50	50			

All of the respondent students characterized their level of comfort and experience with computers as “advanced”. The students were evenly divided between those who had no previous experience with online courses and those who have taken at least 5 online courses (see Table 47).

Table 47: SDS 1006 Student Online and Computer Experience

# Prior Online Courses Taken	0	1 –2	3-4	5+
<i>percent</i>	50	0	0	50
Comfort and Experience with Computers	Beginner	Intermediate	Advanced	
<i>percent</i>	0	0	100	

Attribute Ratings

The students' ratings of the course's attributes were considerably more positive than those of the instructors. Opinions, however, were sharply divided on a number of course attributes and may possibly reflect the students' previous experience (or lack of experience) with online courses. The necessity for this course's developers to revisit its organization and design is reinforced by the students' attribute ratings (see Table 48).

Table 48: SDS 1006 Student Course Attribute Ratings

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q8. Purpose of the module was clear	50	0	50	0	0
Q9. Each activity was presented in an order that made sense	50	0	50	0	0
Q10. The instructional material was easy to understand	50	0	50	0	0
Q11. The video clips used in the module provided valuable insight into the content presented	50	0	0	50	0
Q12. I thought the amount of text on each page of the modules was about right	50	50	0	0	0
Q13. The instructional objectives of the module were clearly outlined at the beginning	50	50	0	0	0
Q14. The content was clear and relevant to the objectives	50	0	50	0	0
Q15. Resources were easy to locate	50	0	0	50	0
Q16. Activities were clearly explained.	50	0	0	50	0
Q17. Video clips were easy to use	50	0	0	50	0
Q18. I understood how to navigate through the instructional material	50	0	0	50	0
Q19. I found it easy to interact with the module	50	0	0	50	0
Q20. It was easy for me to become skillful at using this environment	50	0	50	0	0
Q21. Overall, I found the environment easy to use	50	0	0	50	0

Table 48: SDS 1006 Student Course Attribute Ratings (continued)

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q22. The timeline was easy to follow and understand	50	0	50	0	0
Q23. The list of assignments was clear to me.	50	50	0	0	0
Q24. The assignments related back to the stated objectives	50	50	0	0	0
Q25. The length of the module was about right	50	0	50	0	0
Q26. The content of the module was appropriate for professional development	50	50	0	0	0
Q27. The content was appropriate to what I would find in a module for graduate credit.	50	50	0	0	0
Q28. The resources presented in the module were useful in solving the problem or exercise in each module	50	0	50	0	0
Q29. The assessment at the end of the module was useful in clarifying my comprehension of the module	50	0	50	0	0
Q30. The assessment at the end of the module was useful in identifying my level of competency after taking the module	50	0	50	0	0

	I did more work in the module	I did about the same amount of work in the module	I did less work in the module	NA
Q31. If I were to compare the amount of work I did in this module to what I would do in 1-2 weeks of a graduate course, I would say that	50	0	50	0

Table 48: SDS 1006 Student Course Attribute Ratings (continued)

	Seven or eight modules would be more work than three graduate credits	The workload would be about the same	Seven or eight modules would be less work than three graduate credits	NA
Q32. If I were to compare seven or eight modules similar in quality to the one I just took to what I would do to obtain three graduate credits, I would say	50	0	50	0

Student Qualitative Findings (maximum # responses per item = 2)

There were a very limited number of student responses to the open-ended course evaluation items for this module (see Table 49).

Table 49: SDS 1006 Student Comments

Q33 <i>Were the assignments clearly structured? Please explain why or why not</i> 2 responses
ok
The assignments were clear, but I could open the video clips or other areas to complete the assignments.
Q34 <i>Did the instructions clearly state what was needed to be done in order to complete the module? Please explain why or why not.</i> No responses
Q35 <i>What is the most useful aspect of these modules for K-12 teachers?</i> 1 response
OK
Q36 <i>In what ways could you apply what you learned to your teaching?</i> 1 response
OK
Q37 <i>What did you like most about the instruction in this module?</i> 2 responses
Ok
The educational links.
Q38 <i>What did you like least about the instruction in this module?</i> 2 responses
Ok
This module was very confusing to navigate around.

Table 49: SDS 1006 Student Comments (continued)

Q39 <i>What suggestions do you have for improving the content of this module? 2 responses</i>
Make sure that the clips, virtual field trips etc... Can be easily opened..
OK.
Q40 <i>Under what circumstances would you explore the T*K environment again? 2 responses</i>
For another class.
To learn more about computers, software, and how I can incorporate them in the classroom.
Q41 <i>Did the introduction and goals properly reflect the content that was actually present in the module? Please explain why or why not. 1 response</i>
OK.
Q42 <i>Did you find the schedule to be accurate? Was there an appropriate amount of time allocated for the various tasks? Please explain why or why not. 2 responses</i>
I felt too much time was given.
OK.
Q43 <i>What types of additional assessment would you want? 1 response</i>
OK.
Q44 <i>Was this module helpful to your teaching? Why or why not? 1 response</i>
OK.
Q45 <i>Any other reactions or comments? no responses</i>

SDS 1007 Telecommunications
Level = Initial Competency Area = Technology Skills and Knowledge

Instructor Demographics and Course Attribute Ratings

There was no data available to describe instructor demographics and course attribute ratings for this module.

Instructor Qualitative Findings

There was no data available describing instructor comments for this module.

Student Demographics and Course Attribute Ratings (# responses = 23)

Demographics

All of the student respondents in this course were females and all were between the ages of 30 and 39 years (see Table 50).

Table 50: SDS 1007 Student Demographics

Age	18 to 29	30 to 39	40 to 49	50 to 59	60+
<i>percent</i>	0	100	0	0	0

Gender	Female	Male
<i>percent</i>	100	0

Although all of the student respondents characterized themselves as ‘advanced’ computer users, none reported having previously taken any online courses (see Table 51).

Table 51: SDS 1007 Student Online and Computer Experience

# Prior Online Courses Taken	0	1 –2	3-4	5+
<i>percent</i>	100	0	0	0

Comfort and Experience with Computers	Beginner	Intermediate	Advanced
<i>percent</i>	0	0	100

Attribute Ratings

All of the respondents who rated the course gave positive ratings to most course attributes. Notable exceptions were negative ratings for:

- The value and ease of use of the video clips (Q11 and Q17)
- The presence of a suitable amount of text on each page of the module (Q12)
- The usefulness of resources presented in the module for solving the module's problems or exercises (Q28) (see Table 52).

Table 52: SDS 1007 Student Course Attribute Ratings

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q8. Purpose of the module was clear	0	100	0	0	0
Q9. Each activity was presented in an order that made sense	0	100	0	0	0
Q10. The instructional material was easy to understand	0	100	0	0	0
Q11. The video clips used in the module provided valuable insight into the content presented	0	0	100	0	0
Q12. I thought the amount of text on each page of the modules was about right	0	0	100	0	0
Q13. The instructional objectives of the module were clearly outlined at the beginning	0	100	0	0	0
Q14. The content was clear and relevant to the objectives	0	100	0	0	0
Q15. Resources were easy to locate	0	100	0	0	0
Q16. Activities were clearly explained.	0	100	0	0	0
Q17. Video clips were easy to use	0	0	100	0	0
Q18. I understood how to navigate through the instructional material	0	100	0	0	0
Q19. I found it easy to interact with the module	0	100	0	0	0
Q20. It was easy for me to become skillful at using this environment	0	100	0	0	0

Table 52: SDS 1007 Student Course Attribute Ratings (continued)

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q21. Overall, I found the environment easy to use	0	100	0	0	0
Q22. The timeline was easy to follow and understand	0	100	0	0	0
Q23. The list of assignments was clear to me.	0	100	0	0	0
Q24. The assignments related back to the stated objectives	0	100	0	0	0
Q25. The length of the module was about right	0	100	0	0	0
Q26. The content of the module was appropriate for professional development	0	100	0	0	0
Q27. The content was appropriate to what I would find in a module for graduate credit.	0	0	0	0	100
Q28. The resources presented in the module were useful in solving the problem or exercise in each module	0	0	100	0	0
Q29. The assessment at the end of the module was useful in clarifying my comprehension of the module	0	100	0	0	0
Q30. The assessment at the end of the module was useful in identifying my level of competency after taking the module	0	100	0	0	0

	I did more work in the module	I did about the same amount of work in the module	I did less work in the module	NA
Q31. If I were to compare the amount of work I did in this module to what I would do in 1-2 weeks of a graduate course, I would say that	0	100	0	0

Table 52: SDS 1007 Student Course Attribute Ratings (continued)

	Seven or eight modules would be more work than three graduate credits	The workload would be about the same	Seven or eight modules would be less work than three graduate credits	NA
Q32. If I were to compare seven or eight modules similar in quality to the one I just took to what I would do to obtain three graduate credits, I would say	100	0	0	0

Student Qualitative Findings (maximum # responses per item = 2)

Only a limited number of open-ended comments from students were obtained for this course module (see Table 53).

Table 53: SDS 1007 Student Comments

Q33 <i>Were the assignments clearly structured? Please explain why or why not no responses</i>
Q34 <i>Did the instructions clearly state what was needed to be done in order to complete the module? Please explain why or why not. 2 responses</i>
Yes, the instructions were clear
Instructions were clear, but the quality of links range from excellent to poor in terms of information presented, format, etc. The portion on creating and organizing bookmarks on Netscape was not relevant to all, as not all course participants use Netscape. The Web Search assignment was excellent, but should have included another source besides Alta Vista. Assignments were good but limited.
Q35 <i>What is the most useful aspect of these modules for K-12 teachers? 1 response</i>
Perhaps this question should be re-worded as one cannot speak for all teachers - especially when teachers have different needs and levels of computer literacy: "What aspect(s) of these modules was(were) most useful to you? Please explain why." One of the most useful aspects was being exposed to the variety of ways to use telecommunication with students. Finally, being able to complete this coursework at my leisure, gain knowledge, and receive credit, is also useful.
Q36 <i>In what ways could you apply what you learned to your teaching? 1 response</i>

Table 53: SDS 1007 Student Comments (continued)

<p>Presently, I use the computer and the Internet with my students in a variety of ways, so many of the lessons presented here were not new to me. What I found particularly inspiring was Assignment B - using telecommunication with students. I will be sure to sign up for the Email Around the World Project, and a Collaborative Project. I will also discuss with our media teacher, the possibility of video conferencing.</p> <p>Q37 <i>What did you like most about the instruction in this module? 1 response</i></p>
<p>The ability to complete coursework at my leisure. My favorite sites within this course were to the Urban Legends Site; Webopedia; Backflip; Specialized Indexes and Databases page; and Be a Better Web Searcher page.</p> <p>Q38 <i>What did you like least about the instruction in this module? 1 response</i></p>
<p>Again, some links to the assignments were not available "Page Not Found". The quality of links range from excellent to poor in terms of information presented, format, etc. The portion on creating and organizing bookmarks on Netscape was not relevant to all, as not all course participants use Netscape. The Web Search assignment was excellent, but should have included another source besides Alta Vista. The Teledisc site was not particularly interesting, nor was the Be Internet Appliance Initiative. The Yahoo Clubs were not an especially interesting or good example of discussion boards. This TechKnowledge Site is not visually attractive, nor were the CIAC web pages. The aforementioned sites need to be jazzed up - made more visually pleasing. Generally, assignments were good but limited.</p> <p>Q39 <i>What suggestions do you have for improving the content of this module? 1 response</i></p>
<p>Make sure web pages are properly linked to assignments - after all, this IS about telecommunications. This Tech*Knowledge site and CIAC sites are not visually pleasing. Introductory presentation needs to be re-worked - it needs to catch the interest of the student immediately. Find different sources of information for the future of telecommunications section within the introductory presentation. The Blue Mountain site is better than the electronic postcard site that is listed. Add another search engine within the "Be a Better Web Searcher" List Education World (the Scholastic Site) as an education site. Project C should perhaps be part of the introductory presentation, and should perhaps be replaced with an assignment that would require a search for lesson plans in a particular area of interest.</p> <p>Q40 <i>Under what circumstances would you explore the T*K environment again? 1 response</i></p>
<p>I am not much of one to take tutorials or on-line classes. I enjoy the classroom experience and so I would not anticipate taking an on-line class on purpose.</p> <p>Q41 <i>Did the introduction and goals properly reflect the content that was actually present in the module? Please explain why or why not. 1 response</i></p>
<p>I feel I have done enough reflecting, and at this point I feel this survey is too long. Thirteen short answer questions are a bit much.</p> <p>Q42 <i>Did you find the schedule to be accurate? Was there an appropriate amount of time allocated for the various tasks? Please explain why or why not. 1 response</i></p>
<p>I guess the time allocation is accurate, as users' computer literacy varies.</p>

Table 53: SDS 1007 Student Comments (continued)

<p><i>Q43</i> <i>What types of additional assessment would you want? 1 response</i></p>
<p>Not sure. If you gave some alternative assessment examples perhaps it would be easier to decide. I have found that in my classroom, authentic assessment is best. Perhaps a follow-up (brief) survey within 2-3 months time.</p>
<p><i>Q44</i> <i>Was this module helpful to your teaching? Why or why not? 1 response</i></p>
<p>Yes, this question is reminiscent of Question #36. Please see my response in that section.</p>
<p><i>Q45</i> <i>Any other reactions or comments? 1 response</i></p>
<p>Yes. I have filled out this survey several times only to have lost it. I needed to refer back to the actual course content several times, and when I tried to toggle back and forth between the course contents, the various sites, and the survey, it didn't always work - even if I pressed the BACK or FORWARD button. I finally figured out that I have to open the telecommunications course and the telecommunications survey separately, and minimize, or toggle back and forth in that way. I guess that is why this 45 question survey seems long... I've filled it out so many times! I left question 27 blank because I have no source of comparison</p>

SDS 1008 Designing Webquests
 Level = Initial Competency Area = Teaching and Learning

Instructor Demographics and Course Attribute Ratings (# responses = 8)

Demographics

Half the instructors were between the ages of 40 and 49 and half were between 50 and 59 years of age. All were male (see Table 54).

Table 54: SDS 1008 Instructor Demographics

Age	18 to 29	30 to 39	40 to 49	50 to 59	60+
<i>percent</i>	0	0	50	50	0

Gender	Female	Male
<i>percent</i>	0	100

None of the responding instructors had previous experience with online courses although all described themselves as being “advanced” computer users (see Table 55).

Table 55: SDS 1008 Instructor Online and Computer Experience

# Prior Online Courses Taken	0	1 –2	3-4	5+
<i>percent</i>	100	0	0	0

Comfort and Experience with Computers	Beginner	Intermediate	Advanced
<i>percent</i>	0	0	100

Attribute Ratings

The responding instructors had positive ratings for most course attributes with the notable exception of their strong negative ratings for the ease of use and the value of the video clips (Q13 and Q19). There were also some negative ratings for the following attributes:

- Ease of locating resources (Q17)
- Understanding how to navigate through the material (Q20)

- Ease of interacting with the module material (Q21) and using the course environment (Q23)
- Ease of understanding and following the module timeline (Q24)
- Length of the module (Q27)
- Extent to which the module environment would make teaching easier (Q34)
(see Table 56).

Table 56: SDS 1008 Instructor Course Attribute Ratings

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q10. Purpose of the module was clear	50	50	0	0	0
Q11. Each activity was presented in an order that made sense	0	100	0	0	0
Q12. The instructional material was easy to understand	50	50	0	0	0
Q13. The video clips used in the module provided valuable insight into the content presented	0	0	50	50	0
Q14. I thought the amount of text on each page of the modules was about right	50	50	0	0	0
Q15. The instructional objectives of the module were clearly outlined at the beginning	0	100	0	0	0
Q16. The content was clear and relevant to the objectives	50	50	0	0	0
Q17. Resources were easy to locate	0	50	50	0	0
Q18. Activities were clearly explained.	0	100	0	0	0
Q19. Video clips were easy to use	0	0	50	50	0
Q20. I understood how to navigate through the instructional material	0	50	50	0	0
Q21. I found it easy to interact with the module	0	50	50	0	0
Q22. It was easy for me to become skillful at using this environment	50	50	0	0	0

Table 56: SDS 1008 Instructor Course Attribute Ratings (continued)

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q23. Overall, I found the environment easy to use	50	0	50	0	0
Q24. The timeline was easy to follow and understand	50	0	50	0	0
Q25. The list of assignments was clear to me.	0	100	0	0	0
Q26. The assignments related back to the stated objectives	50	50	0	0	0
Q27. The length of the module was about right	50	0	50	0	0
Q28. The content of the module was appropriate for professional development	50	50	0	0	0
Q29. The content was appropriate to what I would find in a module for graduate credit.	50	50	0	0	0
Q30. Using this environment in my teaching would enable me to accomplish tasks more quickly	50	50	0	0	0
Q31. Using this environment would improve my teaching performance	50	50	0	0	0
Q32. Using this environment in my teaching would increase my productivity	50	50	0	0	0
Q33. Using this environment would enhance the effectiveness of my teaching	50	50	0	0	0
Q34. Using this environment would make it easier to teach	50	0	50	0	0

Instructor Qualitative Findings (maximum # responses per item = 2)

Instructors had generally favorable comments about this module although there was some concern about technical “glitches” that detracted from the overall effectiveness of the course (see Table 57).

Table 57: SDS 1008 Instructor Comments

<p>Q35 <i>Were the assignments useful and relevant? Why or why not? 2 responses</i></p>
<p>The assignments were useful and relevant. I especially liked the options for different levels of education (elementary, middle and high school).</p>
<p>Yes.. generally. The usefulness, however, was detracted by the periodic difficulty of use or the links to materials that were not substantive.</p>
<p>Q36 <i>What did you like most about the instruction using this environment? 2 responses</i></p>
<p>The ability to control my pace was my favorite aspect of this type of instruction. I could review information as long or often as necessary.</p>
<p>Students worked quite independently. There is real potential with this mode.</p>
<p>Q37 <i>What did you like least about the instruction using this environment? 2 responses</i></p>
<p>I feel that the section on course information needs to be clarified for users. Some explanations of each of the sections listed would be helpful. The instructors' section provides the information that could be moved to the initial course information section. For example, the overview section could have a brief listing of the objectives for the course next to the icon (I would use a table with two columns.) My students found this initial page very bleak and lacking in direction. Once they got past this page, the module seemed to make sense.</p>
<p>Technical glitches and delays with the modules caused some frustration. There seemed to be surprises with almost every aspect. That can be a bit disconcerting.</p>
<p>Q38 <i>What suggestions do you have for improving instruction with this environment? 2 responses</i></p>
<p>Will there be ways for students to get feedback on their work? If this is marketed to universities where individual faculty members serve as instructors, then I think this module will function quite well. However, as a stand-alone module, I believe that feedback is missing. Perhaps an online quiz at the least would be necessary for students to determine if they were accomplishing the objectives.</p>
<p>Take care of the technical glitches such as graphics that don't appear, the PowerPoint presentation that comes and goes. Perhaps consider using the PBS/U of Delaware online software SERF.</p>
<p>Q39 <i>Did the introduction and goals properly reflect the content that was actually presented in the module? Please explain why or why not. 2 responses</i></p>
<p>As I noted in my response to Question 37, I feel that this is the weakest part of the module. The objectives presented were very broad and there was little background information to get the learner into the activity. I think this area needs to be greatly improved to be up the standard of the rest of the module which was excellent!</p>
<p>Yes. Although not posted, students were able to construct Webquests so the goals were reached.</p>
<p>Q40 <i>Did you find the schedule to be accurate? Was there an appropriate amount of time allocated for the various tasks? Please explain why or why not. 2 responses</i></p>

Table 57: SDS 1008 Instructor Comments (continued)

<p>The schedule was accurate. I do think that some disclaimer that states something like "spend as much time as you need" should be in the schedule. This would encourage those learners who are slower readers to really did into the material and learn it. After all, the idea behind self-paced instruction is to enable all learners to learn.</p>	
<p>No... much more time was required but I suspect this was because of the Beta testing. There was a two week delay at the onset which created a fair amount of pressure and, since the PowerPoint presentation was the second task, its absence stalled the class. The time allocated to the PowerPoint is too much. I rather see the exercises.</p>	
<p>Q41</p>	<p><i>What types of additional assessment would you want? 2 responses</i></p>
<p>I would like to see some sort of interactive quiz to provide students with immediate feedback on their progress through the module. Designing a Webquest is the best way to assess their knowledge, but this puts all of the assessment at the end.</p>	
<p>A "glitch" assessment. Perhaps error message could be trapped and analyzed. I got quite a few Module not found errors. This beta went to version 5 so obviously the problems are being tracked and addressed.</p>	
<p>Q42</p>	<p><i>Was this module helpful to your teaching? Why or why not? 2 responses</i></p>
<p>Yes. As a part of the course I teach on General Secondary Methods, I teach a module on integrating technology into the classroom. I have used the material on Webquests in previous semesters and find it to be excellent. I like the idea of having the content organized so that students can log in and work at their own pace. My students echoed this response.</p>	
<p>Yes, it was helpful. The Ed tech students had a real world experience with online education and saw first hand support issues. We were as interested in the process as in the module and being part of the testing provided a wonderful if at time frustrating experience. Finally, I did want the students to create instructional materials through following the module and they were successful.</p>	
<p>Q43</p>	<p><i>Any other reactions or comments? 2 responses</i></p>
<p>I find the material on Webquests to be extremely well-written. Bernie Dodge has provided a model of using the Internet for instruction that is applicable to all levels and areas of the curriculum. This module is an excellent way to organize the material and provide students a way to use the Internet to enhance their learning.</p>	
<p>Perhaps consider using SERF. Blackboard does not seem robust enough. Some user guidelines would also be helpful so that all aspects of the module can be tested. For instance, some of the names showing up on my class email list such as Steve Erhmann and AAHE were a surprise to me. I tend not to like surprises. I have a multipage list of technical problems. These include such things as students disappearing from the roster when the version changes, failure of graphics to appear, external problems such as the access to "www.angelfire.com/tx4/lessons" and the fact that some aspects are clearly not ready for use. Video clips never did become accessible for this module. Finally, I do not believe this Web site is handicapped accessible although I did not run it through www.cast.org/bobby. I preach accessibility to my students but I seem to keep leading them to non-accessible sites. Some other things are petty annoyances such as the middle school slide show (Kathy Schrock) does not fit in the frame and is very awkward</p>	

Student Demographics and Course Attribute Ratings (# responses = 37)

Demographics

All of the responding students were females between the ages of 18 and 29 (see Table 58).

Table 58: SDS 1008 Student Demographics

Age	18 to 29	30 to 39	40 to 49	50 to 59	60+
<i>percent</i>	100	0	0	0	0

Gender	Female	Male
<i>percent</i>	100	0

Although all of the student respondents described themselves as “advanced” computer users, none had prior experience with online courses prior to working on this course module (see Table 59).

Table 59: SDS 1008 Student Online and Computer Experience

# Prior Online Courses Taken	0	1 –2	3-4	5+
<i>percent</i>	100	0	0	0

Comfort and Experience with Computers	Beginner	Intermediate	Advanced
<i>percent</i>	0	0	100

Attribute Ratings

Although there were apparently some “technical” difficulties during the capture or transmission of the students’ attribute ratings, the ratings that were obtained were overwhelmingly positive. The only negative rating was found for Question 19: “I found it easy to interact with the module.” (See Table 60.)

Table 60: SDS 1008 Student Course Attribute Ratings

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q8. Purpose of the module was clear	100	0	0	0	0
Q9. Each activity was presented in an order that made sense	0	100	0	0	0
Q10. The instructional material was easy to understand	0	100	0	0	0
Q11. The video clips used in the module provided valuable insight into the content presented	0	0	0	0	100
Q12. I thought the amount of text on each page of the modules was about right	0	100	0	0	0
Q13. The instructional objectives of the module were clearly outlined at the beginning	0	100	0	0	0
Q14. The content was clear and relevant to the objectives	0	100	0	0	0
Q15. Resources were easy to locate	0	100	0	0	0
Q16. Activities were clearly explained.	0	100	0	0	0
Q17. Video clips were easy to use	0	0	0	0	100
Q18. I understood how to navigate through the instructional material	0	100	0	0	0
Q19. I found it easy to interact with the module	0	0	100	0	0
Q20. It was easy for me to become skillful at using this environment	0	100	0	0	0
Q21. Overall, I found the environment easy to use	0	100	0	0	0
Q22. The timeline was easy to follow and understand	0	100	0	0	0
Q23. The list of assignments was clear to me.	0	100	0	0	0
Q24. The assignments related back to the stated objectives	0	100	0	0	0
Q25. The length of the module was about right	0	100	0	0	0
Q26. The content of the module was appropriate for professional development	0	100	0	0	0
Q27. The content was appropriate to what I would find in a module for graduate credit.	0	0	0	0	100

Table 60: SDS 1008 Student Course Attribute Ratings (continued)

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q28. The resources presented in the module were useful in solving the problem or exercise in each module	0	100	0	0	0
Q29. The assessment at the end of the module was useful in clarifying my comprehension of the module	0	100	0	0	0
Q30. The assessment at the end of the module was useful in identifying my level of competency after taking the module	0	100	0	0	0
	I did more work in the module	I did about the same amount of work in the module	I did less work in the module		NA
Q31. If I were to compare the amount of work I did in this module to what I would do in 1-2 weeks of a graduate course, I would say that	0	0	0		100
	Seven or eight modules would be more work than three graduate credits	The workload would be about the same	Seven or eight modules would be less work than three graduate credits		NA
Q32. If I were to compare seven or eight modules similar in quality to the one I just took to what I would do to obtain three graduate credits, I would say	0	0	0		100

Student Qualitative Findings (maximum # responses per item = 1)

There were only a limited number of student responses to the open-ended evaluation items (see Table 61).

Table 61: SDS 1008 Student Comments

Q33 <i>Were the assignments clearly structured? Please explain why or why not</i> no responses
Q34 <i>Did the instructions clearly state what was needed to be done in order to complete the module? Please explain why or why not.</i> 1 response
Yes the instructions were clear
Q35 <i>What is the most useful aspect of these modules for K-12 teachers?</i> 1 response
The most useful aspect is the web resources that can be accessed at any time as a reference.
Q36 <i>In what ways could you apply what you learned to your teaching?</i> 1 response
Webquests are an easy and creative way to do group assignments. It is also something that students can do more on their own, even at home with Internet access.
Q37 <i>What did you like most about the instruction in this module?</i> 1 response
The variety of examples used
Q38 <i>What did you like least about the instruction in this module?</i> 1 response
Not all the links were accessible. With some, once you went into a site, it was hard to get back to the module.
Q39 <i>What suggestions do you have for improving the content of this module?</i> 1 response
Make sure that all the graphics and links are up and running. Some of the hyperlinks were not available. Also, on the first assignment, I had problems uploading the rubric, which left me very frustrated.
Q40 <i>Under what circumstances would you explore the T*K environment again?</i> 1 response
IBM basics.
Q41 <i>Did the introduction and goals properly reflect the content that was actually present in the module? Please explain why or why not.</i> 1 response
I believe that it was. After reviewing the material, I felt that I understood what was discussed in the introduction.
Q42 <i>Did you find the schedule to be accurate? Was there an appropriate amount of time allocated for the various tasks? Please explain why or why not.</i> 1 response
I worked at my own pace on my own time but found the schedule to be accurate in time management and accurate.
Q43 <i>What types of additional assessment would you want?</i> 1 response
None.
Q44 <i>Was this module helpful to your teaching? Why or why not?</i> 1 response
Yes, now I can help create Webquests for teachers to carry out group assignments.
Q45 <i>Any other reactions or comments?</i> 1 response

Table 61: SDS 1008 Student Comments (continued)

Not having all the links and graphics running was frustrating. I could not help but wonder if I was missing out on anything by not seeing them and the video clips. I would have also found it helpful to have guidelines and assessments, like those found in the outline, in a printout form. It would have been nice to have that to reference while I was in the sections of the module.

SDS 1009 Databases: Data Analysis and Higher Order Thinking
Level = Initial Competency Area = Teaching and Learning

Instructor Demographics and Course Attribute Ratings (# responses = 8)

Demographics

All of the instructors were females age 40 to 49 (see Table 62).

Table 62: SDS 1009 Instructor Demographics

Age	18 to 29	30 to 39	40 to 49	50 to 59	60+
<i>percent</i>	0	0	100	0	0

Gender	Female	Male
<i>percent</i>	100	0

All of the responding instructors were “advanced” computer users who had previous experience with three to four online courses (see Table 63).

Table 63: SDS 1009 Instructor Online and Computer Experience

# Prior Online Courses Taken	0	1 –2	3-4	5+
<i>percent</i>	0	0	100	0

Comfort and Experience with Computers	Beginner	Intermediate	Advanced
<i>percent</i>	0	0	100

Attribute Ratings

The instructors’ course attribute ratings were generally very positive, but there were negative ratings for a number of items, notably:

- The ease of using course resources (Q17), including the video clips and the value of the video clips(Q 13 and Q 19)
- The ease of interacting with the module (Q 21) and the course timeline (Q 24)
- The likelihood that using the module environment would increase the instructors’ productivity or make it easier to teach (Q 32 and Q 34) (see Table 64).

Table 64: SDS 1009 Instructor Course Attribute Ratings

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q10. Purpose of the module was clear	100	0	0	0	0
Q11. Each activity was presented in an order that made sense	0	100	0	0	0
Q12. The instructional material was easy to understand	0	100	0	0	0
Q13. The video clips used in the module provided valuable insight into the content presented	0	0	100	0	0
Q14. I thought the amount of text on each page of the modules was about right	100	0	0	0	0
Q15. The instructional objectives of the module were clearly outlined at the beginning	100	0	0	0	0
Q16. The content was clear and relevant to the objectives	0	100	0	0	0
Q17. Resources were easy to locate	0	0	0	100	0
Q18. Activities were clearly explained.	0	0	100	0	0
Q19. Video clips were easy to use	0	0	100	0	0
Q20. I understood how to navigate through the instructional material	100	0	0	0	0
Q21. I found it easy to interact with the module	0	0	100	0	0
Q22. It was easy for me to become skillful at using this environment	0	100	0	0	0
Q23. Overall, I found the environment easy to use	0	100	0	0	0
Q24. The timeline was easy to follow and understand	0	0	100	0	0
Q25. The list of assignments was clear to me.	0	100	0	0	0
Q26. The assignments related back to the stated objectives	0	100	0	0	0
Q27. The length of the module was about right	0	100	0	0	0
Q28. The content of the module was appropriate for professional development	0	100	0	0	0

Table 64: SDS 1009 Instructor Course Attribute Ratings (continued)

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q29. The content was appropriate to what I would find in a module for graduate credit.	0	100	0	0	0
Q30. Using this environment in my teaching would enable me to accomplish tasks more quickly	100	0	0	0	0
Q31. Using this environment would improve my teaching performance	100	0	0	0	0
Q32. Using this environment in my teaching would increase my productivity	0	0	100	0	0
Q33. Using this environment would enhance the effectiveness of my teaching	0	100	0	0	0
Q34. Using this environment would make it easier to teach	0	0	100	0	0

Instructor Qualitative Findings (maximum # responses per item = 1)

Only one instructor provided qualitative comments but these comments focused on the apparently unfulfilled expectations that AppleWorks would be available (see Table 65).

Table 65: SDS 1009 Instructor Comments

Q35 <i>Were the assignments useful and relevant? Why or why not?</i>
Although the assignments were useful, the program AppleWorks was not available to us, so we had to modify many in order to use them with database programs available to us.
Q36 <i>What did you like most about the instruction using this environment?</i>
The opportunity for students to prepare a database of their own design for education. It helped them to think about how to use a database.
Q37 <i>What did you like least about the instruction using this environment?</i>
The expectation that we would have AppleWorks.
Q38 <i>What suggestions do you have for improving instruction with this environment?</i>
Alternative assignments for other database programs.

Table 65: SDS 1009 Instructor Comments (continued)

Q39 <i>Did the introduction and goals properly reflect the content that was actually presented in the module? Please explain why or why not.</i>
Yes, they did reflect the content. They were appropriate for educators.
Q40 <i>Did you find the schedule to be accurate? Was there an appropriate amount of time allocated for the various tasks? Please explain why or why not.</i>
There could have been greater variation in the length of time allotted to accommodate students with a wider range of competencies.
Q41 <i>What types of additional assessment would you want?</i>
None. The assessments were adequate. The rubric was excellent.
Q42 <i>Was this module helpful to your teaching? Why or why not?</i>
It was the least helpful of the 3 modules that I beta tested because the program required was not available to us.
Q43 <i>Any other reactions or comments?</i>
I have checked with schools and colleges with Teacher Education Programs in this area and have found none with AppleWorks. The more common programs with databases are Microsoft Works and Microsoft Office with Access. Since AppleWorks is often found on Apple computers, part of the problem with finding AppleWorks in this area is that few education organizations are using newer Apples here. In fact I have been told that Apple computers are not on the Alabama bid list at this time.

Student Demographics and Course Attribute Ratings

There was no data available to describe student demographics and course attribute ratings for this module.

Student Qualitative Findings

There was only one student comment available for this module. In response to the question: "Under what circumstances would you explore the T*K environment again?", one student replied: "If I had to use it for another class."

SDS 1010 Web Development: An Introduction
 Level = Developing Competency Area = Technology Skills and Knowledge

Instructor Demographics and Course Attribute Ratings (# responses = 8)

Demographics

Instructor ages varied widely although 60 percent were younger than 50 years of age and 40 percent were between age 50 and 59. Sixty percent of the instructors were males (see Table 66).

Table 66: SDS 1010 Instructor Demographics

Age	18 to 29	30 to 39	40 to 49	50 to 59	60+
<i>percent</i>	20	20	20	40	0

Gender	Female	Male
<i>percent</i>	40	60

Although a majority of the instructors reported that they had no prior experience with online courses, four in ten had previously taken at least 3 online courses. Most claimed to be “advanced” computer users (see Table 67).

Table 67: SDS 1010 Instructor Online and Computer Experience

# Prior Online Courses Taken	0	1 –2	3-4	5+
<i>percent</i>	60	0	20	20

Comfort and Experience with Computers	Beginner	Intermediate	Advanced
<i>percent</i>	0	20	80

Attribute Ratings

The instructors gave generally positive ratings to most course attributes. However, ratings on the following aspects of the course suggested that these characteristics be examined by course developers:

- The video clips’ ease of use and value (Q 13 and Q 19)

- Procedures used to navigate through and interact with the course material (Q 20 and Q 21)
- The ease and clarity of the course timeline (Q 24)
- The extent to which the course content was appropriate for obtaining graduate credit (Q 29)
- The extent to which the course environment would enhance an instructor's teaching (Q 33) (see Table 68).

Table 68: SDS 1010 Instructor Course Attribute Ratings

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q10. Purpose of the module was clear	80	20	0	0	0
Q11. Each activity was presented in an order that made sense	20	80	0	0	0
Q12. The instructional material was easy to understand	20	60	20	0	0
Q13. The video clips used in the module provided valuable insight into the content presented	40	0	20	20	20
Q14. I thought the amount of text on each page of the modules was about right	20	60	20	0	0
Q15. The instructional objectives of the module were clearly outlined at the beginning	80	20	0	0	0
Q16. The content was clear and relevant to the objectives	60	40	0	0	0
Q17. Resources were easy to locate	60	20	20	0	0
Q18. Activities were clearly explained.	20	60	20	0	0
Q19. Video clips were easy to use	40	0	0	20	40
Q20. I understood how to navigate through the instructional material	40	20	20	20	0
Q21. I found it easy to interact with the module	20	40	40	0	0
Q22. It was easy for me to become skillful at using this environment	20	60	20	0	0

Table 68: SDS 1010 Instructor Course Attribute Ratings (continued)

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q23. Overall, I found the environment easy to use	20	60	20	0	0
Q24. The timeline was easy to follow and understand	20	40	40	0	0
Q25. The list of assignments was clear to me.	40	40	0	20	0
Q26. The assignments related back to the stated objectives	0	80	20	0	0
Q27. The length of the module was about right	20	80	0	0	0
Q28. The content of the module was appropriate for professional development	20	60	20	0	0
Q29. The content was appropriate to what I would find in a module for graduate credit.	20	40	20	20	0
Q30. Using this environment in my teaching would enable me to accomplish tasks more quickly	60	20	20	0	0
Q31. Using this environment would improve my teaching performance	40	40	20	0	0
Q32. Using this environment in my teaching would increase my productivity	40	40	20	0	0
Q33. Using this environment would enhance the effectiveness of my teaching	40	20	40	0	0
Q34. Using this environment would make it easier to teach	40	40	20	0	0

Instructor Qualitative Findings (maximum # responses per item = 5)

Responding instructors had many positive comments about the course and a number of suggestions about course content and structure. They also reported some frustration accessing Internet links embedded in the course (see Table 69).

Table 69: SDS 1010 Instructor Comments

Q35 <i>Were the assignments useful and relevant? Why or why not? 5 responses</i>
The assignments were useful and relevant because they asked one to complete tasks directly related to web page production. My students had little experience in the area, but were successful and impressed by the course design. They want to use some of the sites in their own classes.
Useful and relevant. The assignments allowed my students to master basic web development skills and then apply those skills in web design!
Yes the assignments were useful because they provided step by step instruction. But, we must remember who the audience is and for college students they were written at too low of a level. The students did not seem challenged.
Assignments A and B were relevant; teachers can create web pages for their own classes or schools.
The assignments were difficult to carry out since I do not have access to Claris Works. The assignments had to be modified and dependent on the software used by students and myself.
Q36 <i>What did you like most about the instruction using this environment? 5 responses</i>
I like the structure given to page development.
What I liked best about this module and the Blackboard system are the following: Easy to use Professional Makes me look great Content relevant Tangible assessments Helps the professor understand the content Helps the professor present the content in a orderly fashion Web page on a free site Downloading software from the net is demonstrated Assessment games are fun and educational. (See note below.)
Ability to have students that missed class work at their own pace during the day to catch up. How easy the environment could be to use. Needs improvement to make it more efficient though, such as leading students on where they need to go.
Self-teaching aspect; cooperative learning format.
The concepts presented about creating a web page.
Q37 <i>What did you like least about the instruction using this environment? 5 responses</i>
My students (at least 3 of them) said they could not access the survey. I tried to "turn on" the survey from the control panel, but nothing was there to access. I was very frustrated with this measure.
Should add Netscape Composer to the assignments. The software demo is good for 30 days; after the students upload their web pages, they have no way to modify the pages in the future. Video graphics not working, yet. Self-enrollment feature not working. I had to add the students myself. Some graphics were not loading correctly Under the assessment games, my Mac lab had trouble loading the games. Graphics to slow. Under the assessment games, get rid of the banner ads. Visa Card. Students should not have to be exposed to banner ads in a course for fee.
The links to other pages with outdated information or too much irrelevant information. Inability to track where students are at in module.
Web sites that the students were to access were not operational; for example, homepage.com and this was frustrating.

Table 69: SDS 1010 Instructor Comments (continued)

Have specific software used for the instruction. There is a wide use of software used by students in their own environment. I found it difficult to control the type of software they may use.
<p>Q38 <i>What suggestions do you have for improving instruction with this environment?</i> 5 responses</p>
I would give access to the survey for instructors so that they could make it available to students.
Should add Netscape Composer to the assignments. The software demo is good for 30 days; after the students upload their web pages, they have no way to modify the pages in the future. Nothing else.
Present a definite starting place with directions on where to go next. After each part of the module have link to next step. Some of my students had trouble reading directions, changing to Claris, then trying to complete the action without a printed version in their hand. A printer friendly version for this purpose could be used.
Make sure that all Web sites are operational; when the list of students in a class is faxed, their accounts should be entered immediately; survey should also have a N/A (not applicable) option.
Teach to the concepts of using authoring software instead of one specific authoring package. I understand that Claris Works is the example, but it confuses students. They like the step by step instructions but it becomes too much like rote learning.
<p>Q39 <i>Did the introduction and goals properly reflect the content that was actually presented in the module? Please explain why or why not.</i> 5 responses</p>
Yes. The intro quite clearly stated what the goals would be.
Did the introduction and goals properly reflect the content that was actually present in the module? Yes. This was an easy to use tool for instructors. My students expressed that they felt my teaching demo on web page development was more effective than just reading the modules. I suggest the module create a statement enforcing (highlighting the importance) the role of the educator in the module process.
Yes, with the goals, outcomes, and rubric presented, the idea was clear on where this was going and made it easy to determine whether we arrived at this place.
Refer to comments/suggestions in #38
Yes, it related to the assignments, how to make links, and create a web page.
<p>Q40 <i>Did you find the schedule to be accurate? Was there an appropriate amount of time allocated for the various tasks? Please explain why or why not.</i> 5 responses</p>
Yes. I like the schedule - it is fair in its amount of work.
Did you find the schedule to be accurate? Was there an appropriate amount of time allocated for the various tasks? The tasks were accurate. I would use Blackboard more fully by breaking out the various course components. For example, put the assignments in the appropriate buttons (Course Assignments, etc.) Overall, the assignments were schedule correctly and met the time allocated.
No, I struggled with the schedule. Part because some of the links and video clips did not work and other times because of the amount of reading (some parts of modules were too wordy) having some students getting too consumed with trying to read and remember every word.

Table 69: SDS 1010 Instructor Comments (continued)

Students worked at their own pace; some finished earlier than others, but all finished within the time framework set by the instructor.
I was familiar with building web pages, so processing the information was relatively easy. When students are unfamiliar with the information and vocabulary, then it takes longer to process the information. The draw back was using Claris Works as an example due to the unavailability of the software.
Q41 <i>What types of additional assessment would you want? 5 responses</i>
I would like to have been able to upload the student pages. I know that Student Tools was not available for this purpose, but it would have been nice to do so.
What types of additional assessment would you want? I liked the games for drill and practice. However, I would like access to examinations or test bank. Include assessments to measure terminology, steps to performing certain tasks, what makes a good web page (design), and how a pre-service teacher would integrate this into the classroom.
Authentic Assessment - where the student is given parameters of a realistic homepage and asked to use the tools they just learned to create it.
None.
The assessments were appropriate for the module.
Q42 <i>Was this module helpful to your teaching? Why or why not? 5 responses</i>
Yes. My students created a web page this term so it was useful to see how they responded to this instruction.
Was this module helpful to your teaching? Yes, it made me look like a professional. It brought together all key issues in web development and package it in a easy to use module.
I would have to say no. It provided a good base or foundation for getting the students through, but nothing that could not of been shown to them in class through guided instruction.
It provided students with another way to use the computer as a teaching tool.
The module is helpful to my teaching because of the evidence of the task analysis conducted in your design of the information. It takes a team to be able to design and implement information in this manner. Most teachers lack the time to design and develop such materials.
Q43 <i>Any other reactions or comments? 4 responses</i>
I have enjoyed being part of the beta testing. However, my screen showed very different controls than my students. It was frustrating to have them complain that something (the survey) was not available to them in course documents when my panel did not show course documents. When I accessed it, it was showing nothing in the CD. I tried to find the survey to make it active for them and no assessments were available on my site. I found this very aggravating as 3 of my students were denied access and I could not locate it to clear an attempt so they could access again.
Any other reactions or comments? Overall, this is a great start. There are still some bugs to remove and some missing components (Video, tests/exams/quizzes, etc). My students have kept copious notes and will be submitting their suggests soon.

Table 69: SDS 1010 Instructor Comments (continued)

Good idea, but needs some refinement. Keep up the good work. Would somehow try to fit all the text onto a page that did not have to be scrolled back and forth to read. Had some initial trouble with support and getting answers but the needed help did come and was very quick to respond.

I enjoyed the module. I thought it was well designed. I would like to see concepts presented for creating Web pages rather than using a specific software as an example. The use of one example leads to rote learning and students are less enthusiastic to engage in the activities.

Student Demographics and Course Attribute Ratings (# responses = 51)

Demographics

The majority of the students in this course module were under 30 years of age but almost 20 percent were between ages 40 and 59. Almost three-quarters of the responding course participants were female (see Table 70).

Table 70: SDS 1010 Student Demographics

Age	18 to 29	30 to 39	40 to 49	50 to 59	60+
<i>percent</i>	58	23	15	4	0

Gender	Female	Male
<i>percent</i>	72	28

Almost one-third of the students in the module had some previous online course experience while 70 percent did not. The overwhelming majority of respondents characterized their level of comfort and experience with computers as “intermediate” (see Table 71).

Table 71: SDS 1010 Student Online and Computer Experience

# Prior Online Courses Taken	0	1 –2	3-4	5+
<i>percent</i>	70	28	2	0

Comfort and Experience with Computers	Beginner	Intermediate	Advanced
<i>percent</i>	7	83	10

Attribute Ratings

While the students' course attribute ratings tended to be positive, the following aspects of the course received a notable number of negative ratings:

- The general organization, sequence, and usability of course materials (Q 9, Q 13, 21)
- The video clips ease of use and value (Q 11 and Q 17)
- The clarity of the course objectives and the relevance of the course materials to these objectives (Q 13 and Q 14)
- The ease of navigating through the course materials, and interact with the module (Q 18 and Q 19)
- The appropriateness of the course content for obtaining graduate credit (Q 27)
- The usefulness and effectiveness of the course's assessment procedures (Q29 and Q 30) (see Table 72).

Table 72: SDS 1010 Student Course Attribute Ratings

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q8. Purpose of the module was clear	20	68	12	0	0
Q9. Each activity was presented in an order that made sense	15	53	18	14	0
Q10. The instructional material was easy to understand	10	62	13	15	0
Q11. The video clips used in the module provided valuable insight into the content presented	8	28	23	33	8
Q12. I thought the amount of text on each page of the modules was about right	13	65	10	10	2
Q13. The instructional objectives of the module were clearly outlined at the beginning	23	50	20	5	2

Table 72: SDS 1010 Student Course Attribute Ratings (continued)

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q14. The content was clear and relevant to the objectives	15	60	15	8	2
Q15. Resources were easy to locate	8	55	15	20	2
Q16. Activities were clearly explained.	18	55	20	5	2
Q17. Video clips were easy to use	5	30	18	38	9
Q18. I understood how to navigate through the instructional material	8	60	15	15	2
Q19. I found it easy to interact with the module	10	55	10	20	5
Q20. It was easy for me to become skillful at using this environment	8	65	10	15	2
Q21. Overall, I found the environment easy to use	15	50	18	15	2
Q22. The timeline was easy to follow and understand	6	68	18	8	0
Q23. The list of assignments was clear to me.	8	80	8	2	0
Q24. The assignments related back to the stated objectives	10	75	10	5	0
Q25. The length of the module was about right	5	70	18	5	2
Q26. The content of the module was appropriate for professional development	15	60	15	8	2
Q27. The content was appropriate to what I would find in a module for graduate credit.	15	53	24	8	0
Q28. The resources presented in the module were useful in solving the problem or exercise in each module	5	65	18	10	2
Q29. The assessment at the end of the module was useful in clarifying my comprehension of the module	8	60	24	8	0
Q30. The assessment at the end of the module was useful in identifying my level of competency after taking the module	8	55	25	8	4

Table 72: SDS 1010 Student Course Attribute Ratings (continued)

	I did more work in the module	I did about the same amount of work in the module	I did less work in the module	NA
Q31. If I were to compare the amount of work I did in this module to what I would do in 1-2 weeks of a graduate course, I would say that	13	63	20	4

	Seven or eight modules would be more work than three graduate credits	The workload would be about the same	Seven or eight modules would be less work than three graduate credits	NA
Q32. If I were to compare seven or eight modules similar in quality to the one I just took to what I would do to obtain three graduate credits, I would say	40	50	5	5

Student Qualitative Findings (maximum # responses per item = 43)

Students' comments about various aspects of the course in the open-ended evaluation items reflected a variety of opinions and suggestions of interest to course developers (see Table 73).

Table 73: SDS 1010 Student Comments

Q33 <i>Were the assignments clearly structured? Please explain why or why not</i> <i>no responses</i>
Q34 <i>Did the instructions clearly state what was needed to be done in order to complete the module? Please explain why or why not.</i> <i>43 responses</i>
I did not understand what was expected of my work until I saw the rubric on the assessment page. Maybe this should have been presented earlier to inform us of what was expected.
I knew exactly what to do and where to go if I were actually going to do the assignments.
Getting some hands on practice in adapting this to a classroom setting
Great for future use
I could apply it immediately!

Table 73: SDS 1010 Student Comments (continued)

I do think that Claris was easy to work with. I think students as well as teachers could develop Web pages with this system.
I thought the part of being able to e-mail all of your students was really cool and being able to teach your students how to do web design. But I don't think the directions were clear enough for a k-12 setting.
It gets the teachers and students involved.
It gives them ideas for teaching Web design. Many teachers feel insecure when trying to incorporate technology into their curriculum. This module makes the process seem much more simple.
It shows students how easy it is to make their own web page.
It was very accessible. It had great example pictures which make things easy to understand, and very quick.
It would allow them to set up a site where students could access classroom information, assignments, research, etc.
No, I wasn't really sure what we were supposed to do in the module. I didn't really understand the purpose of the module and the whole time was wondering what was going on.
no, the site was very confusing.
No. I have read through the instructions many times now and still do not understand what I was supposed to do. Once I got to the home page of the module there were no instructions as to where to go next.
No. I think more explanation for each step is needed.
No. The instructions were not sequential. You should have had a module that tells you where to go next.
Not really. The instructions could have been more defined. They seemed pretty vague.
Objectives were clear, but the instructions for each assignment were very confusing. Instructions should have been more clear such as... to select please double click on item.
The instructions were ok--but the module did not work every time we tried to use it. It was very frustrating.
They were very clear and helpful
was not able to use module in class had to use other homepage to create Web site
We were able to understand what to do, but we had to talk about it to come to an agreement.
Yes
Yes
Yes
Yes
Yes and No depending on the level of understanding of the student involved in the class. Time would be another factor for students who work all day and have other classes besides this one. It might be too much for the teacher to do plus planning for and grading papers.
Yes I felt comfortable throughout.
yes I was told what to do before beginning the module and each step after that.
Yes they did Instructions and did allow for completion
Yes, I found them easy to understand.

Yes, I knew what was needed to do.

Table 73: SDS 1010 Student Comments (continued)

Yes, I understood exactly what needed to be done; however, if I did not have an instructor and were completing this module with no other web creation experience, I probably would have had trouble.
Yes, instructions were stated but they could have been more user friendly.
Yes, the instructions clearly stated what needed to be done. The tasks were explained in an organized manner that was easy to follow.
Yes, the instructions were well outlined
Yes, they did. Instructions were clear and followed in an orderly fashion.
Yes, they were and again, it was worded in a clear way
Yes. Each section has instructions as well as some links to other sections and practice activities. There are also some external links to other practice games and such that were very helpful in learning the material.
Yes. He stated the objective and goals.
Yes. Instructions were clear and related to the overall objectives
Yes. The instructions walked me through the module step by step.
Q35
<i>What is the most useful aspect of these modules for K-12 teachers?</i> 32 responses
Being able to design web pages for the classroom.
ease of use
Creating web pages in the classroom
Having a teacher web page would be very beneficial.
How to integrate a web page for additional resource and instruction.
I could post assignments on a Home page and create links for tutorial.
I put a class Web site up and plan to teach children to write Web sites!
I teach first grade. I could develop a web page with Webquest to use in my room. I could also develop a web page for my class.
I think some teachers may be able to go through this module and actually learn to put together web pages that may be used in their classes. So, the module may not be directly used by students, but by their teachers as learning a new tool for instruction.
I will keep expanding on my Web site so that it becomes very useful to my students and encourage other staff to do the same.
I would and will develop a Web site to be utilized by my future students
I would take the content into the classroom with me when I teach
Learning how to use the web in the classroom.
Learning to create your own personalized web page.
Learning to grab a web page and then adapt it into your one style. Also creating hotlinks was very easy.
none
opportunity to learn about real time data
Real-time data is going to be an ideal way to incorporate research skills with many content areas
Step by step instructions. This could also be very useful for teacher who want to develop there own web page, but does not know how because of poor computer skills. This is step by step.
That I now have another module that I can incorporate into the curriculum within my classroom.

The ability to link Web sites with your web page

Table 73: SDS 1010 Student Comments (continued)

the content itself
The fact that this module is for use on Mac O/S may be good for teachers since a lot of schools use Macintosh computers. However, there should also be web modules for PC.
The final project of creating your own Web site was worthwhile.
the instructions that they gave
The Internet is a great tool for K-12 teachers. Students who have the Internet at home can look up their teacher's web page to learn about their teacher, look for assignments, etc.
The introduction of web-page building material is needed for today's teachers.
The most useful aspect of these modules for K-12 teachers is the integration of technology.
The most useful aspect of this module was learning how to make a web page.
The Webquest would provide a mean of sorting Web sites for us in the class.
They are clearly stated and organized and easy to follow. The modules can help to better instruct by providing useful instructions, resources, and applications
web development
Q36
<i>In what ways could you apply what you learned to your teaching? 26 responses</i>
By making my own web page.
Creating web pages for your classroom
I did not like the instructions...they need more clarification.
I learned a great deal
I liked that instruction was mainly hands-on. I feel you learn best by doing, which was clearly present in this module.
I understood it
It allowed me to become more proficient in my computer skills.
It walked me through the process with ease.
It was a move at your own pace course.
It was easy to navigate and understand.
It was informative, and supplied helpful skills and information for my future endeavors.
It was not only easy for me to follow; I think it would be easy for anybody to follow.
If I used this idea of building web pages in my classroom, then I would at least have an introduction to building them.
inservice to other teachers
It has been a good reminder of how important making your assignment and objective is closely matched in whatever is being taught.
It would help me to teach Web design to my students during enrichment classes.
Learning how to use the web in a one-computer classroom.
Science can very easily make use of real time data to draw conclusion and make predictions
Set up a Webquest page for my students to use and then place it on the bookmark of my computer in the class.
That there are many ways to incorporate technology into the classroom. I could purchase Claris or other software or I could do a module like this through some other site..
The course did familiarize me with how to construct a Web site.

Table 73: SDS 1010 Student Comments (continued)

The modules were very affective in my learning process. Technology is going to be a must as an educator and these modules provided a good starting point that can be used in the classroom.
The things that I learned gave me great ideas of how to incorporate technology into my classroom instruction.
The web page aspect will be very useful
web page development, creating on line lesson plans.
You can teach your students how to create their own Web sites. Teachers could also create Web sites for their classroom or school.
Q37
<i>What did you like most about the instruction in this module? 27 responses</i>
Ease of use
I did like the outline format of the module. It was easy to move within the program from section to section.
Everything
Format
Graphics never loaded correctly
I did not like the assessments. The games were not very fun. The games needed to be more creative (i.e. sounds, pictures, interaction)
I guess I would have to say that there was not always someone there to compare notes or ask questions about certain things.
I had no problem with any of it.
I hated the windows because they were to small and you had to scroll back and forth.
If I had not already had instruction on web construction and were trying to work though this by myself I would have had a lot of trouble. It tells you what you will learn and what you need to do and then says the instructor will show you how. What if you do not have an instructor?
Instruction were too long and very confusing
It did not work!
It was sequential but it was not easy to go on because you always had to go back the course documents to get to the next section. Would there be a way to connect the assignments, course map, etc., together without having to go back every time. This was time consuming.
It was very clearly laid out into the designated components and you knew right where to go.
Some of the games were good. Some younger students might enjoy them and the challenge they present.
That the instructions were not drawn out and took forever to read.
That they were informational and easy to follow.
The examples helped me see what was possible creatively.
The instructions and assignment requirements were clear.
The instructions were easy to follow and the information was presented in a very easy-to-understand way.
The pictures
The quizzes at the end
They were broken down into small manageable segments.

They were easy to follow and were step by step.

Table 73: SDS 1010 Student Comments (continued)

Web page building and hotlinks
Web page development
Web-page building intro
Q38
<i>What did you like least about the instruction in this module? 32 responses</i>
At this point in my work, I was really pushed for time but that may not be an issue if I were to have gone through it at another time.
Confusing at first, took a lot of trial and error before I was able to understand assignments
Have all the glitches out before you have us use it. It was a waste of our time.
Have step-by-step instructions for creating tables, bulleted lists, background colors, etc. So that someone without an instructor could navigate through the module with no additional instruction.
I could not see the full screen when I was logged in to the PBS module. I had to keep scrolling left and right as well as up and down to read the page. If you could make it easier to see the full screen it would improve it.
I felt the content of the module was very appropriate.
It does not work!
It is mentioned in number 37.
It would have been nice if all of the "glitches" had been ironed out before piloting it.
Like I said above, there should be modules for PC as well. Also, there were a great many grammatical mistakes in the instructions. Furthermore, some of the practice activities are impractical. For example, there is one "quiz" in the module that has true/false questions but the quiz is simply a table on a web page - is the student supposed to print out the page, fill in the quiz and fax it to someone? The quiz is not interactive at all (no buttons on the table for students to enter their answers). Also, there is no answer key available. Further, the multimedia sections were not available at the time I took the module so I can't really comment on them.
Make it less time to go through.
Make it more user friendly so that everyone can be on the same page.
It took a lot of time to go through which I really did not have.
Not being able to go on without having to go back to the main menu to advance onto the next page of instructions.
Scrolling left and right
Some of the video did not work. I got an error when I clicked on them.
The haste in which we completed it.
The thing that I enjoyed the least was finding time to work on the module.
The time
The videos did not work
The working screen needs to be larger.
There was really nothing that I found I did not like.
There was too much information in the Course Information section. Everything that I read was in there somewhere. It would have been nice to break it up into other sections.

There wasn't an opportunity to practice each step and apply it to the actual things that was discussed. There was so much text that it got boring after a while and I really don't think that I would remember all of the different steps. I think learning by doing is the best possible way.

Table 73: SDS 1010 Student Comments (continued)

There were many content errors, e.g., in the lesson that teaches how to put a nametag on a web page, the instructions are shown along with the html that would be written; after that, the instructions direct the student to look at the top of their browser to see how the page name will look. However, since the module page is oriented in frames, the page title doesn't show up on the top of the browser. Maybe more attention needs to be paid to the technical aspect of web design. Also, I didn't like that the module teaches only for Mac users and only teaches Claris Home Page. This is a very obscure program that is not readily available, i.e., it doesn't come already installed when you buy a computer. There should also be a module for PC using something like Front Page Express or Netscape Composer (both come pre-installed on the computer or browser).
There were many problems connecting to Homepage.
They were unclear
This module was impossible to access for several days. Certain aspects of this module were not working properly.
Time involved to complete it
Too many hi-tech words, sometimes.
Unclear instructions, small frames to see the instructions in, course info. Is packed into one page.
Very difficult to follow.
Q39
<i>What suggestions do you have for improving the content of this module? 29 responses</i>
Change the above mentioned problems.
Design the flow of information and content better.
For shopping for software. To see what software is out there. Updated critiques of software. Revised guidelines for buying & using Web sites & software.
I hope my own computer skills would improve.
I probably won't.
I will keep practicing and use it with my student teaching this fall.
I would if I had any questions about new technology, which I probably will have in the future.
I would like to remind myself of its usefulness and simplicity again before I begin my teaching. Also before I start any major curriculum lessons for my class
I would use the T*K environment again if I was teaching an upper grade class of students to use HyperStudio.
If another instructor had modules as part of the course work.
If I enroll in another technology course I would utilize the T*K environment again.
If I ever had the time. If my "mean ole teacher" made me. If I remembered enough to think I might be able to use it again.
Make sure that the site runs properly before putting it on the web.
Make the flow of assignments a little bit easier.
Make the games easier for us to play. The word search was almost impossible because the letters were too big for the screen.
Make the links work.
Make the text fit the windows.
Make the working screens larger.
More explanation.

No comment.

Table 73: SDS 1010 Student Comments (continued)

No suggestions. It is a great learning tool.
None.
None.
None.
Projects should be separated out into separate categories instead of all under "course information". Screen size should be more adaptable.
Smaller text, get rid of the PBS links on the left.
State information and instructions more precise and clearly.
Use less repetition in directions. Lay out the directions better. Make sure the icons and graphics come up the first time you click on a section of information.
You might give more step on how to locate clip art and sites and transfer them to the web page.
<i>Q40</i> <i>Under what circumstances would you explore the T*K environment again? 25 responses</i>
Don't know what's available.
For another class.
I think the introduction and goals were properly reflected in the content that was presented in the module. The instructor would have to be organized and willing to be very helpful to those who were experiencing difficulty. A book containing all of this info would be very helpful because it would be a hard copy of the info when the computer gives up or can't find the site when the student wants to get on.
I was unclear on what we should be getting out of this module expect that I would be building a web page and working on line.
No.
No. I was never sure what the goals where. I know that we were supposed to build a web page but that is all. I feel like there was too much content for just building a web page.
To a certain degree, yes. However, I feel it would have been difficult to do this on our own without teacher instruction.
Well a little bit... but it isn't stuff that was things we didn't already know. We already know that we are in the information technology age and things like that.
If I forgot how to use the basic features of HyperStudio.
If I had to take another class.
If I needed some instruction on instructional technology that I would think you might have, I would probably go to explore the environment.
If I take another class that requires the T*K environment, then I will use it again.
If I wanted to use more technology in my classroom and was unsure how to do it I would take another class like this.
If I was searching for a program to use in my classroom.
In my classroom, where the student could create a stack, I wouldn't use it as a teacher to present information.
In my classroom. I can honestly say that I would want this program on the computer in my room (if not in my school!)
It seems very beneficial for all kinds of learning situations. If there was a specific concept I felt that class member/s needed I think having modules prepared to use would be very helpful.

Table 73: SDS 1010 Student Comments (continued)

None.
Required credit (as this one was).
The only other circumstance I would explore the T*K environment again would be if it were associated with another one of my classes.
The same would be fine, it is very comfortable, and easy to read and practice.
To develop a game or assessment of learning a more drill and practice skill. Also allowing students to construct their own programs and/or presentations.
To teach student how to use this software.
When I create a lesson.
When I wanted to learn about software via the Internet.
<i>Q41</i>
<i>Did the introduction and goals properly reflect the content that was actually present in the module? Please explain why or why not. 28 responses</i>
I enjoyed the module and would like to use it again.
I feel that the goals reflected the content. The module was helpful in teaching one to create a Web page.
I don't know. The time depends on the level of understanding of the students and how much time they have to devote to doing the assignment if they have full time jobs and a family too.
I feel that there was an appropriate amount of time allocated.
I found that at times there was too much time allocated for tasks.
I think there was enough time allocated for the various tasks, but some may not think so.
I thought that it was lengthy but I know that enough time is important to its success.
I took the course in a summer session so it is hard to tell but I think it would follow a regular quarter schedule.
I was actually able to finish the module in less time than was indicated on the schedule. This may, however be due to the fact that I have experience in web development. Also, since the multimedia sections were still being completed and I didn't have the opportunity to view them.
No, our class did the module in a shorter amount of time.
No.
Yes and No, some aspects were clear while others were quite confusing.
Yes they did.
Yes, all of the information was present, but the actually instructions and activities were not very clear.
Yes, clear explanations were given for each aspect of Web development.
Yes, the assignments went along with the final product.
Yes, the intro. And goals were present in the module. Everything fit together well.
Yes, the introduction and goals properly reflected the content. The goals of the lesson were clearly explained and in order to understand the content must be achieved.
Yes, the introduction and goals reflected what was in the content of the module. Then the goals were given in step-by-step instructions.
Yes, the purpose was to learn about real time data and that was accomplished.
Yes, they fit together well.
Yes, this did teach educators how to use the WWW in the classroom.
Yes, we did accomplish our goals.

Yes.

Table 73: SDS 1010 Student Comments (continued)

Yes. Both the introduction and goals related in some way to the content.
Yes. Goals and objectives were met.
Yes. The introduction section stated what would be learned and the module taught that content. However, there were some problems with assessment and practice activities that I already stated above. Overall, though, the content matched the objectives.
Yes. The module reflected information that the goals stated.
<i>Q42</i>
<i>Did you find the schedule to be accurate? Was there an appropriate amount of time allocated for the various tasks? Please explain why or why not. 27 responses</i>
For the most part the schedule was right, but it took some more time to go through the activities.
For the most part, yes. But during a 4 and a half-week course and with 3 other classes, it could be a bit much.
I probably wouldn't want any more assessments.
I think an interactive on-line test would be great. The test could offer immediate feedback to the questions asked and score could be kept during the test. Students should be able to see how they fared among others taking the module, too.
I think the assessment tools were good ones that were used.
I think what you have is adequate.
I was pleased with the assessment presented.
I would like to see a chance to have like an interactive sort of thing that walks you step by step through each process and if you do something wrong it will tell you so that you are learning as you go.
If the module kept your attention or not.
More self quizzes.
Not really-for me. It didn't take as long as it said it would.
Sort of.
This module would have taken the entire amount of time if I had not already had experience with creating a web page.
Too fast.
Very detailed.
Very much so.
Yes the schedule was fairly accurate.
Yes the time was about right for the project.
Yes, even though it was all new to me the time allowed was sufficient.
Yes, there was ample time to complete the assignment.
Yes, we had plenty of time.
Yes.
Yes.
Yes.
Yes.
Yes. It was an accurate schedule. It was hard to have that much time for certain tasks though.
Yes. Time was sufficient.
<i>Q43</i>
<i>What types of additional assessment would you want? 11 responses</i>

Assessment on the appearance of the module.

Table 73: SDS 1010 Student Comments (continued)

I don't know how you would assess this module. I think that the completion of a web page and explaining what you learned is good enough. Some of the games were not good assessment tools though. The Internet terms were not discussed in the module and students might not know what they mean. They were all pretty simple as well.
None that I can think of!
None, this was appropriate.
None.
None.
None.
None.
The assessment was adequate.
The assessment was fun for this module. They were in game form that was fun to review.
This is good.
<i>Q44</i>
<i>Was this module helpful to your teaching? Why or why not? 32 responses</i>
I don't know right now because I have not had time to use it.
I think the module would be great as a tool for teachers to learn web development in order to design some web-based instruction. However, the module may not be as good for actual instruction to students due to limited access to computers and/or Internet connections in schools.
no
Well considering I haven't begun teaching yet it was not helpful in any way. I think that it could prove as a benefit to teachers though.
Well I am a student so it wasn't very helpful to my teaching.
Yes- this is a good site just not perfect quite yet.
Yes, because I could incorporate web based assignments.
Yes, because it user friendly.
Yes, for web page development.
Yes, I can now create a web page more easily.
Yes, I feel it will be very helpful in my future teaching. It has a great deal of information that is easily presented.
Yes, I had never built a web page and this was a good introduction to what is out there.
Yes, I plan on using Webquest and Real-Time Data sites this coming year for my students. I was not familiar with either one and I look forward to implementing them.
Yes, I think so. It got me involved with the computer more. Especially with the Mac.
Yes, it helped me to create a web page that I will use with my students.
Yes, it was helpful in a way that can be brought back into the classroom and shared with students.
Yes, the module was very helpful to my teaching. I was given many ideas of how to incorporate technology into my instruction.
Yes. Any additional information is always helpful.

Yes. I will definitely want to create a Web site that can be utilized by my students.

Table 73: SDS 1010 Student Comments (continued)

Yes. Knowing how to make a web page is useful.
I was able to design a web site for my class.
It can absolutely help me this upcoming school year because I had planned on doing more things with the web.
It was helpful in teaching students how to create Web pages.
Maybe if I want to do a web page but otherwise not really.
No.
No. It was helpful in my knowledge in building a web page not helpful in my teaching.
Not as much for me in the library, but for the regular classroom teacher, I would think it would be invaluable.
Not really. I already new what real time data is and how to use it.
<i>Q45</i>
<i>Any other reactions or comments? 12 responses</i>
Course was informative and helpful, but requires some refining.
Great learning experience
I have no other comments.
I wasn't registered the first time that I logged on. I wasn't sure how to find the course as well.
It did not work the way it was supposed to.
Nice piece of work.
Not at this time.
Overall, I thought the content was good (except as mentioned above). Since the module was only claiming to teach Claris, there is no problem about compatibility with other systems (only Macs can use it). However, as I already said, there needs to be another module for PC systems. Also, before releasing this module for public use, the instructions should be proofread for grammar and technical content.
The assessment games were incredibly stupid. The only one that was remotely interesting was the concentration game. The other games took so much time to load that it got annoying after a while.
This is the longest survey I have ever taken.
This was a good experience.
Time, time, time to do the assignments and whether one has computer access.

SDS 1011 Great Graphics

Level = Initial Competency Area = Technology Skills and Knowledge

Instructor Demographics and Course Attribute Ratings (# responses = 6)

Demographics

All of the responding instructors were females aged 50 to 59 years (see Table 74).

Table 74: SDS 1011 Instructor Demographics

Age	18 to 29	30 to 39	40 to 49	50 to 59	60+
<i>percent</i>	0	0	0	100	0

Gender	Female	Male
<i>percent</i>	100	0

All of the responding instructors had taken one or two online courses before participating in this module and all described themselves as “advanced” computer users (see Table 75).

Table 75: SDS 1011 Instructor Online and Computer Experience

# Prior Online Courses Taken	0	1 –2	3-4	5+
<i>percent</i>	0	100	0	0

Comfort and Experience with Computers	Beginner	Intermediate	Advanced
<i>percent</i>	0	0	100

Attribute Ratings

The responding instructors gave very positive ratings to this course’s attributes although the attributes pertaining to the video clips (Q 13 and Q 19) were rated somewhat less positively than the others (see Table 76).

Table 76: SDS 1011 Instructor Course Attribute Ratings

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q10. Purpose of the module was clear	100	0	0	0	0
Q11. Each activity was presented in an order that made sense	100	0	0	0	0
Q12. The instructional material was easy to understand	100	0	0	0	0
Q13. The video clips used in the module provided valuable insight into the content presented	0	100	0	0	0
Q14. I thought the amount of text on each page of the modules was about right	100	0	0	0	0
Q15. The instructional objectives of the module were clearly outlined at the beginning	100	0	0	0	0
Q16. The content was clear and relevant to the objectives	100	0	0	0	0
Q17. Resources were easy to locate	100	0	0	0	0
Q18. Activities were clearly explained.	100	0	0	0	0
Q19. Video clips were easy to use	0	100	0	0	0
Q20. I understood how to navigate through the instructional material	100	0	0	0	0
Q21. I found it easy to interact with the module	100	0	0	0	0
Q22. It was easy for me to become skillful at using this environment	100	0	0	0	0
Q23. Overall, I found the environment easy to use	100	0	0	0	0
Q24. The timeline was easy to follow and understand	100	0	0	0	0
Q25. The list of assignments was clear to me.	100	0	0	0	0
Q26. The assignments related back to the stated objectives	100	0	0	0	0
Q27. The length of the module was about right	100	0	0	0	0
Q28. The content of the module was appropriate for professional development	100	0	0	0	0
Q29. The content was appropriate to what I would find in a module for graduate credit.	100	0	0	0	0

Table 76: SDS 1011 Instructor Course Attribute Ratings (continued)

Q30. Using this environment in my teaching would enable me to accomplish tasks more quickly	100	0	0	0	0
Q31. Using this environment would improve my teaching performance	100	0	0	0	0
Q32 Using this environment in my teaching would increase my productivity	100	0	0	0	0
Q33. Using this environment would enhance the effectiveness of my teaching	100	0	0	0	0
Q34. Using this environment would make it easier to teach	100	0	0	0	0

Instructor Qualitative Findings (maximum # responses per item = 1)

Although only one instructor provided comments about this course, these comments were very positive (see Table 77).

Table 77: SDS 1011 Instructor Comments

Q35 <i>Were the assignments useful and relevant? Why or why not?</i>
YES. They allowed each student to go into their own discipline and develop a lesson according to the ASSURE model.
Q36 <i>What did you like most about the instruction using this environment?</i>
I liked being able to go at my own speed.
Q37 <i>What did you like least about the instruction using this environment?</i>
It seemed a little distant. I Think there should be some feedback for students.
Q38 <i>What suggestions do you have for improving instruction with this environment?</i>
More links to sites on the Web. The assignment took about six or seven hours to prepare. The first section took about three hours.
Q39 <i>Did the introduction and goals properly reflect the content that was actually presented in the module? Please explain why or why not.</i>
Yes. The goals were very good with the introduction be very precise.
Q40 <i>Did you find the schedule to be accurate? Was there an appropriate amount of time allocated for the various tasks? Please explain why or why not.</i>
See question #38.

Table 77: SDS 1011 Instructor Comments (continued)

Q41 <i>What types of additional assessment would you want?</i>
Multiple-choice assessment. Fill-in questions.
Q42 <i>Was this module helpful to your teaching? Why or why not?</i>
Yes. It helped me fill in rather than having to teach this module.
Q43 <i>Any other reactions or comments?</i>
The students were elated and performed with excellence. They wanted to do more. I would be very interested in using one or more of these modules in my class in the fall.

Student Demographics and Course Attribute Ratings (# responses = 21)

Demographics

Just over three-quarters of the students were between the ages of 18 and 29 years and the remainder were aged 40 to 59 years. Three-quarters of the students were female (see Table 78).

Table 78: SDS 1011 Student Demographics

Age	18 to 29	30 to 39	40 to 49	50 to 59	60+
<i>percent</i>	76	0	12	12	0

Gender	Female	Male
<i>percent</i>	76	24

This was the first experience with online courses for over 70 percent of the students in this module. Slightly more than half the responding students classified their comfort and experience with computers as “intermediate” and 40 percent considered themselves to be at the “beginner” level (see Table 79).

Table 79: SDS 1011 Student Online and Computer Experience

# Prior Online Courses Taken	0	1 –2	3-4	5+
<i>percent</i>	71	29	0	0

Comfort and Experience with Computers	Beginner	Intermediate	Advanced
<i>percent</i>	41	53	6

Attribute Ratings

Unfortunately, the student ratings for most of the attributes of this course were Not Available. The ratings that were available indicated that the students gave notably negative ratings to the logical arrangement of the activities in the module (Q 9) and to the value of the module's video clips (Q 11) (see Table 80).

Table 80: SDS 1011 Student Course Attribute Ratings

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q8. Purpose of the module was clear	12	53	35	0	0
Q9. Each activity was presented in an order that made sense	0	29	42	29	0
Q10. The instructional material was easy to understand	0	47	47	6	0
Q11. The video clips used in the module provided valuable insight into the content presented	8	28	23	33	8
Q12. I thought the amount of text on each page of the modules was about right	12	53	0	0	35
Q13. The instructional objectives of the module were clearly outlined at the beginning	0	0	0	0	100
Q14. The content was clear and relevant to the objectives	47	0	0	0	53
Q15. Resources were easy to locate	0	0	0	0	100
Q16. Activities were clearly explained.	0	0	0	0	100
Q17. Video clips were easy to use	0	0	0	0	100

Table 80: SDS 1011 Student Course Attribute Ratings (continued)

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q18. I understood how to navigate through the instructional material	0	0	0	0	100
Q19. I found it easy to interact with the module	0	0	0	0	100
Q20. It was easy for me to become skillful at using this environment	0	0	0	0	100
Q21. Overall, I found the environment easy to use	0	0	0	0	100
Q22. The timeline was easy to follow and understand	0	0	0	0	100
Q23. The list of assignments was clear to me.	0	0	0	0	100
Q24. The assignments related back to the stated objectives	0	0	0	0	100
Q25. The length of the module was about right	0	0	0	0	100
Q26. The content of the module was appropriate for professional development	0	0	0	0	100
Q27. The content was appropriate to what I would find in a module for graduate credit.	0	0	0	0	100
Q28. The resources presented in the module were useful in solving the problem or exercise in each module	0	0	0	0	100
Q29. The assessment at the end of the module was useful in clarifying my comprehension of the module	0	0	0	0	100
Q30. The assessment at the end of the module was useful in identifying my level of competency after taking the module	0	0	0	0	100
	I did more work in the module	I did about the same amount of work in the module	I did less work in the module	NA	
Q31. If I were to compare the amount of work I did in this module to what I would do in 1-2 weeks of a graduate course, I would say that	0	0	0	0	100

Table 80: SDS 1011 Student Course Attribute Ratings (continued)

	Seven or eight modules would be more work than three graduate credits	The workload would be about the same	Seven or eight modules would be less work than three graduate credits	NA
Q32. If I were to compare seven or eight modules similar in quality to the one I just took to what I would do to obtain three graduate credits, I would say	0	0	0	100

Student Qualitative Findings (maximum # responses per item = 17)

The comments provided by the responding students differed sharply from those of the instructor who offered comments about the module. Most of the responding students had negative comments about the clarity of assignments, the general usefulness of the material, and most other aspects of this module that should be carefully evaluated by the course designers (see Table 81).

Table 81: SDS 1011 Student Comments

Q33
<i>Were the assignments clearly structured? Please explain why or why not 14 responses</i>
I guess they were clear, but I didn't feel comfortable enough to do them thoroughly
I was very confused on the assignments
no I need on paper
no I think the information could have been assembled appropriately, meaning that important icons should be more noticeable
no, not enough specifics were provided
No, there were no instructions. I did not have a clear idea of what was required of me, nor could I bring up any video, pictures, or animation that was supposed to be included in the module.
None of the graphics opened so I could not explain what it was supposed to teach or how.
Not really. I had a hard time trying to figure out where to go next.
The assignments were clearly structured, but navigating to the assignments was very confusing.

Table 81: SDS 1011 Student Comments (continued)

They were not at all because #1-The kid pix slides did not work, #2-It was very easy to become distracted when trying to determine what the point of it was, and #3-There seemed to be different levels of content on the module. Some very basic content and sort of boring, and some more advanced. It seemed to jump a lot.
yes the assignments were structured, but they were hard to complete because many of the links did not work.
Yes, it was easy to get to the links and find what was needed but sometimes the links were not available.
yes, they were clearly structured and explained clearly what was expected
Yes, they were very clearly stated and specific.
<i>Q34</i> <i>Did the instructions clearly state what was needed to be done in order to complete the module? Please explain why or why not.</i> 16 responses
I could not access the "Great" graphics.
I understood what was supposed to be done, but was unable to do it
Kind of, as I stated before the Kid Pix wasn't in working condition so one of the major exercises couldn't be completed. So I cannot comment.
No in fact I had to review the module several times before I knew what the purpose was
No, as I stated there were no clear instructions during the module. The objective was clear, however, there were no instructions to guide me along in the module.
No, I was not sure even what to do.
No, there were none
The instructions stated what you supposed to know after completing each assignment but I never understood what to do.
The instructions were a little confusing at times.
They were clearly structured. But many of the links were hard to find and there was too much reading
Yes
Yes
Yes I understand what I was supposed to be able to do but I did not successfully learn those things.
Yes they were very to the point and self-explanatory.
Yes, the instructions were clearly defined
Yes. I could get the instructions fine, but I couldn't do the necessary things to complete the module to my satisfaction.
<i>Q35</i> <i>What is the most useful aspect of these modules for K-12 teachers?</i> 17 responses
Because there was such a wide variety of information represented that it might give teachers a little bit of information in a large amount of areas. It also provided ideas of ways to integrate graphics with classroom teaching.
Explains the impact of how people are more visually stimulated opposed to textually stimulated.
helpful tips on developing graphics
helping them to find and evaluate software for use in the classroom
I don't know. As an adult I found this module hard to follow and very boring, though I consider myself an intermediate multimedia user.

I really did not find anything useful.

Table 81: SDS 1011 Student Comments (continued)

I think that the Kid Pix would have been a great tool for K-12 teachers, but I'm not sure because I couldn't link to it.
I think the most useful part would be trying to sift through something that I didn't really understand. I'm going to be the teacher some day, so I'm going to need to know how to get through difficult things so I can explain it to my students
It was too advanced.
Just the basics of graphics because some people aren't familiar with them.
Retrieving graphics from the Internet
the access to organized data is a valuable tool, perhaps with a module that I could design to coordinate my course around it could be neat.
The instructional parts were helpful but I don't believe that I would be able to successfully apply the information.
things are laid out in a manner that students would be able to move through them and learn
too like advanced
Very boring not useful at all for students.
When making presentations, size and content matter. Graphics can "aid" yet they "do not have a significant effect on learning". That was a very weird contradiction found in two out of three of four paragraphs in each heading. Either we are learning it because it helps or it doesn't, we know it is an attention grabber and that captions are necessary to inform the reader on the graphic. That's basic knowledge.
Q36
<i>In what ways could you apply what you learned to your teaching? 17 responses</i>
By using graphics to help keep the attention of my students.
Going through it more than once
How to add graphics to my papers through Paint, Draw, scanners, and the Internet.
How to use graphics into a learning environment.
I don't think I had a very good experience with this module because I did not understand it.
I really did not learn anything.
I think the most helpful thing was knowing how to save graphics off the Internet, yet (sorry I don't mean to sound so negative) that one did not have an exercise to accompany the instructions.
I'm not sure exactly what could be applied, but I at least know that I can incorporate graphics in a few different ways.
In no way can I apply this to my teaching, except to learn from the mistakes made in the module.
in the future it might be helpful for selecting software to use in my classroom
Include more interesting visual content while teaching, because it's more effective to hold children's interest with.
many
problem solving
That if I have an interactive project I better really make it interactive or they are going to go away scratching their heads and wondering when I will be locked up.
the program explained how to use graphics in teaching which would be useful when teaching.
use pictures to increase comprehension

Table 81: SDS 1011 Student Comments (continued)

Why graphics are used.
Q37
<i>What did you like most about the instruction in this module?</i> 17 responses
I did not like it at all.
I did not like the instruction in this module
I guess I didn't really like it the module very much, but I did enjoy the way the links to you to examples of each of the aspects of the module
I like that there were objectives stated before the module, however, I do not think that these objectives were clearly defined in the module, nor was it easy to master the skills stated in the objective because there were no clear instructions so that I could have assessed if I had mastered the skill, nor were the graphics and videos accessible.
I thought for the most part that the instructions were confusing and difficult to follow. I found myself lost in areas and unsure of what the objective should be
I was too confused to like anything.
Instructions were clearly defined
It was concise and to the point.
Like the pictures
Not much really, they were not numbered and separated from one another. Instead they were all jumbled together into the same paragraph.
Text
That it was lengthy and I started to get bored with it.
That it was self-guided.
The colorful array of options
The instructional section.
The pictures were pretty good, and helped explain what I was looking for.
They were very to the point.
Q38
<i>What did you like least about the instruction in this module?</i> 17 responses
Clearly defined
I did not like the beginning.
I did not like the fact that the module was not interactive.
I didn't really understand the overall "point" of the module
I guess I've already told you.
I thought it was perfect.
Inability to access certain links
Not being able to get into some of the links.
See the answer to question 37. Also, several of the links (i.e. Kidpix) would not open and others would only open sporadically. It made maneuvering through the module frustrating.
That I was not sure what I was supposed to be doing.
That the links did not work.
That the program didn't have an Ebonics version
The Kidpix link was not working.
The lack of explanations on how to apply certain information.

Table 81: SDS 1011 Student Comments (continued)

There was too much reading. Much of the instruction wasn't clear, (i.e. it was stated to go to certain places that were hard to find and many of the links would not work)
There was too much stuff on the pages to keep focused.
To much stuff to look at
Q39 <i>What suggestions do you have for improving the content of this module? 17 responses</i>
Again, I think I've already told you.
Better explain how to use the methods of graphics.
Better explanation before beginning.
Clearly state the instructions, make the module interactive, and don't bore us to tears.
Fix the kid pix link.
Give the teacher more control of the system.
If you put a link make sure it is usable.
Make it more interactive! Put less text on a page. Many people are not going to take the time to read through long pages unless they are doing something.
Make it more user friendly and make sure all the links work as they are designed.
Make it work before you try to have it analyzed.
Make sure everything works and organize the material better.
Make the links work!
More instructions.
None.
Nothing.
To explain what to do.
Too many words.
Q40 <i>Under what circumstances would you explore the T*K environment again? 17 responses</i>
For more technological computer-based programs and the tools they have to offer in the educational environment.
For professional development purposes.
For school again.
Further HyperStudio experience.
I plan to go back in after I begin my student teaching, and I have a more specific idea of the student groups with which I will be working.
I will only go back if it is a requirement. I didn't like it.
I would like to learn about other programs and technology tools that I can use in my classroom. T*K has provided me with a great opportunity.
I would possibly explore another T*K environment for a graduate credit.
I would probably only use it if assigned by an instructor.
If I choose to take a course online at some point in time or doing research.
If it were required for a class.
If there is an air-conditioner.
Sort of boring... I probably wouldn't explore the environment again but I will definitely use the knowledge I gained from this module.
To look for web sites.

Table 81: SDS 1011 Student Comments (continued)

When I need to learn more about technology.
When I want to learn something to use for teaching.
When in my own classroom and I need some software that would be useful in the classroom.
<i>Q41</i> <i>Did the introduction and goals properly reflect the content that was actually present in the module? Please explain why or why not. 16 responses</i>
After I reviewed the module twice I finally appreciated the intro
I think so. This evaluation is difficult for me to answer because the links were not working.
I think the content that was in the module was clearly laid out in the intro and goals because after reading the goals I kind of knew what to expect as to what I would be looking at. I still didn't fully understand the reason for it, but I understood that I would be looking at different examples in the module.
I'm not sure.
Kind of, I already explained.
No.
Not enough for learning purposes.
The goals were stated clearly but I wasn't able to achieve those goals the way the info. Was presented.
The introduction was clear in its purpose, but I don't think the content reflected the purpose. It was unclear as to what was to be done in the module after I was left on my own after the introduction.
The introduction was unclear. I went in not knowing what I was supposed to be doing. The instructional part did not open.
Yes, but the content was not easy to understand.
Yes, but the modules were difficult to follow and understand.
Yes, it clearly explained what we were going to be learning and interacting with.
Yes, it was clear.
Yes, the overview was very effective about what the modules consisted of.
Yes.
<i>Q42</i> <i>Did you find the schedule to be accurate? Was there an appropriate amount of time allocated for the various tasks? Please explain why or why not. 17 responses</i>
Did not get to do any tasks.
I am not sure. I was unaware that there was a "schedule".
I did not follow the schedule, however it did seem fairly reasonable in time allocations.
I didn't allocate the time, so I don't know for sure.
It seemed like a little much to me, but being that I'm not a graduate student, I could be mistaken.
No but I'm really slow on typing and computer knowledge.
No, I didn't spend nearly as long on the module as the schedule planned. This could be due to an exaggeration of time in the schedule or it could be that I didn't find the module all that interesting I rushed to get through it.
No, the schedule allocated too much time for each task.
No.

No.

Table 81: SDS 1011 Student Comments (continued)

Not really, the time would vary considerably from the schedule.
The more I read the more I wondered what I was supposed to be doing. So I would say that spending no time on this module would have been a good idea.
The schedule took too much time.
There was more than enough time allocated for each task - I did not need that much time to do each task.
Yes.
Yes.
Yes. The time constraints are always a problem for me. I think and react at a much slower pace than most students.
<i>Q43</i>
<i>What types of additional assessment would you want? 12 responses</i>
3-D graphics.
An application project.
Detailed info. Of how to use.
I don't understand this question.
I guess the ones there were okay, yet we couldn't retrieve it to evaluate.
I would like an assessment as to what OUR goals should have been going into working with this module.
I would not like any additional assessment.
I'm not sure.
No suggestions.
None.
None.
Nothing.
<i>Q44</i>
<i>Was this module helpful to your teaching? Why or why not? 16 responses</i>
I guess it is helpful to my teaching because I realize that I am going to have to be dealing with things that I don't fully understand, but when I'm teaching I have to be the one to figure it out so I can relay it to my students.
It may be in the future.
May teach basics.
Maybe in time.
No the confusing present state void its use in my life.
No, because I wouldn't understand the information enough to use it appropriately.
No, I didn't learn anything.
No, I would rather read a book.
No, it is too confusing.
No. I am not a teacher yet. Also, I did not learn anything about the programs being used, so I couldn't incorporate them anyway.
No. I didn't learn anything from this module. I have learned more from books and experimentation.
Not really because I'm not the type of person who will take the time to read through tons of material so that I can learn how to accomplish a task. I learn more by doing.
Not really, I know how to do most of it, but for others I believe it to be.

Not really. It was hard to understand,

Table 81: SDS 1011 Student Comments (continued)

Personally no, because I am familiar with adding graphics to documents, but someone with limited graphics experience would find it helpful and easily understandable.
Some of the suggestions of ways to incorporate graphics were helpful.
Q45
<i>Any other reactions or comments? 7 responses</i>
For the love of G-d, make the links work!!!!
In order for a module such as this to accomplish the goals established everything must work and there needs to be better organization.
Just make links accessible.
Please don't take my comments personally. I don't think they were a good evaluation for this module.
Really, really needs some work and more of an aim and objective. Should be broken down more into sections. Tasks should have more precise and step-by-step instructions. And more of a "tie into the next" heading type of thing.
Several of the links were down.
This module was too confusing and some of the links didn't even show up.

SDS 1012 Inspiring Presentations
Level = Initial Competency Area = Professional Practice

Instructor Demographics and Course Attribute Ratings (# responses = 10)

Demographics

The responding instructors were all female and were evenly divided across the age categories 30 to 39, 40 to 49, and 50 to 59 (see Table 82).

Table 82: SDS 1012 Instructor Demographics

Age	18 to 29	30 to 39	40 to 49	50 to 59	60+
<i>percent</i>	0	33	33	33	0

Gender	Female	Male
<i>percent</i>	100	0

Two-thirds of the responding instructors described themselves as “advanced” computer users, while the remainder were “intermediate” users. Although this was the first online course experience for one-third of the instructors, the majority of the instructors had experience with at least three online courses before this module (see Table 83).

Table 83: SDS 1012 Instructor Online and Computer Experience

# Prior Online Courses Taken	0	1 –2	3-4	5+
<i>percent</i>	33	0	33	33

Comfort and Experience with Computers	Beginner	Intermediate	Advanced
<i>percent</i>	0	33	67

Attribute Ratings

The instructors’ ratings of the attributes of this course were very positive except for the attributes related to the usability and value of the course’s video clips (Q 13 and Q 19), the ease of locating course materials (Q 17) and the process of navigating through the instructional materials (Q20), which received some negative ratings (see Table 84).

Table 84: SDS 1012 Instructor Course Attribute Ratings

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q10. Purpose of the module was clear	100	0	0	0	0
Q11. Each activity was presented in an order that made sense	0	100	0	0	0
Q12. The instructional material was easy to understand	33	67	0	0	0
Q13. The video clips used in the module provided valuable insight into the content presented	0	33	33	0	33
Q14. I thought the amount of text on each page of the modules was about right	33	67	0	0	0
Q15. The instructional objectives of the module were clearly outlined at the beginning	100	0	0	0	0
Q16. The content was clear and relevant to the objectives	67	33	0	0	0
Q17. Resources were easy to locate	0	33	67	0	0
Q18. Activities were clearly explained.	33	67	0	0	0
Q19. Video clips were easy to use	0	0	67	0	33
Q20. I understood how to navigate through the instructional material	33	33	33	0	0
Q21. I found it easy to interact with the module	33	67	0	0	0
Q22. It was easy for me to become skillful at using this environment	0	100	0	0	0
Q23. Overall, I found the environment easy to use	0	100	0	0	0
Q24. The timeline was easy to follow and understand	0	100	0	0	0
Q25. The list of assignments was clear to me.	33	67	0	0	0
Q26. The assignments related back to the stated objectives	67	33	0	0	0
Q27. The length of the module was about right	33	67	0	0	0

Table 84: SDS 1012 Instructor Course Attribute Ratings

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q28. The content of the module was appropriate for professional development	33	67	0	0	0
Q29. The content was appropriate to what I would find in a module for graduate credit.	67	33	0	0	0
Q30. Using this environment in my teaching would enable me to accomplish tasks more quickly	33	67	0	0	0
Q31. Using this environment would improve my teaching performance	33	67	0	0	0
Q32. Using this environment in my teaching would increase my productivity	33	67	0	0	0
Q33. Using this environment would enhance the effectiveness of my teaching	33	67	0	0	0
Q34. Using this environment would make it easier to teach	33	33	33	0	0

Instructor Qualitative Findings (maximum # responses per item = 3)

The responding instructors had a number of useful suggestions about various aspects of this course which could be helpful to course designers and were generally quite positive in their comments about this module (see Table 85).

Table 85: SDS 1012 Instructor Comments

Q35 <i>Were the assignments useful and relevant? Why or why not? 3 responses</i>
Yes. The assignments were realistic and useful to the student. The student was able to develop a presentation within the guidelines to support their personal need.
Most were. We found several issues, mostly technical. We could not get the videos to play though one started to buffer.

Table 85: SDS 1012 Instructor Comments (continued)

<p>The first assignment in the Content area on the Cardiff Giant, Fibonacci numbers, or sharks was not very useful. Although the topic of George Washington Carver was relevant, the sites given were not the best available. The links for the other topics did not give adequate information to develop background ideas needed for a presentation and the topics were not interesting or relevant to my students. The main PowerPoint assignment was useful. I had to supply articles for the PowerPoint assignment on the Assignment page since many of the links led only to article titles not full-text articles. I also thought that other online resources such as the online journal From Now On at http://fromnowon.org would have been a better link for this assignment. The link for Making Presentations on the Content page did not work. The Inspiration assignment was good.</p>
<p>Q36 <i>What did you like most about the instruction using this environment? 3 responses</i></p>
<p>You did the work, not me :o}. Actually, I liked the organization and the professional and uncluttered look of the environment as a whole. In one of my grad classes, I did a comparison of WebCT & Blackboard.com. I found WebCT had a few more bells and whistles, but overall they are comparable products. I believe Blackboard has since narrowed the gap, and it remains a more suitable product for college and graduate level classes. I love the student drop box. I can only hope that the new version of WebCT has a similar feature. This alleviates the stress on my email.</p>
<p>The topic for the Inspiration project-problems teachers' face- was a good project for my students. They also learned how to use and present with PowerPoint with the assignment from the assignment page.</p>
<p>That the student was able to use the module from home, at any time, to support what was done in class.</p>
<p>Q37 <i>What did you like least about the instruction using this environment? 3 responses</i></p>
<p>In the Web board, is there a way to read all unread messages, from one thread to another? We use WebCT at our school, so I may be prejudice, but the navigation inside Blackboard is a little lacking.</p>
<p>Lack of diversity in the people depicted. A link on the assessment page at www.actden.com/pp that tried to imitate the 50s game show environment was not in the cultural realm of my students. It also featured only White faces.</p>
<p>The login process was not always dependable. My students and I had a LOT of trouble logging in. Even after your tech support emailed the usernames and passwords some of these still did not work.</p>
<p>Q38 <i>What suggestions do you have for improving instruction with this environment? 2 responses</i></p>
<p>Many specific suggestions: see separate listing</p>
<p>Greater cultural sensitivity. Use of tutorials instead of suggested direct instruction by the instructor for beginning to use PowerPoint and Inspiration.</p>
<p>Q39 <i>Did the introduction and goals properly reflect the content that was actually presented in the module? Please explain why or why not. 2 responses</i></p>
<p>The introduction and goals did reflect the content.</p>
<p>Yes. There seemed to be a match there.</p>

Table 85: SDS 1012 Instructor Comments (continued)

<p><i>Q40</i> <i>Did you find the schedule to be accurate? Was there an appropriate amount of time allocated for the various tasks? Please explain why or why not. 3 responses</i></p>
<p>I found the schedule to be a lot closer than I usually am. I always have too much planned. Your time frames were realistic and helpful.</p>
<p>The students I taught ranged greatly in the skills they had before beginning the activity. The schedule could show greater variation to reflect this difference in skill level among the students.</p>
<p>Yes, maybe even too much time allotted for the student. My students completed tasks in a shorter time.</p>
<p><i>Q41</i> <i>What types of additional assessment would you want? 3 responses</i></p>
<p>My constructivist roots were happy with the projects, and the quizzes (in the tutorials) were great, short and interactive. However, we are REQUIRED to do a final exam at the end of a class, so perhaps a study guide or notes page that would recap and could be easily printed (as the tutorial was).</p>
<p>The assessment was adequate. The rubric was excellent.</p>
<p>Performance based --- keep this.</p>
<p><i>Q42</i> <i>Was this module helpful to your teaching? Why or why not? 3 responses</i></p>
<p>YES! My students got to view a different environment than the one they are used to; this reminded them that technological fluency allows the learner to flex into different software without too much panic. The organization helped me stay focused. I tend to wander and have fun when we are supposed to be learning :o}, not enjoying ourselves. Your preparation helped us do both.</p>
<p>Yes-it was a appropriate and easy to use module for teaching about presentation programs and graphic organizers.</p>
<p>Yes, it allowed the students another resource for instruction --- variety</p>
<p><i>Q43</i> <i>Any other reactions or comments? 2 responses</i></p>
<p>I still can't believe you will pay me for playing in your sandbox :o}!</p>
<p>Each page could have a link to the other pages in the module so that the users do not have to go to the list to move on to another section of the module.</p>

Student Demographics and Course Attribute Ratings (# responses = 46)

Demographics

The overwhelming majority of the responding students were between the ages of 18 and 29 although the overall age range among students was quite broad. Three-quarters of the students were female (see Table 86).

Table 86: SDS 1012 Student Demographics

Age	18 to 29	30 to 39	40 to 49	50 to 59	60+
<i>percent</i>	70	15	10	5	0

Gender	Female	Male
<i>percent</i>	75	25

The responding students' level of prior online course experience varied widely but almost half had taken no previous online courses. The students' reported level of comfort and experience with computers was also varied although three-quarters characterized themselves as "intermediate" computer users (see Table 87).

Table 87: SDS 1012 Student Online and Computer Experience

# Prior Online Courses Taken	0	1-2	3-4	5+
<i>Percent NA = 5%</i>	45	30	10	10

Comfort and Experience with Computers	Beginner	Intermediate	Advanced
<i>percent</i>	15	75	10

Attribute Ratings

The attribute ratings obtained from the students in this course were very positive with only a relatively small proportion of respondents providing negative ratings (see Table 88).

Table 88: SDS 1012 Student Course Attribute Ratings

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q8. Purpose of the module was clear	15	75	10	0	0
Q9. Each activity was presented in an order that made sense	20	75	5	0	0
Q10. The instructional material was easy to understand	20	70	10	0	0

Table 88: SDS 1012 Student Course Attribute Ratings (continued)

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q11. The video clips used in the module provided valuable insight into the content presented	20	70	10	0	0
Q12. I thought the amount of text on each page of the modules was about right	15	70	10	0	0
Q13. The instructional objectives of the module were clearly outlined at the beginning	30	50	15	5	0
Q14. The content was clear and relevant to the objectives	20	75	5	0	0
Q15. Resources were easy to locate	20	65	15	0	0
Q16. Activities were clearly explained.	20	60	20	0	0
Q17. Video clips were easy to use	20	75	5	0	0
Q18. I understood how to navigate through the instructional material	25	60	15	0	0
Q19. I found it easy to interact with the module	20	65	15	0	0
Q20. It was easy for me to become skillful at using this environment	15	80	5	0	0
Q21. Overall, I found the environment easy to use	10	85	5	0	0
Q22. The timeline was easy to follow and understand	20	65	10	0	5
Q23. The list of assignments was clear to me.	15	65	15	0	5
Q24. The assignments related back to the stated objectives	30	70	0	0	0
Q25. The length of the module was about right	15	80	5	0	0
Q26. The content of the module was appropriate for professional development	25	75	0	0	0
Q27. The content was appropriate to what I would find in a module for graduate credit.	25	60	10	0	5
Q28. The resources presented in the module were useful in solving the problem or exercise in each module	25	70	5	0	0

Table 88: SDS 1012 Student Course Attribute Ratings (continued)

Q29. The assessment at the end of the module was useful in clarifying my comprehension of the module	20	80	0	0	0
Q30. The assessment at the end of the module was useful in identifying my level of competency after taking the module	20	70	5	0	5
	I did more work in the module	I did about the same amount of work in the module	I did less work in the module	NA	
Q31. If I were to compare the amount of work I did in this module to what I would do in 1-2 weeks of a graduate course, I would say that	20	60	20	0	
	Seven or eight modules would be more work than three graduate credits	The workload would be about the same	Seven or eight modules would be less work than three graduate credits	NA	
Q32. If I were to compare seven or eight modules similar in quality to the one I just took to what I would do to obtain three graduate credits, I would say	35	55	10	0	

Student Qualitative Findings (maximum # responses per item = 17)

The students' comments in the open-ended module evaluation items were overwhelmingly positive for this course but several respondents offered suggestions for course improvements (see Table 89).

Table 89: SDS 1012 Student Comments

Q33 <i>Were the assignments clearly structured? Please explain why or why not</i> 17 responses
assignments were clearly explained.
Assignments were clearly structured it was just moving around and finding the assignments that was difficult. It needs to be clearly stated were to find them
I thought the assignments were clearly structured. Some of the assignments were very useful and others were not that useful.
I would agree. The assignments were laid out step by step
no, because I really didn't know what I should click on
shark assignments dinosaurs
The assignments were clearly structured... I knew exactly what was expected of me
The assignments were pretty easy to understand.
yes
yes
yes
Yes the assignments were easy to understand and by using the different varieties of color, it made it easier on the eyes.
Yes, examples were given.
Yes, I liked the way you could access the on-line journal articles.
yes, it was good
Yes. I understood what to do. Yes
Yes. We received printed handouts when necessary, and at other times we received one-on-one help.
Q34 <i>Did the instructions clearly state what was needed to be done in order to complete the module? Please explain why or why not.</i> 16 responses
Instructions were clear and precise.
Instructions were great in the module
no, It just wasn't really said
Yes
Yes
Yes
Yes
Yes the instructions were clearly stated what was needed to be done in order to complete the module. Most of the modules had written instructions as well as visual.
Yes, I believe so because I was able to move about the assignment without being confused on what to do.
Yes, instructions were clearly stated and color-coding was used for clarification.
yes, it was good
Yes, she gave specific instructions.
Yes. I didn't find any directions which were not clear enough to figure out what was wanted
Yes. It clearly stated the instructions
Yes. The course description was with the instructions was clear and readable. I knew what was expected of me.

Yes. We had numbered instructions. First, Second, Third, etc.

Table 89: SDS 1012 Student Comments (continued)

Q35	<i>What is the most useful aspect of these modules for K-12 teachers?</i>	13 responses
	easy to teach and understand	
	good graphics, lots of information, great resource	
	Hands on experience with the safety net of the tutorial.	
	Ideas and examples on how and where to use PowerPoint in the classroom.	
	PowerPoint presentations are more interesting than passing out an outline to a class and more entertaining.	
	Practical application, ability to get feedback from others	
	the information in general	
	The most useful aspect of the modules for teachers was the fact that it showed you a new way of teaching.	
	The most useful aspect of these modules was the quizzes at the end of each section to see if you remember instead of at the very end.	
	The most useful part was the quizzes at the end of each section. It was a great way to review skills in a section.	
	The step-by-step instructions and the examples of how other teachers utilize the programs.	
	Their was some useful information	
	They are practical modules, containing things that we will use in our classes.	
Q36	<i>In what ways could you apply what you learned to your teaching?</i>	12 responses
	For PowerPoint I could use this in a weather unit by making weather forecasts and predicting what will happen next in the weather.	
	I can use spreadsheets for assessment; PowerPoint for presentations; I can construct a newspaper without a special program.	
	I can use the information for my classes in the future	
	I could use what I learn today to structure and organize my lessons.	
	In presenting new material and in giving the students another way to display what they have learned. These programs will be valuable as part of the technology skills my students will gain this year.	
	Integrating technology in the curriculum no matter what subject you teach is vita..	
	Presenting new info to students using power point, teaching students to present using power point, teaching students to organized their info in inspiration	
	This could help me to be more organized in teaching a lesson.	
	Units and themes could be easily "plugged in" to power point presentations.	
	use power point	
	Using power point in the classroom is a visual was to present information to students. I like to use different approaches to presenting materials to reach students of all learning styles.	
	You can now work through and present a presentation to your class in a new way. This way will be more enjoyable for you class as well as yourself.	
Q37	<i>What did you like most about the instruction in this module?</i>	14 responses
	Colorful and informative.	
	I could go back and review information that I didn't understand the first time.	

I like the detailed instructions in the module. It took me step by step

Table 89: SDS 1012 Student Comments (continued)

I liked the fact that you could work at your own pace. It is much easier to work around my busy life (work and family obligations) when using this type of instruction module.
I liked the large amount of information that was given. I liked all the ideas that were presented.
Instruction was kept at a minimum. We had plenty of "hands on" time. People who needed more instruction received it as needed.
It is easy to follow
It was easy to understand
Step by step directions to get through the process, useful info
The added humor was entertaining, although sometimes it was a little silly.
The graphics
The step-by-step instruction.
The thing I like the most was the media section, it had the most interaction. It was not as wordy as some of the other sections. This section had a lot of hands on things for you to do. It also had a section in which it told you how to do something while it was doing it for you.
There was lots of good information
Q38
<i>What did you like least about the instruction in this module? 14 responses</i>
All the assignments
I did not like constantly scrolling right and left to read the text. The table of contents bar should be displayed across the top, not to the side. It was distracting.
I didn't like working on the Macintosh--I prefer the PC.
I don't like to read information, I need to hear it or learn hands on... It was hard for me to read all of the information. But when learning about PowerPoint, I really liked the visual examples that went with the information.
I had to scroll the screen horizontally to read it.
It took a long time to figure out where to go and how to get started. If a person is using this module and knows very little about using computers, he/she would be lost! I can easily see a beginner getting frustrated and quitting before he/she finishes the instruction module.
It took me a while just to figure out the layout of the web page itself
It was difficult to understand what I was supposed to do when I first got into the module. Clear instructions need to be given
Some of the sections were wordy and vague.
Somewhat difficult to get to sections.
That it was sometimes confusing to move from a to b.
The graphics in the tutorial were unappealing.
The reading. Too much
Too long
Q39
<i>What suggestions do you have for improving the content of this module? 14 responses</i>
Change the order in which some of your slides are located. Also, this is not an easy module to get around in. Another thing is to make some of the slides a little bit shorter.
Clearer directions to get to the course work itself.
Content is fine as it is now.

Give clear instruction in the beginning so students know how to maneuver around.

Table 89: SDS 1012 Student Comments (continued)

I thought that it was great. I don't have any suggestions.
Less reading and more hands on.
Make the navigation pages easier to use - less choices, simplify instructions, etc.
More should be put into explain how to use the module once you are in.
Move the table of content bar to the top. Colors were dull, use more primary colors.
No response.
None.
None.
Some items were "not found". Also, some of the video clips were blurry. I would suggest a more careful review of the site.
Take the topics off the left-hand side of the screen and allow user to view whole screen.
<i>Q40</i>
<i>Under what circumstances would you explore the T*K environment again? 13 responses</i>
As a class requirement.
Graduate credit.
I would explore the TK environment again to help me better understand a technology that I wasn't familiar with.
I would explore this environment again to share it with a colleague, for professional development or as a graduate course.
I would love to have access as professional development.
If necessary for class.
I'm not sure.
It is part of my assignment for edld671 at the University of Mississippi.
None.
Only if someone recommended it to me and told me that it had great ideas that would help with the instruction of making my students succeed.
Professional development, tie in nonfiction books in the library, etc.
To find other options in the classroom.
To keep up to date on technology changes and technology related activities.
<i>Q41</i>
<i>Did the introduction and goals properly reflect the content that was actually present in the module? Please explain why or why not. 14 responses</i>
I felt that the introduction and goals were appropriate for the information presented in the module. The problem was finding the module I was looking for.
Satisfactory job.
The introduction and goals were very well stated and clear to the content that was presented.
Yes, because I list them in order.
Yes, because they told exactly what was present and what to expect.
Yes, everything was reflected wonderfully.
Yes, I understood clearly what was expected and the time that it would take.
Yes, it was good.
Yes, it was stated clearly and the content followed in sequential order.
Yes.

Yes.
Yes. I learned more than I expected.

Table 89: SDS 1012 Student Comments (continued)

Yes. It was clear.
Yes. We knew what to expect and when to expect it. The instructor stayed with the calendar.
<i>Q42</i> <i>Did you find the schedule to be accurate? Was there an appropriate amount of time allocated for the various tasks? Please explain why or why not. 15 responses</i>
I did not complete the entire schedule, so I am unable to critique.
I think the schedule was fine. There was enough time to complete the tasks.
I thought that it was accurate, except for people like me, it would have taken me forever to read everything.
Most tasks were given adequate timing.
No, too much time trying to find out what to do.
The schedule was great.
The schedule was very accurate maybe a little more time could have been allowed.
Yes, I was pretty much on target.
Yes, it was good
Yes, there was ample time to sample everything.
Yes, to both questions. People who were less familiar with computer use may need more time, but everything was fine for me.
Yes.
Yes.
Yes.
Yes.
<i>Q43</i> <i>What types of additional assessment would you want? 9 responses</i>
Assessment was great. Maybe have a bit more practice activities to reassure that students understand the material.
I thought that the assessment was fine.
Internet.
Maybe the chance to try some advanced techniques.
None.
None.
None.
None.
The assessment we have now is just fine.
<i>Q44</i> <i>Was this module helpful to your teaching? Why or why not? 16 responses</i>
I think it will be when I try to incorporate it in my classroom.
No, I do not teach a subject in which this module would be feasible to use.
Yes it was because it helped me understand the basics in the area the module mentioned.
Yes, because I could refer to the tutorial for examples and/or help whenever I needed.
Yes, because it give visuals.
Yes, I use PowerPoint a lot. in the classroom.
Yes, it is very helpful and I would recommend it to new or even existing teachers.

Yes, it was good.
Yes, it's a good organizer.
Yes.
Yes. Everything we did was practical and useful.
Yes. It made me more confident in using these programs.
Q45
<i>Any other reactions or comments? 8 responses</i>
I felt the schedule overestimated time requirements.
I will use everything I learned this summer in my classes this fall.
I would like to try additional modules
The schedule was accurate if you count the time to prepare the action plan, but if not then the module did not take as long as suggested.
This was a great way to get information without time constraints and geographical restraints.
Yes
Yes. In some areas maybe even a little more time was allocated then was needed but then that would also allow for the different learning styles of those completing the module.
Yes. There was sufficient time to complete each task even if the user explored the Internet as was suggested.

SDS 1013 Creating a Constructivist Classroom
Level = Developing Competency Area = Teaching and Learning

Instructor Demographics and Course Attribute Ratings (# responses = 10)

Demographics

All of the instructors were male and two-thirds were between 40 and 49 years of age. The remainder were between the ages of 50 and 59 (see Table 90).

Table 90: SDS 1013 Instructor Demographics

Age	18 to 29	30 to 39	40 to 49	50 to 59	60+
<i>percent</i>	0	0	67	33	0

Gender	Female	Male
<i>percent</i>	0	100

The responding instructors were “advanced” computer users who had previous experience with at least 5 online courses (see Table 91).

Table 91: SDS 1013 Instructor Online and Computer Experience

# Prior Online Courses Taken	0	1 –2	3-4	5+
<i>percent</i>	0	0	0	100

Comfort and Experience with Computers	Beginner	Intermediate	Advanced
<i>percent</i>	0	0	100

Attribute Ratings

Instructors’ ratings of the attributes of this course were quite mixed but tended to be negative for a number of attributes, including:

- The video clips’ ease of use and value (Q 13 and Q 19)
- The appropriateness of the amount of text on each page of the module and the overall length of the module (Q14 and Q 27)
- Ease with which resources could be located (Q17)

- Extent to which the module environment would be beneficial to their teaching (Q 30, Q #1, Q 32, and Q 34) (see Table 92).

Table 92: SDS 1013 Instructor Course Attribute Ratings

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q10. Purpose of the module was clear	33	67	0	0	0
Q11. Each activity was presented in an order that made sense	33	33	33	0	0
Q12. The instructional material was easy to understand	33	67	0	0	0
Q13. The video clips used in the module provided valuable insight into the content presented	0	33	67	0	0
Q14. I thought the amount of text on each page of the modules was about right	0	33	33	33	0
Q15. The instructional objectives of the module were clearly outlined at the beginning	33	33	33	0	0
Q16. The content was clear and relevant to the objectives	33	33	33	0	0
Q17. Resources were easy to locate	0	33	67	0	0
Q18. Activities were clearly explained.	67	0	33	0	0
Q19. Video clips were easy to use	0	33	67	0	0
Q20. I understood how to navigate through the instructional material	33	33	33	0	0
Q21. I found it easy to interact with the module	0	67	33	0	0
Q22. It was easy for me to become skillful at using this environment	33	33	33	0	0
Q23. Overall, I found the environment easy to use	33	33	33	0	0
Q24. The timeline was easy to follow and understand	33	67	0	0	0
Q25. The list of assignments was clear to me.	33	33	33	0	0
Q26. The assignments related back to the stated objectives	33	33	33	0	0
Q27. The length of the module was about right	33	0	67	0	0

Table 92: SDS 1013 Instructor Course Attribute Ratings (continued)

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q28. The content of the module was appropriate for professional development	33	33	33	0	0
Q29. The content was appropriate to what I would find in a module for graduate credit.	33	33	33	0	0
Q30. Using this environment in my teaching would enable me to accomplish tasks more quickly	33	0	67	0	0
Q31. Using this environment would improve my teaching performance	33	0	67	0	0
Q32. Using this environment in my teaching would increase my productivity	0	33	67	0	0
Q33. Using this environment would enhance the effectiveness of my teaching	33	33	33	0	0
Q34. Using this environment would make it easier to teach	0	33	67	0	0

Instructor Qualitative Findings (maximum # responses per item = 3)

The responding instructors provided a number of constructive comments of potential use to the developers of this course, especially with respect to overall course layout and organization (see Table 93).

Table 93: SDS 1013 Instructor Comments

<p>Q35 <i>Were the assignments useful and relevant? Why or why not? 3 responses</i></p>
<p>The assignments were well detailed--but maybe too detailed. The amount of print on the page was overwhelming. . . even if what the student was asked to do was not. If students were asked to access a section on course info, directions were given as needed. I think that helps students not to feel overwhelmed or lost. But I liked the detail given for each assignment and the organization of having everything needed for that assignment in 1 folder. There was too much repetition between the surveys and the quizzes. The assignments were relevant in that they used realistic scenarios and students learned by doing.</p>
<p>It was difficult to tell because they were not clearly attached to an objective.</p>
<p>Assignments were VERY useful and reinforced the "constructivist" concepts the module taught. All assignments were also "real world" and made excellent use of the technology.</p>

Table 93: SDS 1013 Instructor Comments (continued)

<p>Q36 <i>What did you like most about the instruction using this environment? 3 responses</i></p>
<p>Step-by-step--although sometimes got too repetitive. . . Organizational features-- e.g., "how" section under the "what" section. Liked the assessments to keep students on task. Liked the detail of the timetables. Good links. Precise directions and assignments. I liked the idea of the learning lounge and the purpose of using it for help and class discussion.</p>
<p>I'm not sure what you mean by environment. I found the whole experience to be confusing.</p>
<p>Access to the research/readings was at your fingertips and excellent examples were chosen. The ability to work at the learner's own particular pace is also an attractive feature.</p>
<p>Q37 <i>What did you like least about the instruction using this environment? 3 responses</i></p>
<p>There seemed to be less "instructional content" and more just links to outside resources. . . Too much reading. . . essentially this was more of a book in electronic format. Why use and electronic format and then tell learners to print pages to check off assignments? Could use online checkoff system. Graphics and video would help make this more interesting. Course info and module intro had the same information--since this is at the beginning, this did not create a good initial impression.</p>
<p>The lack of specific direction.</p>
<p>The only downside of this environment was related to the beta nature of the site and the fact that none of the video clips were operational.</p>
<p>Q38 <i>What suggestions do you have for improving instruction with this environment? 3 responses</i></p>
<p>More graphics. Less print on a page. Use some sort of graphics to divide out the activities sections. Move buttons so that projects and assignments are closer together. Information seems valuable but audio and visual media would enhance the value.</p>
<p>Again, I'm not sure what you mean by environment. Perhaps you should dump Blackboard and go with real development tools.</p>
<p>Get the video to working and avoid the "click here" prompts to load the graphic images. As far as the raw material goes, I would change nothing. A well designed class.</p>
<p>Q39 <i>Did the introduction and goals properly reflect the content that was actually presented in the module? Please explain why or why not. 3 responses</i></p>
<p>Yes--goals and objectives were very precise, but there might be too many individual objectives--perhaps you could combine some.</p>
<p>The relationship was not clear. I found it hard to tell what went with what. I also found the jumping back and forth from Tom Snyder and TechKnowledge to be confusing.</p>
<p>Yes, the goals were well stated and the content reflected the stated outcomes. Again, the course was well designed.</p>
<p>Q40 <i>Did you find the schedule to be accurate? Was there an appropriate amount of time allocated for the various tasks? Please explain why or why not. 3 responses</i></p>
<p>Not enough time to complete all the readings, let alone the assignments, discussions, and so on.</p>

Table 93: SDS 1013 Instructor Comments (continued)

<p>It seemed to be reasonable except for the amount of time to read the module information. I found it would take nearly twice that time.</p>
<p>The schedule and the amount of time to complete tasks were within reason. They did not move too fast and kept the learner involved.</p> <p><i>Q41</i> <i>What types of additional assessment would you want? 3 responses</i></p>
<p>Some of the assessments/surveys did not provide feedback. Some provided confusing feedback. . . e.g. One assessment asked questions like, "Would you like to learn more about e-marketing?" But the scoring indicated that if you said no, you didn't get the question "right." Not sure if students will write "several screens" for discussion questions. . . and really not sure if other students would read through those. The assessments should be more than "Did you turn it. . . ?"</p>
<p>For what? I'm not sure what you want here.</p>
<p>I think the assessment that was chosen for this module was appropriate and see no need for additional activities.</p> <p><i>Q42</i> <i>Was this module helpful to your teaching? Why or why not? 3 responses</i></p>
<p>The task information was interesting and helpful. . . but some of the background type information was too long and too redundant. Good external links and resources. I liked the typing test and the PBS adult learning service links. This did not always provide a good model for teaching on line--which it purported to do.</p>
<p>I would like to see a specific schematic for the course. It was very difficult to follow. Trying to use Decisions was hard. Many of my students could not get it to work. As the course now stands, I doubt it would be helpful. It felt convoluted rather than straight forward. There were a lot of good materials and activities but the relationship between them was difficult to see. It felt like isolated pieces.</p>
<p>I would use this module if it were available to my students. It does a very good job of teaching what some students find to be a rather abstract concept.</p> <p><i>Q43</i> <i>Any other reactions or comments? 3 responses</i></p>
<p>Of the 3 modules my class reviewed, this was the one that student's thought was best in terms of content and organization. They liked the way that activities were structured. However, the materials do not motivate the learner continue. . . more and more text.</p>
<p>Please keep working on it. I'm not sure how helpful my answers are because of the short time frame I had to prepare the class for it. If I had had enough time to become thoroughly familiar with it before trying to use it, it might have made difference. On the other hand, the difficulty we had means that it probably does need some serious tweaking.</p>
<p>The quality of this module was such that I would give credit to my graduate students for completing it! Please note that questions 13 and 19 were marked "disagree" only because the video clips were not operational in the beta test.</p>

Student Demographics and Course Attribute Ratings

There was no data available to describe student demographics and course attribute ratings for this module.

Student Qualitative Findings

There was no data available concerning students' comments about this course.

SDS 1014 Writing and the Word Processor
Level = Initial Competency Area = Technology Skills and Knowledge

Instructor Demographics and Course Attribute Ratings (# responses = 5)

Demographics

Half of the instructors were male and half were female. All responding instructors were between 40 and 49 years of age (see Table 94).

Table 94: SDS 1014 Instructor Demographics

Age	18 to 29	30 to 39	40 to 49	50 to 59	60+
<i>percent</i>	0	0	100	0	0

Gender	Female	Male
<i>percent</i>	50	50

All of the responding instructors described themselves as “advanced” computer users and all reported some previous online course experience (see Table 95).

Table 95: SDS 1014 Instructor Online and Computer Experience

# Prior Online Courses Taken	0	1 –2	3-4	5+
<i>percent</i>	0	50	50	0

Comfort and Experience with Computers	Beginner	Intermediate	Advanced
<i>percent</i>	0	0	100

Attribute Ratings

While the course attribute ratings obtained from responding instructors tended to be positive, there were some attributes with a notable percentage of negative ratings, including:

- The order and clarity of the module activities and their explanations (Q 11, Q 12, and Q 18)
- The video clips’ ease of use and value (Q 13 and Q 19)
- The ease with which resources could be located (Q 17)

- The extent to which using the module environment would make teaching easier (Q 34) (see Table 96).

Table 96: SDS 1014 Instructor Course Attribute Ratings

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q10. Purpose of the module was clear	50	50	0	0	0
Q11. Each activity was presented in an order that made sense	0	50	50	0	0
Q12. The instructional material was easy to understand	50	0	50	0	0
Q13. The video clips used in the module provided valuable insight into the content presented	0	0	50	0	50
Q14. I thought the amount of text on each page of the modules was about right	50	50	0	0	0
Q15. The instructional objectives of the module were clearly outlined at the beginning	100	0	0	0	0
Q16. The content was clear and relevant to the objectives	100	0	0	0	0
Q17. Resources were easy to locate	0	50	50	0	0
Q18. Activities were clearly explained.	0	50	50	0	0
Q19. Video clips were easy to use	0	0	0	50	50
Q20. I understood how to navigate through the instructional material	100	0	0	0	0
Q21. I found it easy to interact with the module	50	50	0	0	0
Q22. It was easy for me to become skillful at using this environment	50	50	0	0	0
Q23. Overall, I found the environment easy to use	50	50	0	0	0
Q24. The timeline was easy to follow and understand	0	100	0	0	0
Q25. The list of assignments was clear to me.	50	50	0	0	0
Q26. The assignments related back to the stated objectives	100	0	0	0	0
Q27. The length of the module was about right	50	50	0	0	0

Table 96: SDS 1014 Instructor Course Attribute Ratings (continued)

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q28. The content of the module was appropriate for professional development	50	50	0	0	0
Q29. The content was appropriate to what I would find in a module for graduate credit.	50	50	0	0	0
Q30. Using this environment in my teaching would enable me to accomplish tasks more quickly	50	50	0	0	0
Q31. Using this environment would improve my teaching performance	0	100	0	0	0
Q32. Using this environment in my teaching would increase my productivity	0	100	0	0	0
Q33. Using this environment would enhance the effectiveness of my teaching	0	100	0	0	0
Q34. Using this environment would make it easier to teach	0	50	50	0	0

Instructor Qualitative Findings (maximum # responses per item = 2)

The responding instructors provided a number of positive comments about the module and its contents but also had suggestions for course improvements (see Table 97).

Table 97: SDS 1014 Instructor Comments

Q35 <i>Were the assignments useful and relevant? Why or why not? 2 responses</i>
Yes. The assignments were motivating. The problem, however, was the inconsistent ability to access the accounts. Many students reported trouble when using different computers. Sometimes, the assignments would appear as errors and would be non-accessible.
The assignments were based on real activities that educators encounter. The constructivist approach was effective.
Q36 <i>What did you like most about the instruction using this environment? 2 responses</i>
The amount of latitude students have in scheduling time to complete the work. This environment encourages self-direction and allows the students to understand that learning is neither time nor place bound.

Table 97: SDS 1014 Instructor Comments (continued)

The opportunity for students to work at their own pace with realistic examples.
Q37 <i>What did you like least about the instruction using this environment? 2 responses</i>
Some of the links never worked correctly or were inaccessible. There were several times when students would enter the correct login ID and password, but would be refused access to their accounts.
The segment for direct instruction could have been taught better as a tutorial.
Q38 <i>What suggestions do you have for improving instruction with this environment? 2 responses</i>
Expand the units to establish a clearer relationship for teaching across the curriculum.
Greater diversity in the images of people and examples. This was tested at a historically black institution, but we saw no African American images.
Q39 <i>Did the introduction and goals properly reflect the content that was actually presented in the module? Please explain why or why not. 2 responses</i>
It might be useful to include each goal next to or as part of each activity in order for the user to more easily determine what (s)he is expected to learn.
The introduction gave a good overview for the content. The goals were appropriate for a module on using word processing for writing.
Q40 <i>Did you find the schedule to be accurate? Was there an appropriate amount of time allocated for the various tasks? Please explain why or why not. 2 responses</i>
When the students were able to access their accounts, the amount of time was fine. When the links were not working, however, a great deal of frustration occurred.
Because of the individualized pace of the module it varied based on the keyboarding skills and prior knowledge of word-processing that the students before beginning the module. I think that the schedule could be stated as more of a range or divided by background.
Q41 <i>What types of additional assessment would you want? 2 responses</i>
Perhaps, a type of computer-based portfolio could be developed as well as hyperlinks that reinforce correct and incorrect responses.
The assessment did not need any additions. The rubric was excellent.
Q42 <i>Was this module helpful to your teaching? Why or why not? 2 responses</i>
I truly feel this is an excellent delivery system for teaching. Students gain a wealth of skills through alternate delivery and this is one way to teach the skills both academically and computer-based.
I was a useful way to teach both word-processing skills and the integration of word processing to the writing process.
Q43 <i>Any other reactions or comments? 2 responses</i>
When using PowerPoint, incorporate music.
I appreciate having had the opportunity to be a Beta test site for this module.

Student Demographics and Course Attribute Ratings (# responses = 43)

Demographics

All of the responding students were females between the ages of 30 and 39 (see Table 98).

Table 98: SDS 1014 Student Demographics

Age	18 to 29	30 to 39	40 to 49	50 to 59	60+
<i>percent</i>	0	100	0	0	0

Gender	Female	Male
<i>percent</i>	100	0

All of the responding students considered themselves to be ‘advanced’ computer users and all had one or two previous experiences with online courses (see Table 99).

Table 99: SDS 1014 Student Online and Computer Experience

# Prior Online Courses Taken	0	1 –2	3-4	5+
<i>Percent</i>	0	100	0	0

Comfort and Experience with Computers	Beginner	Intermediate	Advanced
<i>percent</i>	0	0	100

Attribute Ratings

The students’ ratings of course attributes were all positive with one exception: students gave negative ratings to the course for Q 15: “Resources were easy to locate” (see Table 100) .

Table 100: SDS 1014 Student Course Attribute Ratings

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q8. Purpose of the module was clear	0	100	0	0	0
Q9. Each activity was presented in an order that made sense	0	100	0	0	0
Q10. The instructional material was easy to understand	0	100	0	0	0
Q11. The video clips used in the module provided valuable insight into the content presented	0	100	0	0	0
Q12. I thought the amount of text on each page of the modules was about right	0	100	0	0	0
Q13. The instructional objectives of the module were clearly outlined at the beginning	0	100	0	0	0
Q14. The content was clear and relevant to the objectives	0	100	0	0	0
Q15. Resources were easy to locate	0	0	100	0	0
Q16. Activities were clearly explained.	0	100	0	0	0
Q17. Video clips were easy to use	0	100	0	0	0
Q18. I understood how to navigate through the instructional material	0	100	0	0	0
Q19. I found it easy to interact with the module	0	100	0	0	0
Q20. It was easy for me to become skillful at using this environment	0	100	0	0	0
Q21. Overall, I found the environment easy to use	0	100	0	0	0
Q22. The timeline was easy to follow and understand	0	100	0	0	0
Q23. The list of assignments was clear to me.	0	100	0	0	0
Q24. The assignments related back to the stated objectives	0	100	0	0	0
Q25. The length of the module was about right	0	100	0	0	0
Q26. The content of the module was appropriate for professional development	0	100	0	0	0
Q27. The content was appropriate to what I would find in a module for graduate credit.	0	100	0	0	0

Table 100: SDS 1014 Student Course Attribute Ratings (continued)

Q28. The resources presented in the module were useful in solving the problem or exercise in each module	0	100	0	0	0
Q29. The assessment at the end of the module was useful in clarifying my comprehension of the module	100	0	0	0	0
Q30. The assessment at the end of the module was useful in identifying my level of competency after taking the module	100	0	0	0	0

	I did more work in the module	I did about the same amount of work in the module	I did less work in the module	NA
Q31. If I were to compare the amount of work I did in this module to what I would do in 1-2 weeks of a graduate course, I would say that	0	100	0	0

	Seven or eight modules would be more work than three graduate credits	The workload would be about the same	Seven or eight modules would be less work than three graduate credits	NA
Q32. If I were to compare seven or eight modules similar in quality to the one I just took to what I would do to obtain three graduate credits, I would say	100	0	0	0

Student Qualitative Findings (maximum # responses per item = 4)

Although the number of student comments was very limited, the comments tended to be quite positive except for some frustration expressed about problems with Internet links (see Table 101).

Table 101: SDS 1014 Student Comments

Q33	<i>Were the assignments clearly structured? Please explain why or why not</i>	no responses
Q34	<i>Did the instructions clearly state what was needed to be done in order to complete the module? Please explain why or why not.</i>	1 response
	Instructions were clear, but again, links were not connected properly.	
Q35	<i>What is the most useful aspect of these modules for K-12 teachers?</i>	1 response
	I cannot speak for all K-12 teachers, as we all are not of one mind. I can tell you what was most useful to me: in the assessment section: the elmlane.com site with the mini-lessons and the quizzes; in the media section: the AppleWorks classroom ideas. Microsoft Word tutorial and the Power Point Presentation.	
Q36	<i>In what ways could you apply what you learned to your teaching?</i>	1 response
	The AppleWorks classroom ideas gave me a wealth of ideas; integrating technology in all the subject areas.	
Q37	<i>What did you like most about the instruction in this module?</i>	1 response
	Ability to complete at my leisure, in my home.	
Q38	<i>What did you like least about the instruction in this module?</i>	1 response
	The links that were not up and running.	
Q39	<i>What suggestions do you have for improving the content of this module?</i>	1 response
	Get the links straight. Also, the article out of Stanford on gender issues is dated-statements based on the WNA published in 1989 and the article posted, published in the Fall of 1994...There have been so many changes! Couldn't something more current have been used??	
Q40	<i>Under what circumstances would you explore the T*K environment again?</i>	1 response
	Research.	
Q41	<i>Did the introduction and goals properly reflect the content that was actually present in the module? Please explain why or why not.</i>	1 response
	Again, many links to components were not up, so I cannot validly address this question.	
Q42	<i>Did you find the schedule to be accurate? Was there an appropriate amount of time allocated for the various tasks? Please explain why or why not.</i>	1 response
	Yes, fairly accurate. It's difficult to generalize, as users have varying degrees of computer literacy.	
Q43	<i>What types of additional assessment would you want?</i>	1 response
	Make some suggestions, I will choose from your suggestions. Um, follow-up survey?	
Q44	<i>Was this module helpful to your teaching? Why or why not?</i>	4 responses
	I am going to integrate my lesson plan into my teaching next year.	

It was helpful in the provision of a lesson plan and the chance to get information from other teachers in the Discussion Board. The module was informative in general.
The assignment created may be helpful. In general, it seemed geared to the novice.
Yes. Excellent ideas presented in Projects and AppleWorks classroom ideas.
Q45
<i>Any other reactions or comments? 4 responses</i>
Yes - great ideas for future use of Internet in the class!
Yes. I learned how to construct an Internet based assignment for my students.
Yes. It made me go ahead and plan the unit that I have been wanting to teach for a while.
Yes. It provides me with another tool to use while teaching.

THR 1000 The Online Learning Environment
Level = Initial Competency Area = Professional Practice

Instructor Demographics and Course Attribute Ratings (# responses = 10)

Demographics

All of the instructors were female. Half of the responding instructors were between the ages of 30 and 39 and the other half were between 40 and 49 years of age (see Table 102).

Table 102: THR 1000 Instructor Demographics

Age	18 to 29	30 to 39	40 to 49	50 to 59	60+
<i>percent</i>	0	50	50	0	0

Gender	Female	Male
<i>percent</i>	100	0

Half of the reporting instructors had no prior online course experience but the other half reported previous experience with at least 5 online courses. The instructors were evenly divided between “intermediate” and “advanced” computer users (see Table 103).

Table 103: THR 1000 Instructor Online and Computer Experience

# Prior Online Courses Taken	0	1 –2	3-4	5+
<i>percent</i>	50	0	0	50

Comfort and Experience with Computers	Beginner	Intermediate	Advanced
<i>percent</i>	0	50	50

Attribute Ratings

Instructors assigned positive ratings to most course characteristics. However, half of the responding instructors assigned negative ratings to the following course attributes:

- The video clips’ ease of use and value (Q 13 and Q 19)
- Clear explanation of module activities (Q 18)

- The ease of understanding and using the module timeline (Q 24)
- The extent to which the module content was appropriate for obtaining graduate credit (Q 29)
- The extent to which the module environment would improve their teaching performance or make it easier to teach Q 31 and Q 34) (see Table 104).

Table 104: THR 1000 Instructor Course Attribute Ratings

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q10. Purpose of the module was clear	0	100	0	0	0
Q11. Each activity was presented in an order that made sense	0	100	0	0	0
Q12. The instructional material was easy to understand	0	100	0	0	0
Q13. The video clips used in the module provided valuable insight into the content presented	0	50	50	0	0
Q14. I thought the amount of text on each page of the modules was about right	0	100	0	0	0
Q15. The instructional objectives of the module were clearly outlined at the beginning	0	100	0	0	0
Q16. The content was clear and relevant to the objectives	0	100	0	0	0
Q17. Resources were easy to locate	0	100	0	0	0
Q18. Activities were clearly explained.	0	50	50	0	0
Q19. Video clips were easy to use	0	50	0	50	0
Q20. I understood how to navigate through the instructional material	0	100	0	0	0
Q21. I found it easy to interact with the module	0	100	0	0	0
Q22. It was easy for me to become skillful at using this environment	50	50	0	0	0
Q23. Overall, I found the environment easy to use	50	50	0	0	0

Table 104: THR 1000 Instructor Course Attribute Ratings (continued)

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q24. The timeline was easy to follow and understand	0	50	50	0	0
Q25. The list of assignments was clear to me.	0	100	0	0	0
Q26. The assignments related back to the stated objectives	0	100	0	0	0
Q27. The length of the module was about right	0	100	0	0	0
Q28. The content of the module was appropriate for professional development	0	100	0	0	0
Q29. The content was appropriate to what I would find in a module for graduate credit.	0	50	50	0	0
Q30. Using this environment in my teaching would enable me to accomplish tasks more quickly	0	100	0	0	0
Q31. Using this environment would improve my teaching performance	0	50	50	0	0
Q32. Using this environment in my teaching would increase my productivity	0	100	0	0	0
Q33. Using this environment would enhance the effectiveness of my teaching	0	100	0	0	0
Q34. Using this environment would make it easier to teach	0	50	50	0	0

Instructor Qualitative Findings (maximum # responses per item = 2)

The course instructors had generally positive comments about the module although there were suggestions to improve the procedures for navigating through module content and for including additional material about alternative online environments (see Table 105).

Table 105: THR 1000 Instructor Comments

<p>Q35 <i>Were the assignments useful and relevant? Why or why not? 2 responses</i></p>
<p>Assignments were useful as they related to the content in our course. Assignments were practical.</p>
<p>My students found the lesson planning useful but wanted to look more deeply into the environment of the online process.</p>
<p>Q36 <i>What did you like most about the instruction using this environment? 2 responses</i></p>
<p>The foundational material for the lesson is given--it saves me time and effort.</p>
<p>Ease of documentation.</p>
<p>Q37 <i>What did you like least about the instruction using this environment? 2 responses</i></p>
<p>Nothing I disliked.</p>
<p>There were no navigational directions for students new to the Blackboard format. I had to train my class in the format. I had just been trained by the IRTC area of my University. Much explanation is needed for how to use the program if it is to be used for staff development.</p>
<p>Q38 <i>What suggestions do you have for improving instruction with this environment? 2 responses</i></p>
<p>Nothing at this time.</p>
<p>Navigational training module.</p>
<p>Q39 <i>Did the introduction and goals properly reflect the content that was actually presented in the module? Please explain why or why not. 2 responses</i></p>
<p>Yes, the introductory material gave a good overview of the content of the module, what to expect, and what the learner should be able to accomplish.</p>
<p>The exploration of the variations in online environments was weak. Teachers need to look at the alternative presentation approaches in addition to the development of resource sites and points of application.</p>
<p>Q40 <i>Did you find the schedule to be accurate? Was there an appropriate amount of time allocated for the various tasks? Please explain why or why not. 2 responses</i></p>
<p>I believe some of my students worked through the module in less time than stated, but the time allocated is definitely sufficient.</p>
<p>This is completely student competency dependent.</p>
<p>Q41 <i>What types of additional assessment would you want? 2 responses</i></p>
<p>None, the creation of an action plan is a valid and useful assessment for learners.</p>
<p>Analysis of environmental formats.</p>
<p>Q42 <i>Was this module helpful to your teaching? Why or why not? 2 responses</i></p>
<p>Yes, it allowed me to present material that is relevant to our course objectives, but to do so more concisely and quickly than without the module.</p>
<p>Yes, it was a good addition to my class. It provided an opportunity for grad students to explore learning online.</p>

Table 105: THR 1000 Instructor Comments (continued)

Q43 Any other reactions or comments? 2 responses
Overall, I was very pleased with the module. It provided adequate interaction for learners, appropriate assignments, and a solid foundation for the content.
Thanks.

Student Demographics and Course Attribute Ratings (# responses = 14)

Demographics

Three-quarters of the students in this course module were female. Student ages varied widely but almost three in four were between 30 and 49 years of age (see Table 106).

Table 106: THR 1000 Student Demographics

Age	18 to 29	30 to 39	40 to 49	50 to 59	60+
<i>percent</i>	13	37	37	13	0

Gender	Female	Male
<i>percent</i>	75	25

This was the first online course experience for over 60 percent of the students in this module but about one third of the students had taken three or four online courses previously. Three-quarters of the students described themselves as “intermediate” computer users and none considered themselves “advanced” (see Table 107).

Table 107: THR 1000 Student Online and Computer Experience

# Prior Online Courses Taken	0	1 –2	3-4	5+
<i>Percent</i>	63	0	37	0

Comfort and Experience with Computers	Beginner	Intermediate	Advanced
<i>percent</i>	25	75	0

Attribute Ratings

Student ratings of course attributes were generally positive but a number of attributes received a notable percentage of negative ratings, including:

- The video clips' ease of use and value (Q 11 and Q 17)
- The ease of interacting with the module's "environment" (Q 19, Q 20, and Q 21)
- The clarity of the list of assignments (Q 23)
- The module length (Q25)
- The usefulness of the assessment at the end of the module for clarifying student comprehension and identifying competency level (Q 29 and Q 30) (see Table 108).

Table 108: THR 1000 Student Course Attribute Ratings

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q8. Purpose of the module was clear	50	50	0	0	0
Q9. Each activity was presented in an order that made sense	13	75	12	0	0
Q10. The instructional material was easy to understand	12	88	0	0	0
Q11. The video clips used in the module provided valuable insight into the content presented	13	13	13	62	0
Q12. I thought the amount of text on each page of the modules was about right	12	88	0	0	0
Q13. The instructional objectives of the module were clearly outlined at the beginning	25	75	0	0	0
Q14. The content was clear and relevant to the objectives	12	75	13	0	0
Q15. Resources were easy to locate	12	75	13	0	0
Q16. Activities were clearly explained.	12	75	13	0	0
Q17. Video clips were easy to use	37	37	26	0	0

Table 108: THR 1000 Student Course Attribute Ratings (continued)

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q18. I understood how to navigate through the instructional material	25	62	13	0	0
Q19. I found it easy to interact with the module	0	75	25	0	0
Q20. It was easy for me to become skillful at using this environment	13	62	25	0	0
Q21. Overall, I found the environment easy to use	25	50	25	0	0
Q22. The timeline was easy to follow and understand	25	62	13	0	0
Q23. The list of assignments was clear to me.	0	75	13	12	0
Q24. The assignments related back to the stated objectives	0	88	12	0	0
Q25. The length of the module was about right	13	62	25	0	0
Q26. The content of the module was appropriate for professional development	12	88	0	0	0
Q27. The content was appropriate to what I would find in a module for graduate credit.	12	75	13	0	0
Q28. The resources presented in the module were useful in solving the problem or exercise in each module	0	100	0	0	0
Q29. The assessment at the end of the module was useful in clarifying my comprehension of the module	12	50	38	0	0
Q30. The assessment at the end of the module was useful in identifying my level of competency after taking the module	0	75	25	0	0

	I did more work in the module	I did about the same amount of work in the module	I did less work in the module	NA
Q31. If I were to compare the amount of work I did in this module to what I would do in 1-2 weeks of a graduate course, I would say that	12	75	13	0

	Seven or eight modules would be more work than three graduate credits	The workload would be about the same	Seven or eight modules would be less work than three graduate credits	NA
Q32. If I were to compare seven or eight modules similar in quality to the one I just took to what I would do to obtain three graduate credits, I would say	25	75	0	0

Student Qualitative Findings (maximum # responses per item = 8)

Student comments about this module were generally very positive and focused on the extent to which the outcomes of the module activities and the procedures practiced in the module could be used in the classroom (see Table 109).

Table 109: THR 1000 Student Comments

<p>Q33 <i>Were the assignments clearly structured? Please explain why or why not 7 responses</i></p> <p>I was overwhelmed at the amount of work expected within the two week time period. It took several times reading the assignments, before I started to clearly understand the wanted results. Also, I had to read through the tool bar on the left EVERYDAY, just to make sure that I didn't miss any announcements, assignments, or new discussion board topic, and look through the drop-box for in-coming comments. I like the old-fashion, come to class see the teacher, ask her the questions, face to face.</p> <p>The assignments were clearly stated. The sample action plan was a good example and the sites were helpful.</p> <p>The assignments were clearly structured because they explained exactly what to do and even gave examples of what was expected.</p> <p>Yes - eventually - took a while to find the assignment and know what was actually required though.</p> <p>Yes the assignments were clearly structured</p> <p>Yes, it was easy to follow the outline.</p> <p>Yes. Everything I needed to do the assignment was explained in the module.</p>
<p>Q34 <i>Did the instructions clearly state what was needed to be done in order to complete the module? Please explain why or why not. 7 responses</i></p> <p>I answered this question in #33.</p> <p>I guess so, but what helped the most was the example of a web based lesson plan given in the module.</p>

Table 109: THR 1000 Student Comments (continued)

The instructions were clearly stated.
The instructions were not always clear. I kept going back to make sure that I had completed the required work
Yes
Yes, the first explanation section clearly stated the assignment and tasks.
Yes. At first I thought I had to create a product that had active links in it, however that was not required, although included in the sample.
Q35
<i>What is the most useful aspect of these modules for K-12 teachers? 8 responses</i>
Can be taken on own time as needed or wanted.
For me the most useful aspect of this module was that it helped me to see the many possibilities of using the Internet in every area of education.
It allows you to get ideas from other teachers on web sites for the classroom-teaching subjects.
Practice using the web. Getting used to distance learning as a concept.
Providing teachers with lesson plan examples and showing them the ease in finding the numerous helpful sites that are available.
This module gave you an opportunity to apply it to the subject area you will be teaching.
To prepare teachers to use and integrate an online learning environment in their classroom
You can work at your own pace, and can improve your proficiency on the computer.
Q36
<i>In what ways could you apply what you learned to your teaching? 8 responses</i>
I could use the product I produced in my courses.
I have learned of the numerous resources that are available to encourage students to learn about numerous topics.
I will be able to integrate the use of the Internet into some of the lessons I teach. I will also be able to help the students learn how to use the Internet to learn.
I will begin to set assignments for my students that requires the use of the Internet
It made me surf the net more than I had to discover more things that were "out there".
The integration of Internet resources into the classroom
The Web based lesson plan that I did, I plan on using it this coming year.
This was redundant to other things I have done.
Q37
<i>What did you like most about the instruction in this module? 7 responses</i>
Easy to use.
I enjoy using the computer, so being able to get credit for surfing the net for information relative to my lesson plan was fun.
I liked taking the evaluations and getting results right away - finding out what you missed and I love the teacher comments.
I liked the action plan that was provided and I also found a great resource, Global School House.
I thought it was clear and to the point. It also provided a lot of resources that can be used later in the classroom.

The history and information about the Internet and the opinions regarding its use make the teacher an informed consumer.

Table 109: THR 1000 Student Comments (continued)

The lesson plan exercise
Q38 <i>What did you like least about the instruction in this module? 8 responses</i>
Given the time period that I had to integrate this module with my other graduate work, I found it overwhelming
I did not enjoy the History of the Net or the Timeline found at the Computer Museum.
It seemed so isolated from a classroom. I like the interaction in a classroom setting (seeing people talking, etc.) If I wanted to do a course by myself I wouldn't come on campus. I'd stay at home.
Seemed confusing at first, until I found the example of the lesson plan and knew where I was supposed to be going.
Several quirks - how to put a file in the drop box was not clear to me.
The instructions assumed the user already possessed certain skills regarding the Internet. The purpose of the competency map was not clear.
There needs to be enough people for true interactions. Also, people did not always post at the same time.
Trying to read some of the longer readings on the computer was sometimes challenging.
Q39 <i>What suggestions do you have for improving the content of this module? 7 responses</i>
Explain the competency map. Give instructions for transferring work from a word processing program onto the Blackboard.
I could not go to the Discussion Forum from Implementation. I got an error message.
Maybe add another example? Better navigational signs to get from one part to another would be good too.
More explanation from the teacher of the expectations. Daily talks about the student's progress.
None.
None.
Perhaps you could provide a brief set of instructions on the module itself.
Q40 <i>Under what circumstances would you explore the T*K environment again? 6 responses</i>
Course work offered for college credit.
For school.
Free time, or if I was looking for educational tools that I had seen examples of while in the T*K program.
If I felt that I needed to be reminded of certain points about computer use in the classroom.
To get lesson plan ideas for using the computer.
When I begin teaching.
Q41 <i>Did the introduction and goals properly reflect the content that was actually present in the module? Please explain why or why not. 8 responses</i>
I guess, but it still seemed like a while before I really saw what was being asked of us to do.
The introduction and goals were clear and paths were easy to follow.

Table 109: THR 1000 Student Comments (continued)

Yes, the intent of the module was clear from the outset.
Yes, they were proper.
Yes.
Yes.
Yes. The goals were reflected in each aspect of the module by utilizing the web.
Yes. The module covers exactly what the introduction said it would.
<i>Q42</i>
<i>Did you find the schedule to be accurate? Was there an appropriate amount of time allocated for the various tasks? Please explain why or why not. 8 responses</i>
I felt the schedule overestimated time requirements.
The schedule was accurate if you count the time to prepare the action plan, but if not then the module did not take as long as suggested.
Yes, the schedule was very accurate. Most things took about the length of time they said they would.
Yes.
Yes. I think I might have spent more time than allocated. It is best to keep the time as is so not to make anyone think that it is going to be "A walk in the park".
Yes. I thought the times were realistic. Perhaps a bit conservative. I took less time than recommended on some parts.
Yes. In some areas maybe even a little more time was allocated then was needed but then that would also allow for the different learning styles of those completing the module.
Yes. There was sufficient time to complete each task even if the user explored the Internet as was suggested.
<i>Q43</i>
<i>What types of additional assessment would you want? 8 responses</i>
I would like more group interaction or interaction with a "faculty member".
No response.
None that I can think of at this time.
None.
None.
None.
None.
Not sure. Looks good now.
<i>Q44</i>
<i>Was this module helpful to your teaching? Why or why not? 8 responses</i>
I am going to integrate my lesson plan into my teaching next year.
It was helpful in the provision of a lesson plan and the chance to get information from other teachers in the Discussion Board. The module was informative in general.
The assignment created may be helpful. In general, it seemed geared to the novice.
Yes - great ideas for future use of Internet in the class!
Yes. I learned how to construct an Internet based assignment for my students.
Yes. It challenged me to explore the possibilities of using the Internet in the classroom for classes other than social studies.
Yes. It made me go ahead and plan the unit that I have been wanting to teach for a while.

Yes. It provides me with another tool to use while teaching.

Table 109: THR 1000 Student Comments (continued)

Q45
<i>Any other reactions or comments? 6 responses</i>
good module!
Make the course easier to navigate.
none now
thank you
too many questions in this module
When writing a questionnaire it is important not to ask the same question over and over. Also it would be nice if you could restructure so that students do not have to shut down their browser to log out.

THR 1001 Searching and Researching on the Internet
Level = Developing Competency Area = Technology Skills and Knowledge

Instructor Demographics and Course Attribute Ratings (# responses =15)

Demographics

Half of the responding instructors were age 50 to 59 years and the remaining half were age 60 or older. Half of the instructors were male and half were female (see Table 110).

Table 110: THR 1001 Instructor Demographics

Age	18 to 29	30 to 39	40 to 49	50 to 59	60+
<i>percent</i>	0	0	0	50	50

Gender	Female	Male
<i>percent</i>	50	50

Half of the instructors described themselves as “intermediate” computer users and the other half considered their level of comfort and experience with computers to be “advanced” but none had any previous experience with online courses (see Table 111).

Table 111: THR 1001 Instructor Online and Computer Experience

# Prior Online Courses Taken	0	1 –2	3-4	5+
<i>percent</i>	100	0	0	0

Comfort and Experience with Computers	Beginner	Intermediate	Advanced
<i>percent</i>	0	50	50

Attribute Ratings

The instructors’ ratings of course attributes were generally positive. However, the following attributes received a notable percentage of negative ratings:

- The video clips’ ease of use and value (Q 13 and Q 19)
- The clarity with which activities were explained in the module (Q 18)
- Ease of understanding and following the course timeline (Q 24)

- The length of the module (Q 27)
- The extent to which the module was appropriate for obtaining graduate credit (Q 29) (see Table 112).

Table 112: THR 1001 Instructor Course Attribute Ratings

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q10. Purpose of the module was clear	50	50	0	0	0
Q11. Each activity was presented in an order that made sense	50	50	0	0	0
Q12. The instructional material was easy to understand	50	50	0	0	0
Q13. The video clips used in the module provided valuable insight into the content presented	50	0	50	0	0
Q14. I thought the amount of text on each page of the modules was about right	50	50	0	0	0
Q15. The instructional objectives of the module were clearly outlined at the beginning	50	50	0	0	0
Q16. The content was clear and relevant to the objectives	50	50	0	0	0
Q17. Resources were easy to locate	0	100	0	0	0
Q18. Activities were clearly explained.	0	50	50	0	0
Q19. Video clips were easy to use	0	0	100	0	0
Q20. I understood how to navigate through the instructional material	0	100	0	0	0
Q21. I found it easy to interact with the module	0	100	0	0	0
Q22. It was easy for me to become skillful at using this environment	50	50	0	0	0
Q23. Overall, I found the environment easy to use	50	50	0	0	0
Q24. The timeline was easy to follow and understand	50	0	50	0	0
Q25. The list of assignments was clear to me.	50	50	0	0	0

Table 112: THR 1001 Instructor Course Attribute Ratings (continued)

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q26. The assignments related back to the stated objectives	50	50	0	0	0
Q27. The length of the module was about right	0	50	0	50	0
Q28. The content of the module was appropriate for professional development	50	50	0	0	0
Q29. The content was appropriate to what I would find in a module for graduate credit.	0	50	0	50	0
Q30. Using this environment in my teaching would enable me to accomplish tasks more quickly	50	50	0	0	0
Q31. Using this environment would improve my teaching performance	50	50	0	0	0
Q32. Using this environment in my teaching would increase my productivity	50	50	0	0	0
Q33. Using this environment would enhance the effectiveness of my teaching	50	50	0	0	0
Q34. Using this environment would make it easier to teach	50	50	0	0	0

Instructor Qualitative Findings (maximum # responses per item = 2)

There was some concern from instructors that the module activity time allocations were too liberal. The presence of technical difficulties was also a concern for instructors (see Table 113).

Table 113: THR 1001 Instructor Comments

Q35 <i>Were the assignments useful and relevant? Why or why not? 2 responses</i>
Yes. The assignments supported the goal of becoming better at researching on the Internet.
Both, though not enough depth.
Q36 <i>What did you like most about the instruction using this environment? 2 responses</i>

Table 113: THR 1001 Instructor Comments (continued)

That the students could work through the module at their own pace and time even from home and it could then be used as a support to the class.
The organization.
Q37 <i>What did you like least about the instruction using this environment? 2 responses</i>
The login in process was buggy. It didn't always work and thus wasted a lot of time and caused students and myself to become frustrated.
Lack of flexibility - more needs to be included to encourage going where the research leads.
Q38 <i>What suggestions do you have for improving instruction with this environment? 2 responses</i>
Work on the login process.
See above.
Q39 <i>Did the introduction and goals properly reflect the content that was actually presented in the module? Please explain why or why not. 2 responses</i>
Yes, there was a clear link.
The discussion board self-introduction was very appropriate to the communicate and collaborate module but not so here. Some of the instructions and structure appears to have been less polished that in other modules.
Q40 <i>Did you find the schedule to be accurate? Was there an appropriate amount of time allocated for the various tasks? Please explain why or why not. 2 responses</i>
Yes, maybe too much time was allowed that put some off.
The seemed to be entirely too much time scheduled. This should have taken no more than 3-5 hours.
Q41 <i>What types of additional assessment would you want? 2 responses</i>
Performance assessments are fine.
None.
Q42 <i>Was this module helpful to your teaching? Why or why not? 2 responses</i>
Yes, it was another source for support.
Yes - it gave the students another perspective in addition to mine.
Q43 <i>Any other reactions or comments? 2 responses</i>
No Response
None.

Student Demographics and Course Attribute Ratings (# responses = 57)

Demographics

A strong majority of the students in this module were between the ages of 18 and 29 years and most were male (see Table 114).

Table 114: THR 1001 Student Demographics

Age	18 to 29	30 to 39	40 to 49	50 to 59	60+
<i>percent NA = 7%</i>	64	29	0	0	0
Gender	Female	Male			
<i>percent NA = 7%</i>	36	57			

There was a wide range of previous experience with online courses reported by the students although the largest percentage had no prior online course experience. The majority of students in this module characterized themselves as “intermediate” computer users (see Table 115).

Table 115: THR 1001 Student Online and Computer Experience

# Prior Online Courses Taken	0	1 –2	3-4	5+
<i>Percent NA = 7%</i>	43	36	0	14
Comfort and Experience with Computers	Beginner	Intermediate	Advanced	
<i>percent NA = 8%</i>	14	71	7	

Attribute Ratings

A strong majority of the responding students gave positive ratings to most course characteristics. However, the following course attributes received a notable percentage of negative ratings:

- The video clips’ ease of use and value (Q 11 and Q 17)
- Understanding how to navigate through the instructional material (Q 18)
- The usefulness of the assessment for clarifying the student’s comprehension and level of competency (Q 29 and Q 30) (see Table 116).

Table 116: THR 1001 Student Course Attribute Ratings

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q8. Purpose of the module was clear	29	57	7	0	7
Q9. Each activity was presented in an order that made sense	7	71	14	0	8
Q10. The instructional material was easy to understand	0	79	14	0	7
Q11. The video clips used in the module provided valuable insight into the content presented	0	50	36	0	14
Q12. I thought the amount of text on each page of the modules was about right	7	86	0	0	7
Q13. The instructional objectives of the module were clearly outlined at the beginning	14	71	7	0	8
Q14. The content was clear and relevant to the objectives	14	64	7	0	15
Q15. Resources were easy to locate	7	71	14	0	8
Q16. Activities were clearly explained.	0	79	14	0	7
Q17. Video clips were easy to use	0	50	29	7	14
Q18. I understood how to navigate through the instructional material	14	57	14	7	8
Q19. I found it easy to interact with the module	14	64	14	0	8
Q20. It was easy for me to become skillful at using this environment	14	64	14	0	8
Q21. Overall, I found the environment easy to use	14	64	14	0	8
Q22. The timeline was easy to follow and understand	7	71	14	0	8
Q23. The list of assignments was clear to me.	7	71	14	0	8
Q24. The assignments related back to the stated objectives	7	79	7	0	7
Q25. The length of the module was about right	0	79	14	0	7

Table 116: THR 1001 Student Course Attribute Ratings (continued)

Q26. The content of the module was appropriate for professional development	7	79	7	0	7
Q27. The content was appropriate to what I would find in a module for graduate credit.	14	71	7	0	8
Q28. The resources presented in the module were useful in solving the problem or exercise in each module	14	64	14	0	8
Q29. The assessment at the end of the module was useful in clarifying my comprehension of the module	14	57	21	0	8
Q30. The assessment at the end of the module was useful in identifying my level of competency after taking the module	7	64	21	0	8

	I did more work in the module	I did about the same amount of work in the module	I did less work in the module	NA
Q31. If I were to compare the amount of work I did in this module to what I would do in 1-2 weeks of a graduate course, I would say that	7	43	36	14

	Seven or eight modules would be more work than three graduate credits	The workload would be about the same	Seven or eight modules would be less work than three graduate credits	NA
Q32. If I were to compare seven or eight modules similar in quality to the one I just took to what I would do to obtain three graduate credits, I would say	29	36	21	14

Student Qualitative Findings (maximum # responses per item = 13)

Most of the students' comments were positive but there was some disagreement about the clarity of the module's goals (see Table 117).

Table 117: THR 1001 Student Comments

Q33 <i>Were the assignments clearly structured? Please explain why or why not</i> 13 responses
It was easy to follow the instructions step by step
No.
not really
The assignments were easy to understand.
Yes
yes
yes they were
yes they were.
Yes, I could look back and see what I needed to look for and put in writing
yes, the assignments clear because it was all setup for you
Yes, the were very structured. The way the information was in order with the way I learn.
yes. they gave me an opportunity to show my knowledge of how to use the search mode on the Internet and pass it along to my fellow teachers
Yes-I understood what do to
Q34 <i>Did the instructions clearly state what was needed to be done in order to complete the module? Please explain why or why not.</i> 10 responses
Already answered
I really had no problems wit the instructions this time
No
Not Really
Yes
Yes
Yes they did
Yes, the example was helpful
Yes. The instructions were easy to follow and were stated clearly.
yes. this module was easier to follow than the first one I took on "communication and collaboration" . it also helps that I was more familiar this time and knew what to expect of the module.
Q35 <i>What is the most useful aspect of these modules for K-12 teachers?</i> 11 responses
being able to share our knowledge with our fellow teachers and getting responses from them on our ideas.
content specific
I help people for K-12 before they enter college
it helps them teach

learning about technology

Table 117: THR 1001 Student Comments (continued)

Learning to refine your search parameters makes it easier to get to information that is useful.
learning to search on the Internet
Nothing
The Implementation
the more they use the module, the more skilled they become
This one can be worked on by the students in the classroom on something that they are interested in and this would seem to make learning fun and relevant
Q36
<i>In what ways could you apply what you learned to your teaching? 10 responses</i>
?????
allow students to research
can teach how to search
I can use this to allow my students to explore the amount of information that is available to them by searching through various topics related to their needs
I cannot
It will be helpful in researching information for use in my class, and will enable me to help my students as they do research.
search for information on topic teaching
Take several questions and ask the students to present their findings to the class. I can see a jigsaw activity taking place.
teach others how to use the Internet
using the computer
Q37
<i>What did you like most about the instruction in this module? 11 responses</i>
Easy to understand
Gives good directions
I enjoy searching and visiting sites on the Internet. It seems you always learn something new.
Individual
It was easier to follow and more practical than the last one
Learn at own pace
Nothing
Something that I could use and I think the students would like
The instruction is one on one.
The search engines
They were very easy to understand.
Q38
<i>What did you like least about the instruction in this module? 9 responses</i>
Amount of time involved
Confusion
Having to work my way back and forth to find out what I needed to put down.
I did not learn anything
I did not understand about how to use the various search engines that are on the Internet. It took me a quite a while to figure out how to present my search proposal

I don't like having to critique other people.

Table 117: THR 1001 Student Comments (continued)

Nothing
Really long
The time it took
Q39 <i>What suggestions do you have for improving the content of this module? 8 responses</i>
Give more graphics.
I feel this module was fairly simple and very useful to me and would be useful to other teachers as well. There nothing I would change at this time.
I thought that the content was better on the second module than the first, no problems other than the one's previously stated.
Less time in module.
Make the module shorter.
None.
None.
Nothing
Q40 <i>Under what circumstances would you explore the T*K environment again? 9 responses</i>
I hope not any.
I probably would use it for my own professional development.
I would like to use it for my large lecture course.
If I felt that I might find something for my classes.
If I found a more subject specific module with enough participants to make it worthwhile.
If I was researching a topic or needed direction in some use of the Internet.
Not sure - would have to see what else was available on it.
Only if required to do in another course.
To re-read the material.
Q41 <i>Did the introduction and goals properly reflect the content that was actually present in the module? Please explain why or why not. 9 responses</i>
I had no problem with the goals; very clear.
No . The goals were not clearly indicated. I still do not know the purpose of the activity.
Sometimes.
The introduction and goals involved learning how to search the Internet for information and that is what was learned during the module.
Yes they did.
Yes, example was helpful.
Yes.
Yes. It allowed me to learn how to use the Internet to search for information that would be beneficial to my subject. This allows me to better educate my students while they are studying various topics in my classroom.
Yes-it did everything it was supposed to do.
Q42 <i>Did you find the schedule to be accurate? Was there an appropriate amount of time allocated for the various tasks? Please explain why or why not. 10 responses</i>
Fairly.

I think that it does not take quite as much time as the amount that is allocated.

Table 117: THR 1001 Student Comments (continued)

No, I think a person need a little, bit more time to understand this module.
No.
There was plenty of time for me, but I spend a lot of time on the Internet so I'm pretty familiar with how to use search engines.
Yes there was.
Yes, although I hurried through more quickly than most because of the time allowed for my completion.
Yes.
Yes.
Yes.
Q43 <i>What types of additional assessment would you want? 8 responses</i>
??????
A N/A choice says for video clips.
Internet.
None.
Q44 <i>Was this module helpful to your teaching? Why or why not? 10 responses</i>
A little bit.
No.
Probably in the future.
Yes because I learned what to do.
Yes, because I will be better able to find information for use in my class.
Yes, would teach research on the Internet.
Yes.
Yes.
Yes. More info available to my classes.
You can take a question and do research, plus allow the students to interact with posting threads about each other's work.
Q45 <i>Any other reactions or comments? 5 responses</i>
Better than that first module
great module
I would like to learn how to use this more accurately
it was good
the module was overall pretty good

THR 1002 Evaluating and Organizing Internet Resources
Level = Developing Competency Area = Professional Practice

Instructor Demographics and Course Attribute Ratings (# responses = 11)

Demographics

Instructor ages were spread across the 40 to 49, 50 to 59, and 60+ age categories. Three-quarters of the instructors were male (see Table 118).

Table 118: THR 1002 Instructor Demographics

Age	18 to 29	30 to 39	40 to 49	50 to 59	60+
<i>percent</i>	0	0	50	25	25

Gender	Female	Male
<i>percent</i>	25	75

Half of the instructors in this module had previous experience with online courses. Three-quarters of the instructors described themselves as having an “advanced” level of comfort and experience with computers but the remainder characterized themselves as “beginner” (see Table 119).

Table 119:THR 1002 Instructor Online and Computer Experience

# Prior Online Courses Taken	0	1 –2	3-4	5+
<i>percent</i>	50	25	25	0

Comfort and Experience with Computers	Beginner	Intermediate	Advanced
<i>percent</i>	25	0	75

Attribute Ratings

The responding instructors gave positive ratings to most course attributes but a number of attributes received a notable percentage of negative ratings, including:

- The video clips’ ease of use and value (Q 13 and Q 19)
- The appropriateness of the amount of text on a page in the module (Q 14)
- Clarity with which the module activities were explained (Q 18)

- Extent to which module “navigation”, the module timeline, and the list of assignments was understandable (Q 20, Q 24, and Q 25)
- The ease of interacting with the module (Q 21)
- The extent to which using the module environment would enhance the instructor’s teaching (Q 30, Q 31, and Q 32) (see Table 120).

Table 120: THR 1002 Instructor Course Attribute Ratings

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q10. Purpose of the module was clear	75	25	0	0	0
Q11. Each activity was presented in an order that made sense	75	25	0	0	0
Q12. The instructional material was easy to understand	50	50	0	0	0
Q13. The video clips used in the module provided valuable insight into the content presented	25	25	50	0	0
Q14. I thought the amount of text on each page of the modules was about right	50	25	25	0	0
Q15. The instructional objectives of the module were clearly outlined at the beginning	75	25	0	0	0
Q16. The content was clear and relevant to the objectives	75	25	0	0	0
Q17. Resources were easy to locate	25	75	0	0	0
Q18. Activities were clearly explained.	25	50	25	0	0
Q19. Video clips were easy to use	25	25	25	25	0
Q20. I understood how to navigate through the instructional material	75	0	0	25	0
Q21. I found it easy to interact with the module	50	25	25	0	0
Q22. It was easy for me to become skillful at using this environment	50	50	0	0	0
Q23. Overall, I found the environment easy to use	50	50	0	0	0
Q24. The timeline was easy to follow and understand	75	0	25	0	0
Q25. The list of assignments was clear to me.	50	25	25	0	0

Table 120: THR 1002 Instructor Course Attribute Ratings (continued)

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q26. The assignments related back to the stated objectives	75	25	0	0	0
Q27. The length of the module was about right	75	0	25	0	0
Q28. The content of the module was appropriate for professional development	75	25	0	0	0
Q29. The content was appropriate to what I would find in a module for graduate credit.	75	25	0	0	0
Q30. Using this environment in my teaching would enable me to accomplish tasks more quickly	25	50	25	0	0
Q31. Using this environment would improve my teaching performance	50	25	25	0	0
Q32. Using this environment in my teaching would increase my productivity	25	50	25	0	0
Q33. Using this environment would enhance the effectiveness of my teaching	25	50	0	0	25
Q34. Using this environment would make it easier to teach	25	50	0	0	25

Instructor Qualitative Findings (maximum # responses per item = 2)

Instructor comments indicated a strong level of satisfaction with this module although several suggestions were included (see Table 121).

Table 121: THR 1002 Instructor Comments

Q35 <i>Were the assignments useful and relevant? Why or why not?</i> 2 responses
Yes, the forums were helpful in getting students to interact with each other and me. Posting student work to the forums was a good idea as it gave models to students who were not sure quite what to do.
Yes, students indicated that they could use the information they obtained back in the classroom. The information provided was most useful.
Q36 <i>What did you like most about the instruction using this environment?</i> 2 responses

Table 121: THR 1002 Instructor Comments (continued)

It provided a good way to give instruction in areas that I don't have true expertise in. This saved a tremendous amount of time compared to me developing instruction on my own.
Students could complete assignments at any time. Students learned information they could use immediately in their classes.
Q37 <i>What did you like least about the instruction using this environment? 2 responses</i>
I had to spend more time than I would like on how students were to use the environment (Blackboard). The layout was not always intuitive, and even students who know their way around the web needed help to figure out how to get around.
Some of my students had older computers and had difficulty accessing the module. Some of my students had very limited computer skills and were intimidated by the module.
Q38 <i>What suggestions do you have for improving instruction with this environment? 2 responses</i>
Each module should have included an introduction on how the environment (Blackboard) works.
Several students indicated that they would like a list of potential WEB pages to review with subject and age level indicated.
Q39 <i>Did the introduction and goals properly reflect the content that was actually presented in the module? Please explain why or why not. 2 responses</i>
Yes, there was good alignment between goals and content.
The goals of the module were clearly stated. The content reflected the goals.
Q40 <i>Did you find the schedule to be accurate? Was there an appropriate amount of time allocated for the various tasks? Please explain why or why not. 2 responses</i>
The schedule was very generous. Most students were able to work through the material in about 2/3 of the time allowed.
The schedule seemed to be accurate. Some of my students had very limited computer experience. They had more difficulty with the module and consequently had to spend more time on the module.
Q41 <i>What types of additional assessment would you want? 2 responses</i>
None.
None.
Q42 <i>Was this module helpful to your teaching? Why or why not? 2 responses</i>
Yes, very helpful. Most students seemed to really enjoy the opportunity to use this module. I had many favorable comments. It helped them focus on how to select web sites for their own use in the classroom.
This module was most helpful. Students benefited from the knowledge gained in the module. I hold a PT3 grant (Preparing Tomorrows Teachers to Use Technology. This module fit right in with the objectives of this grant.

Table 121: THR 1002 Instructor Comments (continued)

<i>Q43</i> <i>Any other reactions or comments?</i> <i>2 responses</i>
1) It would be great if the environment told you what sections you have already completed. This is very common in many computer tutorials. I was always scanning through the material trying to figure out where I had left off in the last session. 2) In developing a rating system for web pages, the author suggested a 1-5 rating scale, but there was no instruction on what criterion should be used for each rank. 3) It would be nice to know ahead of time that once the evaluation is opened, one cannot go back to it. I told my students to look at the evaluation at the beginning of the module so they would know what to expect when we finished the module. Even without submitting the form, we were then locked out. 4) Tech support was very helpful. I had some problems getting my students registered, but everyone at TechKnowledge was very helpful. Special thanks to Thach Nguyen for his quick responses to my requests for help.
I thoroughly enjoyed using this module. My students were very impressed with the materials.

Student Demographics and Course Attribute Ratings

There was no data available to describe student demographics and course attribute ratings for this module.

Student Qualitative Findings

There was no data available to describe students' comments about this course module.

THR 1003 Real Time Data

Level = Developing Competency Area = Curriculum and Assessment

Instructor Demographics and Course Attribute Ratings (# responses = 10)

Demographics

Three-quarters of the instructors were female. Half of the instructors were with the 40 to 49 age range and the remainder were between the ages of 50 and 59 (see Table 122).

Table 122: THR 1003 Instructor Demographics

Age	18 to 29	30 to 39	40 to 49	50 to 59	60+
<i>percent</i>	0	0	50	50	0

Gender	Female	Male
<i>percent</i>	75	25

Half of the instructors reported that they had some previous experience with online courses but this was the first online course experience for the other half. Three-quarters of the instructors characterized their level of comfort and experience with computers as “advanced” (see Table 123).

Table 123: THR 1003 Instructor Online and Computer Experience

# Prior Online Courses Taken	0	1 –2	3-4	5+
<i>percent</i>	50	50	0	0

Comfort and Experience with Computers	Beginner	Intermediate	Advanced
<i>percent</i>	0	25	75

Attribute Ratings

The majority of the course attributes received a notable percentage of negative ratings from the responding instructors. At least 75 percent of the ratings for the following course attributes were negative:

- Ease in locating course resources (Q 17)
- Extent to which course activities were clearly explained (Q 18)

- Ease in understanding and following the course timeline (Q 24)
- The extent to which assignments related to the course objectives (Q 26)
- The length of the module (Q 27) (see Table 124).

Table 124: THR 1003 Instructor Course Attribute Ratings

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q10. Purpose of the module was clear	50	25	25	0	0
Q11. Each activity was presented in an order that made sense	25	25	50	0	0
Q12. The instructional material was easy to understand	50	25	25	0	0
Q13. The video clips used in the module provided valuable insight into the content presented	25	50	25	0	0
Q14. I thought the amount of text on each page of the modules was about right	25	50	25	0	0
Q15. The instructional objectives of the module were clearly outlined at the beginning	25	25	50	0	0
Q16. The content was clear and relevant to the objectives	25	25	50	0	0
Q17. Resources were easy to locate	0	25	75	0	0
Q18. Activities were clearly explained.	25	0	50	25	0
Q19. Video clips were easy to use	25	25	25	25	0
Q20. I understood how to navigate through the instructional material	0	50	50	0	0
Q21. I found it easy to interact with the module	0	50	50	0	0
Q22. It was easy for me to become skillful at using this environment	0	100	0	0	0
Q23. Overall, I found the environment easy to use	0	75	25	0	0
Q24. The timeline was easy to follow and understand	0	25	75	0	0
Q25. The list of assignments was clear to me.	0	50	50	0	0
Q26. The assignments related back to the stated objectives	25	0	75	0	0

Table 124: THR 1003 Instructor Course Attribute Ratings (continued)

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q27. The length of the module was about right	0	25	50	25	0
Q28. The content of the module was appropriate for professional development	50	50	0	0	0
Q29. The content was appropriate to what I would find in a module for graduate credit.	50	0	0	50	0
Q30. Using this environment in my teaching would enable me to accomplish tasks more quickly	25	25	50	0	0
Q31. Using this environment would improve my teaching performance	25	25	50	0	0
Q32. Using this environment in my teaching would increase my productivity	25	25	50	0	0
Q33. Using this environment would enhance the effectiveness of my teaching	25	25	50	0	0
Q34. Using this environment would make it easier to teach	25	25	50	0	0

Instructor Qualitative Findings (maximum # responses per item = 4)

While some instructors commented positively about various aspects of the course, the majority of the instructors' comments identified weaknesses in the course structure or organization and/or offered suggestions for course improvements (see Table 125).

Table 125: THR 1003 Instructor Comments

Q35 <i>Were the assignments useful and relevant? Why or why not? 4 responses</i>
The concepts behind most of the various software packages were good.
No, however I believe they could have been if they were based on clear content objectives and standards.
The assignments were unclear. Going to the discussion room to evaluate other's work, which wasn't there if you went there first, was not relevant. Students uncomfortable sharing in discussion room.

Table 125: THR 1003 Instructor Comments (continued)

The assignments were relevant. They allowed the students to converse about units they have used in their classroom.
Q36 <i>What did you like most about the instruction using this environment? 4 responses</i>
The exposure to the various possible variations.
I enjoyed some of the software links.
The links to went and their HyperStudio presentation. All links good. One link to Volcano World was inoperable
The discussion forums and the conversations held in the forum. I liked the design of the forum were students had to comment on two other ideas but forth by other students.
Q37 <i>What did you like least about the instruction using this environment? 4 responses</i>
There were no specific instructions.
I really didn't like having to search for ways to assist students because the instructions were unclear or completely not there.
Several links went to the same place. Assignments and content. A lot of links found not ready.
It took time to become familiar with the learning environment. It appeared confusing at first. I needed to think and remember how various sections were connected to one another.
Q38 <i>What suggestions do you have for improving instruction with this environment? 4 responses</i>
Please not only give exposure to but also give instructional usage of these items.
I believe the greatest improvement would be in enhancing the instructions for using the module more effectively.
See above comments. I think this will be a great module when debugged.
Perhaps cross-reference the sections within the module.
Q39 <i>Did the introduction and goals properly reflect the content that was actually presented in the module? Please explain why or why not. 4 responses</i>
Yes, if it was just a brief picture and not a full explanation.
Well, sort of....it was very weak.
Introduction was weak. Goals need more clarification. Goals are: ?
Yes the introduction and goals reflected the content. I specifically like the definition and categories established for real-time data. It put it in context for the instructor and students.
Q40 <i>Did you find the schedule to be accurate? Was there an appropriate amount of time allocated for the various tasks? Please explain why or why not. 4 responses</i>
No, due to techno problems, tasks often could not be completed other times it was trial and error.
No, the workload was well above the stated timeline.
There was not enough time. Too much material.
Yes. It did take some time to evaluate the Web sites presented in the module. There was such a wealth of information that was available on each Web site.

Table 125: THR 1003 Instructor Comments (continued)

Q41 <i>What types of additional assessment would you want? 4 responses</i>
It was hard to assess what you could not access.
I think it would be valuable to allow students to write more subjectively in certain areas of the module.
Assessment was not ready at time of this review.
The assessment was appropriate.
Q42 <i>Was this module helpful to your teaching? Why or why not? 4 responses</i>
It could have been.
No, because it took so much time to figure out what needed to be done. If the instructions were clearer or even existed, the module would have been more effective.
Yes, good sources of information. Good definition of real time in practical applications.
Yes because it organized information that I was aware of but did not have time to organize into a modules. I want to use this modules with my graduate class.
Q43 <i>Any other reactions or comments? 4 responses</i>
Loved the related reading, which gave promise of what could have been.
I was not happy with the number of times that students were asked to purchase items. I do not think this is appropriate for classroom use.
Like to see it when it is complete.
I was so excited about this module. I share with my students how much they would learn from the module. They will be able to share some of the information with their teachers since some will be active library media specialists in the fall. Wonderful content. Where can I found information about using this module in the future?

Student Demographics and Course Attribute Ratings (# responses = 37)

Demographics

All of the responding students were females whose age varied widely although over 90 percent were age 49 or younger (see Table 126).

Table 126: THR 1003 Student Demographics

Age	18 to 29	30 to 39	40 to 49	50 to 59	60+
<i>percent</i>	38	31	23	8	0
Gender	Female	Male			
<i>percent</i>	100	0			

A majority of the students in this module had some previous experience with online courses and an overwhelming majority described themselves as having an “intermediate” level of comfort and experience with computers (see Table 127).

Table 127: THR 1003 Student Online and Computer Experience

# Prior Online Courses Taken	0	1 –2	3-4	5+
<i>Percent</i>	46	46	0	8

Comfort and Experience with Computers	Beginner	Intermediate	Advanced
<i>percent</i>	8	92	0

Attribute Ratings

The course attribute ratings assigned by responding students contrasted sharply with those assigned by the instructors. The responding students were overwhelmingly positive about the course in their ratings and none of the attributes received a notable percentage of negative ratings from students (see Table 128).

Table 128: THR 1003 Student Course Attribute Ratings

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q8. Purpose of the module was clear	46	46	8	0	0
Q9. Each activity was presented in an order that made sense	31	69	0	0	0
Q10. The instructional material was easy to understand	15	85	0	0	0
Q11. The video clips used in the module provided valuable insight into the content presented	23	69	8	0	0
Q12. I thought the amount of text on each page of the modules was about right	23	77	0	0	0
Q13. The instructional objectives of the module were clearly outlined at the beginning	38	62	0	0	0
Q14. The content was clear and relevant to the objectives	23	77	0	0	0

Table 128: THR 1003 Student Course Attribute Ratings (continued)

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q15. Resources were easy to locate	23	62	15	0	0
Q16. Activities were clearly explained.	31	69	0	0	0
Q17. Video clips were easy to use	15	77	8	0	0
Q18. I understood how to navigate through the instructional material	8	92	0	0	0
Q19. I found it easy to interact with the module	23	77	0	0	0
Q20. It was easy for me to become skillful at using this environment	15	85	0	0	0
Q21. Overall, I found the environment easy to use	15	85	0	0	0
Q22. The timeline was easy to follow and understand	15	85	0	0	0
Q23. The list of assignments was clear to me.	23	77	0	0	0
Q24. The assignments related back to the stated objectives	15	85	0	0	0
Q25. The length of the module was about right	8	85	7	0	0
Q26. The content of the module was appropriate for professional development	38	62	0	0	0
Q27. The content was appropriate to what I would find in a module for graduate credit.	23	77	0	0	0
Q28. The resources presented in the module were useful in solving the problem or exercise in each module	31	69	0	0	0
Q29. The assessment at the end of the module was useful in clarifying my comprehension of the module	30	62	8	0	0
Q30. The assessment at the end of the module was useful in identifying my level of competency after taking the module	15	77	8	0	0

Table 128: THR 1003 Student Course Attribute Ratings (continued)

	I did more work in the module	I did about the same amount of work in the module	I did less work in the module	NA
Q31. If I were to compare the amount of work I did in this module to what I would do in 1-2 weeks of a graduate course, I would say that	15	77	8	0

	Seven or eight modules would be more work than three graduate credits	The workload would be about the same	Seven or eight modules would be less work than three graduate credits	NA
Q32. If I were to compare seven or eight modules similar in quality to the one I just took to what I would do to obtain three graduate credits, I would say	23	77	0	0

Student Qualitative Findings (maximum # responses per item = 13)

Student comments about this module were also very positive although several expressed concern about the time involved in completing the module (both offline and online). Many of the student comments indicated that they were eager to incorporate more “real-time” activities into their teaching (see Table 129)

Table 129: THR 1003 Student Comments

Q33 <i>Were the assignments clearly structured? Please explain why or why not</i>	12 responses
I understood just what I was supposed to do.	
Needs more information to get into the module.	
The assignments took a couple of read throughs to really get a grasp on things. The examples really helped to clarify what I needed to do.	
The assignments were clear and easy to follow. I found all of the information available helpful to use if a problem arose.	

Table 129: THR 1003 Student Comments (continued)

yes I could work through the module with understanding.
Yes, easy to follow.
yes, I understood them.
Yes, the assignments were clearly stated and the parts of each assignment were either bulleted or numbered which made it very user friendly.
Yes, the assignments were clearly structured and easy to follow.
Yes, the assignments were clearly structured and easy to understand.
Yes, the assignments were clearly structured. The information was easy to follow and understand.
Yes, they gave step by step instructions for each including time expectancy for each.
<i>Q34</i>
<i>Did the instructions clearly state what was needed to be done in order to complete the module? Please explain why or why not. 12 responses</i>
I found the objectives clearly stated and easy to understand.
The instructions and the timeline made it clear what the user needed to do as well as a time frame and order.
The instructions were clear and easy to understand.
Yes
yes beginning with the introduction
Yes, again easy to follow
Yes, but I still felt that the examples were more beneficial because they helped pull everything together.
Yes, the instructions clearly stated what was needed to be done in order to complete the module.
Yes, the instructions included all the information needed to complete the assigned tasks but was not overly wordy which sometimes make instructions confusing.
Yes, the instructions were clear and defined all tasks completely.
yes, the instructions were very clear and went step by step.
yes, they were very clear.
<i>Q35</i>
<i>What is the most useful aspect of these modules for K-12 teachers? 13 responses</i>
amount of information given on the subject.
Being able to apply real life situations to your students about things they are interested in.
I think that it would allow teachers to see how easily real-time data can be incorporated and the benefits of using real-time data.
It allows them to enhance their lessons.
It could be implemented in my classroom immediately.
It helps teacher to get ideas for implementing technology into their curriculum.
It makes you think about how you can expand on your teaching by incorporation technology. It also encouraged higher level thinking and in-depth projects.
It provided insight on how to implement units of teaching and the Internet.
Making a lesson that can really be used in the classroom.
Teachers could do these on their own time. I think they are also motivational.
The interaction between users is very helpful.

Table 129: THR 1003 Student Comments (continued)

The most useful aspect of these modules for K-12 teachers is the opportunity for professional development for teachers to work at their own pace. No matter what level of proficiency one might be in the use of computers, working independently in modules allows the individual to take the time he/she needs to absorb the material.
The most useful aspect of these modules is that informs K-12 teachers about how to incorporate technology into the curriculum.
Q36 <i>In what ways could you apply what you learned to your teaching? 12 responses</i>
After completing the real-time data module. I now have a modification to an existing unit of study. I would not have given it a second thought had it not been for the module
I can add real-time data to lessons I already teach.
I can find many ways to incorporate real-time data into my lessons. Also, this type of data provides ways to link content areas in instructional units such as math and science.
I could apply real time data when we start studying nonfiction in the library. I can think of a lot of examples.
I could incorporate real time data into lessons used collaboratively with my co-workers.
I could use it to keep the students interest when work on a unit. Also to supply a large amount of information to students that is easy to reach.
I found several ways to fit the topics of the real time data sites in my classroom.
I plan to use what I learned in the Real-Time Data module to enhance my lessons next school year and to assist my students to research using Internet more efficiently.
The module showed you how to use the real-time data in a practical way.
The things that I learned could help expand my teaching by helping me to include technology.
The tools could easily be incorporated into lesson plans and would make a wonderful professional development to share with fellow teachers.
To incorporate real time data.
Q37 <i>What did you like most about the instruction in this module? 13 responses</i>
Easy to follow.
I could do everything on my own time. I could spend 5 minutes or and hour at a time.
I found the instruction in this module to be easy to follow.
I learned what real-time data was.
It helped me to understand real time data better and how it could be incorporated into a classroom lesson.
It was clear and easy to follow.
It was simple to follow.
Seeing examples of real-time data.
The ability to look at other's point of view and interpretation of the module
The examples.
The instruction in this module was clear and included an adequate amount of information
Web sites that were on each topic.
Web sites that we could use with our kids.

Q38

What did you like least about the instruction in this module? 8 responses

Table 129: THR 1003 Student Comments (continued)

As always, time is a factor to consider when completing any project.
Getting into the module to complete.
I really liked the module.
Not being able to ask questions
Some of the links would not work for me.
The length of time it involved on the Internet, which tied up my home phone line while I completed the task.
The time that it took to go through it.
There was nothing I liked least. Like I said before, things just really did not come together until I looked at the examples.
Q39 <i>What suggestions do you have for improving the content of this module? 12 responses</i>
I really do not have any suggestions. I found the module to be very well organized.
It was great.
Make all the links work.
Make it easy to get to the examples from the beginning (instruction page).
Make it less time consuming.
None.
Perhaps, revise the Part 2 of assignments to be more specifically related to the Part 1 of the assignment instead of a general task that is less specifically relevant to the particular assignment assigned.
Q40 <i>Under what circumstances would you explore the T*K environment again? 10 responses</i>
I don't know. Maybe if I could get a master's credit or something.
I would explore on a regular basis to pick up additional educational ideas and assistance.
I wouldn't unless I was involved in another simulation exercise for PBS.
If I needed ideas on how to implement technology in my classroom.
In searching for links to lessons and chat rooms.
OK.
To go back and check out some of the Web sites.
Unsure.
When I am teaching and want to use some of the technology instructional helps,
When I want to brush up on this module in order to use it again.
Q41 <i>Did the introduction and goals properly reflect the content that was actually present in the module? Please explain why or why not. 12 responses</i>
I found the goals to go along with the content.
I think so. Well written.

No response.

Table 129: THR 1003 Student Comments (continued)

Yes, the goals and objectives were evident throughout.
Yes, the introduction and goals matched the content and made the content clear to the user.
Yes, the introduction and goals properly reflect the content. In order to complete the assignment you had to meet the goals and objectives.
Yes, the objectives were clear and the module presented material directly relevant to these objectives.
Yes, they would have had I had a lot time to devote to the study. I had to work through the module quite quickly so I would not tie up our phone line at home.
Yes.
Yes.
Yes.
Yes. The goals helped explain what was expected.
<i>Q42</i>
<i>Did you find the schedule to be accurate? Was there an appropriate amount of time allocated for the various tasks? Please explain why or why not. 12 responses</i>
Actually, I moved a little faster through the module than the time schedule allocated. I was familiar with Blackboard and the Internet and I think that really helped. If I had no background in either, it probably would have taken the entire time allocated.
An appropriate amount of time was allocated.
Schedule was fine.
The schedule was accurate.
There was plenty of time if you had the time to devote to doing the activities. Again time is a factor in accomplishing the task . If a student had the time to devote to completing the task, seven modules would tie up student's phone line which I don't think they would like.
Yes, the schedule was accurate.
Yes, the time allotments were very close to the actual time it took me to complete the assignments.
Yes, there was an appropriate amount of time allocated for the tasks. However, sometimes I felt there was too much time allotted.
Yes, to understand how the module worked full amount of time was needed.
Yes.
Yes.
Yes. The schedule was mostly accurate.
<i>Q43</i>
<i>What types of additional assessment would you want? 9 responses</i>
Assessment was good.
Fine as is.
I feel that the assessment was adequate.
I'm not sure.
None.
None.
None.
None.
The assessment tools in this module were great ones. I would definitely use them.

Table 129: THR 1003 Student Comments (continued)

<p><i>Q44</i> <i>Was this module helpful to your teaching? Why or why not? 12 responses</i></p>
<p>I don't have a classroom. Therefore I can't say one way or the other.</p>
<p>Yes I found information I could use with my first grade to keep them excited about learning about the topic I am teaching. The information can give them a better understanding about the topic.</p>
<p>Yes! It can be used as a motivational tool for my students.</p>
<p>Yes, anytime I can add real-life experiences to my lessons I feel they are more meaningful and interesting for the students.</p>
<p>Yes, I better understand ways in which I can use the Internet within my classroom more effectively. Along the way I was also introduced to some excellent URLs that I plan to use with my students as well.</p>
<p>Yes, it helped me expand one area of my curriculum.</p>
<p>Yes, it showed me a means of bringing the real world to my classroom. I can see many real-world connections by using real-time data.</p>
<p>Yes, the module was helpful to my teaching. It gave ideas of how to better incorporate technology.</p>
<p>Yes, this gave me some helpful ideas to make nonfiction works interesting and to tie them in with technology.</p>
<p>Yes.</p>
<p>Yes. I think I will really be able to incorporate the real-time data I learned about in this lesson.</p>
<p>Yes. It gave a greater understanding of how to use real time data in the classroom.</p>
<p><i>Q45</i> <i>Any other reactions or comments? No responses</i></p>

THR 1004 Communicate and Collaborate Online
Level = Developing Competency Area = Teaching and Learning

Instructor Demographics and Course Attribute Ratings (# responses = 7)

Demographics

Instructor ages were evenly spread across the categories 40 to 49, 50 to 59 and 60+. Two-thirds of the instructors were male (see Table 130).

Table 130: THR 1004 Instructor Demographics

Age	18 to 29	30 to 39	40 to 49	50 to 59	60+
<i>percent</i>	0	0	33	33	33

Gender	Female	Male
<i>percent</i>	33	67

All of the instructors described themselves as “advanced” computer users and two-thirds of them had some prior online course experience (see Table 131).

Table 131: THR 1004 Instructor Online and Computer Experience

# Prior Online Courses Taken	0	1 –2	3-4	5+
<i>percent</i>	33	33	0	33

Comfort and Experience with Computers	Beginner	Intermediate	Advanced
<i>percent</i>	0	0	100

Attribute Ratings

At least two-thirds of the instructors gave positive ratings to all of the course attributes with the notable exception of the following attributes that received negative ratings from most responding instructors:

- The extent to which the video clips provided valuable insight into the content (Q 13)
- The appropriateness of the amount of text on each page of the module (Q 14)

In addition, the following attributes received negative ratings from one-third of the instructors:

- Ease in locating resources and in interacting with the module (Q 17, Q 21)
- Clear explanation of module activities (Q 18)
- Extent to which the module environment would enhance the instructor's teaching (Q 30 and Q 32) (see Table 132).

Table 132: THR 1003 Instructor Course Attribute Ratings

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q10. Purpose of the module was clear	67	33	0	0	0
Q11. Each activity was presented in an order that made sense	67	33	0	0	0
Q12. The instructional material was easy to understand	67	33	0	0	0
Q13. The video clips used in the module provided valuable insight into the content presented	33	0	67	0	0
Q14. I thought the amount of text on each page of the modules was about right	33	0	67	0	0
Q15. The instructional objectives of the module were clearly outlined at the beginning	33	67	0	0	0
Q16. The content was clear and relevant to the objectives	33	67	0	0	0
Q17. Resources were easy to locate	33	33	33	0	0
Q18. Activities were clearly explained.	33	33	33	0	0
Q19. Video clips were easy to use	0	100	0	0	0
Q20. I understood how to navigate through the instructional material	67	33	0	0	0
Q21. I found it easy to interact with the module	33	33	0	33	0
Q22. It was easy for me to become skillful at using this environment	33	67	0	0	0
Q23. Overall, I found the environment easy to use	33	67	0	0	0
Q24. The timeline was easy to follow and understand	33	67	0	0	0

Table 132: THR 1003 Instructor Course Attribute Ratings (continued)

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q25. The list of assignments was clear to me.	67	33	0	0	0
Q26. The assignments related back to the stated objectives	33	67	0	0	0
Q27. The length of the module was about right	0	100	0	0	0
Q28. The content of the module was appropriate for professional development	33	67	0	0	0
Q29. The content was appropriate to what I would find in a module for graduate credit.	33	67	0	0	0
Q30. Using this environment in my teaching would enable me to accomplish tasks more quickly	33	33	33	0	0
Q31. Using this environment would improve my teaching performance	33	67	0	0	0
Q32. Using this environment in my teaching would increase my productivity	33	33	33	0	0
Q33. Using this environment would enhance the effectiveness of my teaching	33	67	0	0	0
Q34. Using this environment would make it easier to teach	33	67	0	0	0

Instructor Qualitative Findings (maximum # responses per item = 3)

Most of the instructors' comments about the course were very positive but several comments demonstrated concern about technical difficulties with the interface and with the "chat" aspects of the module (see Table 133)

Table 133: THR 1003 Instructor Comments

Q35 <i>Were the assignments useful and relevant? Why or why not?</i> <i>No responses due to system problems</i>
Q36 <i>What did you like most about the instruction using this environment?</i> 3 responses asynchronous aspect; anytime, anyplace access and use

Table 133: THR 1003 Instructor Comments (continued)

The variety of activities and the use of the communications capabilities to complete the assignments.
It gave me the opportunity to move at my speed and not wait on others.
Q37 <i>What did you like least about the instruction using this environment? 3 responses</i>
Inability to ensure interactivity of participants using current organizational structure.
The chat assignment was, in general, not workable. We did manage to chat as a group in the lab, but actual (remote) chatting was rarely (if ever!) successful. The program itself is unreliable - which is often a "fatal error" in small group synchronous communications.
It was impersonal.
Q38 <i>What suggestions do you have for improving instruction with this environment? 3 responses</i>
I'm sending a longer note to Stephen detailing specific suggestions.
The forum/thread concept in discussion boards needs more explanation. Chatting has GREAT instructional potential; it's such a shame for an unreliable program to kill it. (It is very effectively used in some graduate level, PBL pharmacy courses here at The University of Mississippi - BUT NOT the Blackboard version!).
An interactive moderation of the bulletin board.
Q39 <i>Did the introduction and goals properly reflect the content that was actually presented in the module? Please explain why or why not. 3 responses</i>
Yes.
I expected a little more on Internet video in that section. I know it does not work well for most but the receive capabilities could have been demonstrated. Both listserves and newsgroups could have received more attention in the assignments.
Yes - I found it to be quite accurate and beneficial in this area.
Q40 <i>Did you find the schedule to be accurate? Was there an appropriate amount of time allocated for the various tasks? Please explain why or why not. 3 responses</i>
Yes, I think so.
I had not planned 15-20 hours for this part of my course. This was probably about right for a stand-alone program, but as one part of an introductory technology component of a still larger course, it took too long. I had anticipated (even after questioning the time requirements) something in the neighborhood of 3-5 hours. Of course, the students are as familiar with these skills now as they usually are nearer the end of the semester.
Yes. I think that a time length of 2 hours is more accurate for the Reflective Journal and possibly 3-4 hours for the Explanation.
Q41 <i>What types of additional assessment would you want? 3 responses</i>
Incremental assessments building to the final project.
The assessment was very good for my purposes. I particularly like the statistical section of the assessment section which allows an approximation of student effort in relation to success with the assignments.
I would like quizzes infiltrated into this unit.

Table 133: THR 1003 Instructor Comments (continued)

<i>Q42</i> <i>Was this module helpful to your teaching? Why or why not? 3 responses</i>
Yes, it would be very helpful.
Yes. The specific and structured assignments.
Yes. The students used it for the instruction on communication and then took the chapter test in the book. They aced it.
<i>Q43</i> <i>Any other reactions or comments? 2 responses</i>
As a previous user of CourseInfo (for two years) I was frustrated by some of the limitations placed on me as an instructor. With your user ID and password conventions coupled with the inability to change passwords, we've all worried about security. Having to manually enroll each student was very frustrating, after having used batch enroll in other versions of CourseInfo.
The students liked it and wanted to do other modules. I would like to see the unit on Learning Styles.

Student Demographics and Course Attribute Ratings

There was no data available to describe student demographics and course attribute ratings for this module.

Student Qualitative Findings

There was no data available to describe students' comments about this course module.

THR 1005 Publishing on the Web

Level = Developing Competency Area = Technology Skills and Knowledge

Instructor Demographics and Course Attribute Ratings (# responses = 10)

Demographics

Two-thirds of the instructors were between 40 and 49 years of age while the remainder were between 30 and 39 years of age and two-thirds were female (see Table 134).

Table 134: THR 1005 Instructor Demographics

Age	18 to 29	30 to 39	40 to 49	50 to 59	60+
<i>percent</i>	0	33	67	0	0

Gender	Female	Male
<i>percent</i>	67	33

Two-thirds of the instructors had previous experience in three or four online courses but one-third had no previous online course experience. Two-thirds of the instructors described themselves as “advanced” computer users, with the remainder being “intermediate” level users (see Table 135).

Table 135: THR 1005 Instructor Online and Computer Experience

# Prior Online Courses Taken	0	1 –2	3-4	5+
<i>percent</i>	33	0	67	0

Comfort and Experience with Computers	Beginner	Intermediate	Advanced
<i>percent</i>	0	33	67

Attribute Ratings

All of the responding instructors gave positive or very positive ratings to all attributes of this course (see Table 136).

Table 136: THR 1005 Instructor Course Attribute Ratings

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q10. Purpose of the module was clear	100	0	0	0	0
Q11. Each activity was presented in an order that made sense	100	0	0	0	0
Q12. The instructional material was easy to understand	100	0	0	0	0
Q13. The video clips used in the module provided valuable insight into the content presented	33	67	0	0	0
Q14. I thought the amount of text on each page of the modules was about right	100	0	0	0	0
Q15. The instructional objectives of the module were clearly outlined at the beginning	67	33	0	0	0
Q16. The content was clear and relevant to the objectives	100	0	0	0	0
Q17. Resources were easy to locate	33	67	0	0	0
Q18. Activities were clearly explained.	33	67	0	0	0
Q19. Video clips were easy to use	0	100	0	0	0
Q20. I understood how to navigate through the instructional material	33	67	0	0	0
Q21. I found it easy to interact with the module	67	33	0	0	0
Q22. It was easy for me to become skillful at using this environment	67	33	0	0	0
Q23. Overall, I found the environment easy to use	33	67	0	0	0
Q24. The timeline was easy to follow and understand	100	0	0	0	0
Q25. The list of assignments was clear to me.	67	33	0	0	0
Q26. The assignments related back to the stated objectives	67	33	0	0	0
Q27. The length of the module was about right	100	0	0	0	0
Q28. The content of the module was appropriate for professional development	67	33	0	0	0

Table 136: THR 1005 Instructor Course Attribute Ratings (continued)

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q29. The content was appropriate to what I would find in a module for graduate credit.	67	33	0	0	0
Q30. Using this environment in my teaching would enable me to accomplish tasks more quickly	67	33	0	0	0
Q31. Using this environment would improve my teaching performance	33	67	0	0	0
Q32. Using this environment in my teaching would increase my productivity	33	33	33	0	0
Q33. Using this environment would enhance the effectiveness of my teaching	100	0	0	0	0
Q34. Using this environment would make it easier to teach	67	33	0	0	0

Instructor Qualitative Findings (maximum # responses per item = 3)

While the instructors generally had very positive comments about the module, several offered suggestions for course improvements and there were several comments regarding the need to be aware that many students will be accessing the modules using dial-up Internet connections with older computers having more limited graphics capabilities (see Table 137).

Table 137: THR 1005 Instructor Comments

Q35 <i>Were the assignments useful and relevant? Why or why not? 3 responses</i>
Yes, they seemed to be appropriate.
The final assignments were especially useful. I think the students won't necessarily realize they are to DO the tutorials, e.g. they can just be read without doing the work as they go. (module calls these mini-assignments, but that is not clear in the content.) Students may need to print them, since they have to go to Claris Home Page to do them. As an instructor this is not a big problem, because I can make that clear in the module. I really like the creating hotlist assignment option and would definitely use that.

Table 137: THR 1005 Instructor Comments (continued)

Students in my class had a varied range of skills. One student had never even turned on a computer. Several students did not have the prerequisite skills to "jump right into the module." They needed significant assistance. They did not progress as far or as rapidly as students who had the necessary prerequisite skills.
Q36 <i>What did you like most about the instruction using this environment? 3 responses</i>
It was easy to work with the students.
I REALLY liked many aspects of this module. The design of the tutorials was excellent. The materials are examples of good visual design for the web, with the appropriate amount of text and lots of useful visuals. I liked the practice for the final tutorial on naming conventions and would like more of those types of practice. (could use feedback on that one, too.) I liked the "explore, model/practice, analyze, create" features of the schedule. Overall I think the module was clear for my students and me. They knew what they were to do. I also really liked the use of the summary tables throughout. I really liked your references to some fun sites; could use more of those.
My students believed this module presented an effective tool for them to take back to the classroom.
Q37 <i>What did you like least about the instruction using this environment? 3 responses</i>
The lack of personal contact. In the teacher education field, it would be difficult to teach teaching methods on-line.
The Quia games were not really related to the objectives. Some of my students liked them, but the more savvy ones realized they did not provide practice on the objectives. Graphic loading was strange - having to click "content" at top to get the graphics. That may just have been my computer.
Some of my students who worked on the module at home had older computers. They had difficulty with the video clips. They had to come into the computer lab to complete the module.
Q38 <i>What suggestions do you have for improving instruction with this environment? 3 responses</i>
The layout of the "my Blackboard" and "logout" icons should be located separately from the rest of the course icons. Also, more instructions about assignments and working with the environment would be nice.
I'd like more interactive practice throughout. I'd also like more links to other resources, especially for "grabbing" graphics, etc., or a link to another tech module would work. Delete the bottom line of each module which refers to a Summer Symposium. Some typos. The self-assessments don't relate to the objectives, so make clearer that they are just practice on some related skills. Use the rubric, though elsewhere.
My students wanted a list of WEB sites organized according to grade level and subject so that they could evaluate sites in their interest area.
Q39 <i>Did the introduction and goals properly reflect the content that was actually presented in the module? Please explain why or why not. 3 responses</i>
Yes, the introduction and goals were appropriate.
Could use a more detailed introduction, however the goals clearly reflect the module. Well-organized.

Table 137: THR 1005 Instructor Comments (continued)

Goals and Objectives for this module were clearly stated. My students had no difficulty determining what the module was suppose to teach.
<i>Q40</i> <i>Did you find the schedule to be accurate? Was there an appropriate amount of time allocated for the various tasks? Please explain why or why not. 3 responses</i>
Yes, there was enough time for the tasks.
Yes- was appropriate. (For our graduate courses, I would do in a week, but might add more analysis assignments.)
Some students spent significantly more time on the module when compared to other students. Many of my students saw the benefit of what they were learning in their current teaching assignment. Because of the relevance to their teaching these students tended to spend more time on the module. My students from rural areas with limited computer access did not see the value of the module as readily as the more technology oriented students.
<i>Q41</i> <i>What types of additional assessment would you want? 3 responses</i>
Possibly an on-line test.
I'm comfortable modifying those assignments to make them fit my own objectives.
None noted.
<i>Q42</i> <i>Was this module helpful to your teaching? Why or why not? 3 responses</i>
Yes, it helped me to see how I can better work with the students by using the Internet.
Yes, it was a great way to teach students some basics of web development - makes my job easier.
Yes, this module was most helpful. The module presented critical information.
<i>Q43</i> <i>Any other reactions or comments? 2 responses</i>
Overall, a very good module. My students liked it, said they learned a lot, and indicated I should use it again, which I would. I couldn't get the FODO link to work. Also there were no videos in this one, nor did it need it, so the questions on this survey don't relate to that. Again, I'd like more interactive practice throughout. I liked the whole approach. (I'm not sure I'd use Claris, but since they can download a trial version it seems worthwhile.
I enjoyed the module. I learned quite a bit myself!!!

Student Demographics and Course Attribute Ratings

There was no data available to describe student demographics and course attribute ratings for this module.

Student Qualitative Findings

There was no data available to describe students' comments about this course module.

TSP 1000 Introduction to the One-Computer Classroom
Level = Initial Competency Area = Teaching and Learning

Instructor Demographics and Course Attribute Ratings (# responses = 17)

Demographics

Half of the instructors were male and half were female. Instructor age varied widely although two-thirds of the instructors were between 40 and 59 years of age (see Table 138).

Table 138: TSP 1000 Instructor Demographics

Age	18 to 29	30 to 39	40 to 49	50 to 59	60+
<i>percent</i>	17	17	33	33	0

Gender	Female	Male
<i>percent</i>	50	50

Two-thirds of the instructors reported that they had previous experience with online courses and the overwhelming majority characterized themselves as “advanced” computer users (see Table 139).

Table 139: TSP 1000 Instructor Online and Computer Experience

# Prior Online Courses Taken	0	1 –2	3-4	5+
<i>percent</i>	33	50	17	0

Comfort and Experience with Computers	Beginner	Intermediate	Advanced
<i>percent</i>	0	17	83

Attribute Ratings

Most of the course attributes received positive ratings from the course instructors. However, the following attributes received a notable percentage of negative ratings:

- The video clips’ ease of use and value (Q 13 and Q 19)
- The ease of locating course resources (Q 17)

- The extent to which the module content was appropriate for obtaining graduate credit (Q 29)
- The extent to which using the module environment would enhance the instructor's teaching (Q 30, Q 32, Q 34) (see Table 140).

Table 140: TSP 1000 Instructor Course Attribute Ratings

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q10. Purpose of the module was clear	50	33	17	0	0
Q11. Each activity was presented in an order that made sense	33	50	0	0	17
Q12. The instructional material was easy to understand	33	50	0	0	17
Q13. The video clips used in the module provided valuable insight into the content presented	0	33	0	33	33
Q14. I thought the amount of text on each page of the modules was about right	17	50	17	0	16
Q15. The instructional objectives of the module were clearly outlined at the beginning	67	17	0	0	16
Q16. The content was clear and relevant to the objectives	33	50	0	0	17
Q17. Resources were easy to locate	50	17	17	17	0
Q18. Activities were clearly explained.	17	67	0	0	16
Q19. Video clips were easy to use	0	17	0	67	16
Q20. I understood how to navigate through the instructional material	33	33	17	0	17
Q21. I found it easy to interact with the module	50	33	17	0	0
Q22. It was easy for me to become skillful at using this environment	67	33	0	0	0
Q23. Overall, I found the environment easy to use	50	33	17	0	0
Q24. The timeline was easy to follow and understand	33	50	0	0	17
Q25. The list of assignments was clear to me.	0	67	17	0	16
Q26. The assignments related back to the stated objectives	33	50	0	0	17

Table 140: TSP 1000 Instructor Course Attribute Ratings (continued)

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q27. The length of the module was about right	17	50	17	0	0
Q28. The content of the module was appropriate for professional development	33	50	0	0	17
Q29. The content was appropriate to what I would find in a module for graduate credit.	17	17	34	17	16
Q30. Using this environment in my teaching would enable me to accomplish tasks more quickly	17	17	50	0	16
Q31. Using this environment would improve my teaching performance	17	50	17	0	16
Q32. Using this environment in my teaching would increase my productivity	17	17	50	0	16
Q33. Using this environment would enhance the effectiveness of my teaching	17	67	0	0	16
Q34. Using this environment would make it easier to teach	17	33	33	0	17

Instructor Qualitative Findings (maximum # responses per item = 6)

Although most of the instructors' comments about this module were very positive, some of the comments concerned difficulties with the video clips and Internet links included in the module (see Table 141).

Table 141: TSP 1000 Instructor Comments

Q35 <i>Were the assignments useful and relevant? Why or why not? 6 responses</i>
This was a great module. The assignments were relevant to the students.
Where are they?? No, I am serious, I can't find them. And I do this for a living.
I think the assignments are useful and relevant. My only concern was the timing. As you can see from how I worked it with my students, I spread the information out. I currently teach online and needed to work this in with my other modules. The topic of classroom management is very timely to my course. We did not complete all the assignments due to the amount of work that they entailed.

Table 141: TSP 1000 Instructor Comments (continued)

Yes, assignments were relevant. I did think that including more interactive links on example software would have been good. I really wanted to get to hand-on work!
Yes, assignments clearly identified modules to view and support resources available. Online availability could increase student performance due to ease of access to course materials at any time of the day. Assessing increased proficiency by students using online resources is still difficult.
Q36 <i>What did you like most about the instruction using this environment?</i> 6 responses
What did you like most about the instruction using this environment? The students had active assignments which were shared by the discussion area and drop box. It created healthy discussion in the class. The students could work on this at their own pace as well. Other: The course management features. Assessment features. Organizational features.
Assignments, resources and reading were already laid out for teacher overview. I was able to look at and evaluate the resources easily and decide what I would like to adopt for the class.
I really enjoyed the tools in Blackboard for communication. The discussion forums are ideal and the Virtual Drop Box is great. I find the module format a little difficult to understand because information was repeated in several sections. I was afraid that I would miss something so I would visit and revisit making sure that I saw everything.
Interaction is what works best--but here I could not find how to do that.
Actually, I liked the systematic way you approached the content. The content was easy to follow, clearly related to the topic, and the links to resources were good. I also liked the possibilities of the discussion board.
Full spectrum of resources available.
Q37 <i>What did you like least about the instruction using this environment?</i> 6 responses
What did you like least about the instruction using this environment? I had trouble with the video clips and downloading the software to support the video clips. We have a fairly new Mac lab.
Students still had a problem knowing what to do some of the time. Some links still did not work creating problems for students less Internet savvy. To view the video clips we had to download Flashcard and another software. We downloaded the needed software and the video still would not play.
The supplementary information was difficult to keep straight. Several links also did not work like to the videos.
See above so far.
I did not react well to the following section: We'll find that a single computer can lead engaging discussions, manage dynamic cooperative learning experiences, make dazzling presentations, inspire self-discovery, and manage responsibilities and paperwork such as grades and administrative reports. The focus seems to move away from good teaching and to technology -- the single computer can be a tool to aid the teacher, but does it really lead discussions, make presentations, etc???? Then the videos gave me grief and I felt like I lost my learning focus.
Some of the text materials seemed too overwhelming, too much per page, pages were often overwhelming in the number of choices/links per page.

Table 141: TSP 1000 Instructor Comments (continued)

<p>Q38 <i>What suggestions do you have for improving instruction with this environment?</i> 6 responses</p>
<p>What suggestions do you have for improving instruction within this environment? Review the capability of video software with various Mac computers. Expand the Internet resources list to more commercial software downloads.</p>
<p>A module that brings the students through it step by step, or number by number. In class or at home students do not always have the opportunity to work for a straight hour so they may only get 20 minutes to work. Suggestion would be to develop and implement a checklist on the left-hand side (under PBS symbol) that allows students to check off tasks as they are completed.</p>
<p>I feel that the module needs to be broken out more. It is probably 20-30 hours worth of work on the student's part. I also feel that the materials need to be dealt with a little more linearly. Links within the modules can then be non-linear. This insures that the students have seen all the material.</p>
<p>Very clear upfront of locations of materials and interactions...</p>
<p>Before any modules are run, have the needed plug-ins downloaded so the student does not lose concentration on the content when the plug-ins do not download correctly. Increase the content on any given screen. Maybe this comment comes because I am an experienced user and could anticipate your content.</p>
<p>Would it be possible to make the page less dense with information, perhaps separate some sites on different pages connected by links.</p>
<p>Q39 <i>Did the introduction and goals properly reflect the content that was actually presented in the module? Please explain why or why not.</i> 5 responses</p>
<p>Did the introduction and goals properly reflect the content that was actually present in the module? Please explain why or why not. Yes, these goals were right on, and I felt comfortable from day one using the module in my class. It is perfect for an educational technology course. It covers important material about tech integration into the classroom, as well as teaches the students how to download and review software. I require a tech plan in my course. This was a very useful tool!</p>
<p>Yes, I believe the goals properly reflected the content. This module was more comprehensive than the previous module: Web Development, An Introduction. The intro. was clear and concise.</p>
<p>I would have liked more explanation in the introduction to explain more about the content. I had difficulty differentiating between the two modules - One Computer Classroom and this one just from the introduction and the goals. I had to print all the material out and then review to determine which one would fit best with my students.</p>
<p>Yes, I think the content did deliver what the goals promised. When I read the following items as the focus of the course, I wondered where you had included student productivity: One Computer as a Presentation Tool One Computer and Interactive Group Software One Computer for Your Personal Productivity One Computer as a Learning Station You did cover what you promised to cover and so maybe student productivity is really an additional topic that I just expected to find.</p>

Table 141: TSP 1000 Instructor Comments (continued)

<p>Yes, the introduction and goals matched very clearly to the information presented in the module. Various options for use of one computer in the classroom were identified. I have tried at least two of the options using a single computer on a cart to move from classroom to classroom hooking up to either an LCD or scan converter/TV monitor.</p>
<p><i>Q40</i> <i>Did you find the schedule to be accurate? Was there an appropriate amount of time allocated for the various tasks? Please explain why or why not. 5 responses</i></p>
<p>Did you find the schedule to be accurate? Was there an appropriate amount of time allocated for the various tasks? Please explain why or why not. For the most part, the planned objectives and assignments were adequate. You may need more time with the software reviews. It would be nice to share the various packages with the classes, facilitated by the students.</p>
<p>the schedule was not accurate due to video clips being unviewable. Also, with links not working extra time was needed to explain and explore with students. Most tasks did seem to have appropriate time allocated.</p>
<p>No. The time to complete the tasks should be longer. Also this gives students a chance to reflect on the material.</p>
<p>There was too much time for most of the tasks for me so I guess I would say the schedule was not accurate. Again, I knew the content before I began, so I might have moved much faster than a novice.</p>
<p>Yes, sufficient time was estimated for each scheduled task.</p>
<p><i>Q41</i> <i>What types of additional assessment would you want? 5 responses</i></p>
<p>None. Just right!</p>
<p>I thought for the most part assessment was sufficient in this module. The only suggestion would be to make the quizzes more relevant to the topic. I do not feel the students need to know when Tom Snyder started his company or other irrelevant information.</p>
<p>I do not like multiple choice tests for this content. I had the students complete the multiple choice test so I could see that they "read" something of the module. However, I do not care about the accuracy for this "factual" information. I care about whether they can apply it to their classroom. The discussions and the application exercise were good.</p>
<p>I really did not want more assessment -- the true assessment would be in observing what students do with the information when they are in a classroom.</p>
<p>No additional assessments are apparent at this time.</p>
<p><i>Q42</i> <i>Was this module helpful to your teaching? Why or why not? 5 responses</i></p>
<p>Was this module helpful to your teaching? Why or why not? Yes. I require the students to develop a tech plan and then use the class as a series of demos to help the student develop/craft his/her plan. This is an ideal module for this type of project. It stimulates discussion and illustrates software.</p>
<p>Yes, the module helps to provide direction in the classroom and allowed students to work out of class without teacher instruction. Also, having the resources already available I did not have to search out resources or software packages for students to evaluate, freeing up my time to concentrate on fully preparing for instruction.</p>

Table 141: TSP 1000 Instructor Comments (continued)

<p>Yes. The module was helpful. However, it was difficult to include this module in an existing online course. Somehow the "flow" of my course was disrupted. I think it would be an excellent module if I was teaching in a face-to-face situation or if the module was for stand-alone credit.</p>
<p>I did not use this module in a class because of the timing of its being available. I have been trying to decide if I would want to use this module. It spends several hours doing what I attempt to do in one hour of class time with reinforcement in a class later in our program. Maybe the students would respond differently -- they might feel they really do know more about the topic than from what they learn in class. I did like the connections to software descriptions and some demos right in the module. That is a plus that might lead me to use the module.</p>
<p>Yes, it was encouraging to learn that other instructors are also challenged with the use of a single computer for the classroom and that a wide variety of tasks can be accomplished with this configuration.</p>
<p><i>Q43</i> <i>Any other reactions or comments? 5 responses</i></p>
<p>Any other reactions or comments? Great module.</p>
<p>This module was an improvement from the previous. Good points but the reading may have been a little to long and sometimes unrelated to the topic - thus losing student interest.</p>
<p>I was very impressed with the information and the activities outlined. I liked the content. However, I would caution the producers from sounding like they are "selling" a product. The content that is important is the concept of cooperative learning with technology. It doesn't matter what software whether it is instructional or tool. I also would have liked some more advance notice for the module. If I had received it even 2 weeks earlier, I would have been able to include more of the review of instructional software. Unfortunately my students completed another review, the week I was notified about the module.</p>
<p>I liked the way you had links open in a new window so one does not lose one's place in the document one is reading. I do find packages that make one go to the beginning of the content when returning from a link a real time waster! The one exception to this good design was with the interaction with the quotes at the beginning of a section -- when I click on the quotes and open the more information box, my screen reverts to the top of the content.</p>
<p>I was thoroughly impressed with the detailed information and extensive resources available with this online TK offering. I sincerely appreciate the opportunity to preview this site.</p>

Student Demographics and Course Attribute Ratings (# responses = 48)

Demographics

A majority of the students in this module were female and most students were between 18 and 29 years of age (see Table 142).

Table 142: TSP 1000 Student Demographics

Age	18 to 29	30 to 39	40 to 49	50 to 59	60+
<i>percent</i>	61	22	17	0	0

Gender	Female	Male
<i>percent</i>	56	44

The overwhelming majority of the students described themselves as “intermediate” computer users and most had previous experience with online courses (see Table 143).

Table 143: TSP 1000 Student Online and Computer Experience

# Prior Online Courses Taken	0	1 –2	3-4	5+
<i>Percent</i>	28	61	1	0

Comfort and Experience with Computers	Beginner	Intermediate	Advanced
<i>percent</i>	11	83	6

Attribute Ratings

Most of the attribute ratings assigned to this course by students were very positive. Students did, however, assign a notable percentage of negative ratings to Q 17: “The video clips were easy to use” (see Table 144).

Table 144: TSP 1000 Student Course Attribute Ratings

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q8. Purpose of the module was clear	6	88	6	0	0
Q9. Each activity was presented in an order that made sense	17	72	11	0	0
Q10. The instructional material was easy to understand	17	83	0	0	0
Q11. The video clips used in the module provided valuable insight into the content presented	6	67	0	17	0

Table 144: TSP 1000 Student Course Attribute Ratings (continued)

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q12. I thought the amount of text on each page of the modules was about right	11	72	17	0	0
Q13. The instructional objectives of the module were clearly outlined at the beginning	6	83	11	0	0
Q14. The content was clear and relevant to the objectives	11	78	11	0	0
Q15. Resources were easy to locate	6	83	11	0	0
Q16. Activities were clearly explained.	11	67	17	0	5
Q17. Video clips were easy to use	0	67	6	17	0
Q18. I understood how to navigate through the instructional material	0	89	11	0	0
Q19. I found it easy to interact with the module	0	94	6	0	0
Q20. It was easy for me to become skillful at using this environment	0	94	6	0	0
Q21. Overall, I found the environment easy to use	0	94	6	0	0
Q22. The timeline was easy to follow and understand	0	89	6	0	5
Q23. The list of assignments was clear to me.	0	83	11	0	6
Q24. The assignments related back to the stated objectives	6	83	6	0	5
Q25. The length of the module was about right	6	83	6	0	5
Q26. The content of the module was appropriate for professional development	11	83	0	0	6
Q27. The content was appropriate to what I would find in a module for graduate credit.	6	89	0	0	5
Q28. The resources presented in the module were useful in solving the problem/exercise in the module	0	89	6	0	5
Q29. The assessment at the end of the module was useful in clarifying my comprehension of the module	0	78	17	0	5
Q30. The assessment at the end of the module was useful in identifying my level of competency after taking the module	0	78	17	0	5

Table 144: TSP 1000 Student Course Attribute Ratings (continued)

	I did more work in the module	I did about the same amount of work in the module	I did less work in the module	NA
Q31. If I were to compare the amount of work I did in this module to what I would do in 1-2 weeks of a graduate course, I would say that	6	44	39	11

	Seven or eight modules would be more work than three graduate credits	The workload would be about the same	Seven or eight modules would be less work than three graduate credits	NA
Q32. If I were to compare seven or eight modules similar in quality to the one I just took to what I would do to obtain three graduate credits, I would say	17	67	6	10

Student Qualitative Findings (maximum # responses per item = 15)

The student comments regarding this course were generally positive. However a number of comments included suggestions about possible enhancements for the course content and structure (see Table 145).

Table 145: TSP 1000 Student Comments

Q33 <i>Were the assignments clearly structured? Please explain why or why not 15 responses</i>
I had difficulty understanding the instructions. It would have helped if there were more steps.
I thought the module of one computer classrooms was ten times better than the web development module. I really actually enjoyed this module better and found it more useful and easier to understand than the previous one
I was working on specific areas to complete the requirements for another course. Those requirements were clearly structured.
My assignments were modified by our instructor to fit in with our class.
The assignments were clearly structured and easy to follow
The assignments were clearly structured enough for me to follow them. This was a better module than the first one. It was easier to understand.

Table 145: TSP 1000 Student Comments (continued)

To be fair, we were not required to work through all of the modules, but I would have liked to have had a clearer purpose, timeline and objectives at the beginning. I enjoyed reading postings to the discussion board. As a technical note, I had to leave the computer for a few minutes in the middle of the quiz, and was cut off by my provider. I could not get back in to finish the quiz later.
yes
yes
Yes the assignments were clearly structured and I had no problem following them. The questions were clearly stated and easy to find the answer from the experience of the software.
Yes the assignments were clearly structured. They seemed to spiral and build upon one another.
yes they were clearly structured. I only looked at the crossword puzzle but it was great.
Yes they were easy to follow because they were complete and easy to understand.
yes, clear
yes, they were structured in simple terms and very easy to understand
Q34 <i>Did the instructions clearly state what was needed to be done in order to complete the module? Please explain why or why not. 12 responses</i>
I was completing a modified version through a university course. My instructions from my course as to my expectations were very clear.
It was easier this time around. The words used made more sense. I didn't need to be a computer geek to know what to do.
step-by-step instructions would have been more helpful. It seemed as though the module was written for someone who had a lot of experience with this module.
Very much so. very user friendly.
Yes
Yes
Yes
Yes the instructions were clearly stated. The questions were presented early so you could think about them while experimenting with the programs
Yes they did. It was easy to complete with the given instructions
Yes they were clearly stated even though I had no idea what I was doing.
Yes, instructor was clear on how this module could be used within our future classroom
Yes, very well
Q35 <i>What is the most useful aspect of these modules for K-12 teachers? 13 responses</i>
Being able to see and experiment with some of the software available. That way, we can determine what types of software we would be interested in purchasing.
giving recommendations
I thought the free software tryouts were very helpful for me as a educator
I would have to say the crossword puzzles because it saves a lot of time for worksheets for the students.
It relates to the material in the lesson plan.
Showing ways to use a one computer classroom was very valuable. It explained how to use the computer to: present information, have students work in cooperative settings, and how to enhance teacher productivity.

Table 145: TSP 1000 Student Comments (continued)

That the information is up to date and easily accessible to everyone who wants it.
That they actually applied to teachers and gave useful information and practice that can later be applied in the classroom.
The ability to work at your own speed and go back and look at information as often as is needed.
The most important lesson I learned from this project is that you don't have to have several computers in your classroom to make technology work. It can be done with as little as one computer.
The most useful aspect was using software such as Timeliner that I had never used before. Having a chance and a place to go to use such software before buying it is very helpful.
The sample programs we can download and actually use. However they tend to freeze up.
The strategy suggestions
Q36
<i>In what ways could you apply what you learned to your teaching? 13 responses</i>
I can use the free software and use the tips for managing one computer classrooms
I could use these programs to help my students in my future classroom.
I found information on using the computer as a presentation tool valuable to my classroom. I also enjoyed learning about the interactive software like Choices, Choices.
I will use many of the lessons from the cooperative learning module in my classroom next year.
I would apply the crosswords for the same reason I stated above.
I would encourage a more creative use of graphics, instead of simply using the standards from clipart.
I would use the technology to the benefit of the students.
It was a good course for me to learn.
Most was not new material for me.
The information about cooperative learning and interactive groups was helpful to me because I want to start doing a lot of technology integration. Now I feel like I have a good background and some more ideas about how children learn.
There is a typo in this question's sentence.
Use the one computer in my class room more effectively
Using the different programs and using the Internet to experiment with these kinds of programs.
Q37
<i>What did you like most about the instruction in this module? 13 responses</i>
Crossword connections
Flexibility.
How easy the instructions were to follow
I liked being able to go back a look and information again.
I think it is good experience for those not experienced with discussion boards, on-line activities, etc. to be exposed to them. I like experimenting with software.
It gives some good suggestions for strategies in teaching
It was clear what we were supposed to be accomplishing and useful to our teaching.
It was easy to use

Probably the way it explained the directions.

Table 145: TSP 1000 Student Comments (continued)

Resource like web quest
That is was easy to follow and provided useful information that can be applied in the classroom.
The instructions were a lot better to read, they made more sense to me.
The quality of information and activities.
Q38 <i>What did you like least about the instruction in this module? 10 responses</i>
Can't think of anything negative.
Filling out this long questionnaire
It was difficult to navigate. I couldn't always get back to where I wanted to get quickly and efficiently.
No complaints
Some of the software programs did not seem to have very good help in figuring out how to use them.
That it might have been a little bit too skimpy. It could have been a little bit meatier.
The amount of time it took to download the software. It took forever.
The assessment at the end...Who cares if Tom Snyder taught 4th or 5th grade?
The programs freezing up constantly
Unclear timelines, expectations and objectives. Seemed like a LOT of busy work to me.
Q39 <i>What suggestions do you have for improving the content of this module? 12 responses</i>
I don't think there is anything you can do about the speed of the computer. I guess have people get faster computers.
I was not very impressed with the selection of downloadable software to evaluate. The program I was most impressed with was the gradebook. Other than that, my content area is vocational ed (business) and there really wasn't anything for me in that area.
Make sure the programs do not freeze and that all information is easy very easy to find and understand.
More applications for teachers.
More instructions.
No suggestions.
None, I like having the content geared toward specific goals.
None.
Nothing.
State more clearly the content level of the software to download such as elementary or secondary levels.
Take suggestions seriously from the people who fill out these surveys.
You might want to work on the navigation. Sometimes I had difficulty moving form spot to spot.
Q40 <i>Under what circumstances would you explore the T*K environment again? 11 responses</i>
For a class, if I had to.
For personal knowledge as well as for use in the classroom in exposing students to the technology.
I would explore a T*K environment again for graduate credit.

Table 145: TSP 1000 Student Comments (continued)

If any modules were offered teaching more advanced web development, e.g., Java, java scripting, cgi, etc., I would look into taking them.
If I was in a class.
If I were teaching a class about the Internet.
If I were unsure of how to use a specific technology, I would be willing to learn through T*K.
In another class or for credit.
Maybe at home.
To develop a web page.
Under any learning experience that deals with computers.
<i>Q41</i>
<i>Did the introduction and goals properly reflect the content that was actually present in the module? Please explain why or why not. 12 responses</i>
I think it did meet the goals of the module because it introduced real life situations.
I thought so.....I thought there could be a few more links to resources for one computer classrooms though.
Yes I expected one computer information and that's what I got.
Yes it did. The introduction was clear in defining the goals of the module.
Yes they did.
Yes, however they could have been clearer.
Yes, I knew what to expect when I started the lessons because the intro and goals were clearly stated.
Yes, it did.
Yes, The content followed the goals closely.
Yes.
Yes.
Yes. I can't remember why but I know it did.
<i>Q42</i>
<i>Did you find the schedule to be accurate? Was there an appropriate amount of time allocated for the various tasks? Please explain why or why not. 11 responses</i>
I did not use this feature.
It took us less time. We did it for a class and we did it like in 2 days.
The scheduling was fine. I had no trouble completing activities.
Yes because it was accurate.
Yes it seemed to be accurate. The time was appropriate for each task.
Yes, I got to explore two different programs. I felt we had appropriate amounts of time to explore and finish assignments.
Yes, the time was well spent all around.
Yes, yes.
Yes.
Yes.
Yes.
<i>Q43</i>
<i>What types of additional assessment would you want? 10 responses</i>
Assessment on the objectives.

Table 145: TSP 1000 Student Comments (continued)

I would like to have looked at more software but my teacher wouldn't let us. Time constraints or something.
Knowledge of benefits of one computer classrooms.
More music is needed.
More reflective, not so much memorization of facts.
None.
<i>Q44</i>
<i>Was this module helpful to your teaching? Why or why not? 12 responses</i>
I think so.....I liked the different software presentation packages.
I wouldn't recommend this module because the instructions were often vague.
It will be helpful because of the crosswords.
What parts we had to complete I learned much from.
Yes it was. It was clear and easy to use and provided useful information.
Yes, because of the insight.
Yes, gives a lot. of useful information to download and use.
Yes, gives me an idea of what software I may or may not be interested in using.
Yes, I think so. I will know in the future if it is.
Yes, I was able to see other software that would help my students learn and help myself organize the lessons.
Yes, I will use the resources.
Yes, it has given me more insight into what children need in order to learn efficiently.
<i>Q45</i>
<i>Any other reactions or comments? No responses</i>

TSP 1001 The Computer for Personal Productivity
Level = Developing Competency Area = Professional Practice

Instructor Demographics and Course Attribute Ratings (# responses = 15)

Demographics

Half of the instructors were male and half were female. Half of the instructors were between the ages of 18 and 29 years and the remainder were between 30 and 39 years of age (see Table 146)

Table 146: TSP 1001 Instructor Demographics

Age	18 to 29	30 to 39	40 to 49	50 to 59	60+
<i>percent</i>	50	50	0	0	0

Gender	Female	Male
<i>percent</i>	50	50

All of the instructors had some previous experience with online courses. Half of the instructors described themselves as “intermediate” computer users and the other half characterized their level of comfort and experience with computers as “advanced” (see Table 147).

Table 147: TSP 1001 Instructor Online and Computer Experience

# Prior Online Courses Taken	0	1 –2	3-4	5+
<i>percent</i>	0	50	50	0

Comfort and Experience with Computers	Beginner	Intermediate	Advanced
<i>percent</i>	0	50	50

Attribute Ratings

While most of the instructors assigned positive ratings to most of the course attributes, there were some notable exceptions. The following course attributes received negative ratings from at least half of the responding instructors:

- The video clips’ ease of use and value (Q 13 and Q 19)
- The extent to which the module environment was easy to use (Q 23)

- The ease of understanding and using the module timeline (Q 24)
- The length of the module (Q 27)
- The extent to which the module content was appropriate for obtaining graduate credit (Q 29) (see Table 148).

Table 148: TSP 1001 Instructor Course Attribute Ratings

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q10. Purpose of the module was clear	50	50	0	0	0
Q11. Each activity was presented in an order that made sense	0	100	0	0	0
Q12. The instructional material was easy to understand	0	100	0	0	0
Q13. The video clips used in the module provided valuable insight into the content presented	0	50	0	50	0
Q14. I thought the amount of text on each page of the modules was about right	50	50	0	0	0
Q15. The instructional objectives of the module were clearly outlined at the beginning	100	0	0	0	0
Q16. The content was clear and relevant to the objectives	100	0	0	0	0
Q17. Resources were easy to locate	0	100	0	0	0
Q18. Activities were clearly explained.	50	50	0	0	0
Q19. Video clips were easy to use	0	50	0	50	0
Q20. I understood how to navigate through the instructional material	0	100	0	0	0
Q21. I found it easy to interact with the module	0	100	0	0	0
Q22. It was easy for me to become skillful at using this environment	0	100	0	0	0
Q23. Overall, I found the environment easy to use	0	50	50	0	0
Q24. The timeline was easy to follow and understand	0	50	50	0	0
Q25. The list of assignments was clear to me.	50	50	0	0	0

Table 148: TSP 1001 Instructor Course Attribute Ratings

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q26. The assignments related back to the stated objectives	50	50	0	0	0
Q27. The length of the module was about right	50	0	50	0	0
Q28. The content of the module was appropriate for professional development	100	0	0	0	0
Q29. The content was appropriate to what I would find in a module for graduate credit.	0	0	100	0	0
Q30. Using this environment in my teaching would enable me to accomplish tasks more quickly	100	0	0	0	0
Q31. Using this environment would improve my teaching performance	0	100	0	0	0
Q32. Using this environment in my teaching would increase my productivity	50	50	0	0	0
Q33. Using this environment would enhance the effectiveness of my teaching	0	100	0	0	0
Q34. Using this environment would make it easier to teach	0	100	0	0	0

Instructor Qualitative Findings (maximum # responses per item = 2)

While open-ended comments were obtained from only a limited number of instructors, the comments that were available are very detailed and contain a number of suggested course improvements (see Table 149).

Table 149: TSP 1001 Instructor Comments

Q35 <i>Were the assignments useful and relevant? Why or why not? 2 responses</i>
I thought that the assignments were very useful and relevant. I am relatively proficient on the computer and I still learned a few new "tricks" to enhance my personal productivity.

Table 149: TSP 1001 Instructor Comments (continued)

<p>The assignments were very much useful and relevant. Teachers really are not interested in learning a whole lot of new material that is not directly relevant to their everyday work and life. The assignments were "real world." The examples and assignments themselves were a case study as to how teachers should use the PC daily to improve their work efficiency and make themselves more organized.</p>
<p>Q36 <i>What did you like most about the instruction using this environment? 2 responses</i></p>
<p>I liked the opportunity for students to choose among an array of assignments. The students that I teach are very heterogeneous with regard to their computer skills and so I find it necessary to offer a range of activities that will be beneficial to students who are novices as well as those who are very skilled. This module is designed in a way that complements my approach to addressing the variety of needs of my students.</p>
<p>This environment puts all of the resources needed to effectively learn a given content at the student's fingertips. I have had the opportunity to teach using Blackboard and I have taken courses on the web and via Blackboard. This environment is definitely a rich learning stage. Students are empowered to experience the content on their own. I believe professional development for educators should be following this environment. Teachers should be given the freedom to experience the content in a way that is useful to them. Not a cookie cutter format.</p>
<p>Q37 <i>What did you like least about the instruction using this environment? 2 responses</i></p>
<p>I wasn't able to access the video clips. (I have the feeling that they would have been very useful in my instruction but I kept getting a message that the server was not responding). I struggled initially in trying to navigate the environment. I am relatively linear and found myself quite concerned that I had "missed" something by failing to go through every folder/file. As I worked through the module I realized that I had "hit" everything. In thinking about my students (who may not be familiar with on-line learning modules) it might be helpful to have a "map" perhaps one that they could print out when they open the module for the first time. This map could show them the organizational structure of the module and help them feel confident that they have accessed all of the relevant documents. An alternative to a printed map might be a "virtual tour" of the module. Maybe having a video clip of a person "walking through" a computer animated display of the sections of the module.</p>
<p>I think the learning curve for many teachers is going to be a problem. Unfortunately, many teachers still do not see this environment as a viable means of conveying instruction. Therefore, they have not taken the time to learn the environment nor the process of electronic learning. However, I do not see that as a negative against PBS. You have done an excellent job of putting together a very useful product. Teachers must get in gear and move forward. The courses are now there for the taking.</p>
<p>Q38 <i>What suggestions do you have for improving instruction with this environment?</i></p>
<p>See question 37.</p>
<p>Continued fine-tuning of the courses. And marketing of the courses and programs so that teachers begin to view this type of professional development as a means of improving themselves. The idea of professional development now has such a negative connotation. Maybe this format can change that view. Changing attitudes is the key to improving the instruction.</p>

Table 149: TSP 1001 Instructor Comments (continued)

<p>Q39 <i>Did the introduction and goals properly reflect the content that was actually presented in the module? Please explain why or why not. 2 responses</i></p>
<p>Yes, I felt that the intro and the goals were very well reflected in the content. I was particularly pleased with the "walk throughs". My students learn best through active engagement and the walk throughs helped them to "jump in with both feet" and just try things. The examples in the walk throughs were very relevant to teachers.</p>
<p>Yes, the modules were well constructed.</p>
<p>Q40 <i>Did you find the schedule to be accurate? Was there an appropriate amount of time allocated for the various tasks? Please explain why or why not. 2 responses</i></p>
<p>Yes. Although it did not take me as long as identified to print out and read the required materials.</p>
<p>I have just had the experience of dealing with a similar issue in a web course that I taught this Fall. Based on the changes that I had to make in that course, I may not be a very good judge. But I do think from what I see that you have allotted appropriate time for the assignments.</p>
<p>Q41 <i>What types of additional assessment would you want? 2 responses</i></p>
<p>I would like to see the "matrix" of course competencies tied more closely to the assessment measures. I think that the "tie" is implicit but I would like for the students to see how each assignment/quiz etc. meets one of the identified competencies.</p>
<p>Practical, hands-on assessments are right on target. Teachers should be assessed using the finished product of any given days work as the documentation.</p>
<p>Q42 <i>Was this module helpful to your teaching? Why or why not? 2 responses</i></p>
<p>I did not use this for my teaching at this time. However, I teach a course during Spring Semester 2001 where this material would be very relevant. I would be very interested in using the module in that class. I think that the content and the activities would fit nicely with the objectives of my course.</p>
<p>It was very helpful to me to see how someone else has decided to construct modules that are delivered to an audience similar to the one that I deal with on a regular basis. I think that we are very similar in our approach. I also think that both are/will be effective.</p>
<p>Q43 <i>Any other reactions or comments? 2 responses</i></p>
<p>Thanks for the opportunity to review this module. I found it to be a worthwhile learning experience for myself and I think it would be very worthwhile for the students that I teach!</p>
<p>Kudos for your efforts. Keep up the good work.</p>

Student Demographics and Course Attribute Ratings

There was no data available to describe student demographics and course attribute ratings for this module.

Student Qualitative Findings

There was only one student comment available for this module. In response to the question: “Under what circumstances would you explore the T*K environment again?”, one student replied: “To expand my knowledge of technology and keep up to date.”

TSP 1002 The Smart Chalkboard: Using the Computer
Level = Initial Competency Area = Teaching and Learning

Instructor Demographics and Course Attribute Ratings (# responses = 20)

Demographics

All of the responding instructors for whom data were available were female. The largest single proportion of instructors was between the ages of 50 and 59 years but the overall majority were between 30 and 49 years of age (see Table 150).

Table 150: TSP 1002 Instructor Demographics

Age	18 to 29	30 to 39	40 to 49	50 to 59	60+
<i>percent</i> NA =	0	29	14	43	0
14%					

Gender	Female	Male
<i>percent</i> NA =	86	0
14%		

Over 70 percent of the instructors had previous experience with online courses and over half described themselves as “advanced” computer users (see Table 151)

Table 151: TSP 1002 Instructor Online and Computer Experience

# Prior Online Courses Taken	0	1 –2	3-4	5+
<i>percent</i> NA = 15%	14	71	0	0

Comfort and Experience with Computers	Beginner	Intermediate	Advanced
<i>percent</i> NA = 14%	0	29	57

Attribute Ratings

Most of the responding instructors assigned generally positive ratings to most course attributes. Notable exceptions were the negative ratings assigned to the following course attributes by a majority of the instructors:

- The video clips’ ease of use and value (Q 13 and Q 19)

In addition, almost one-third of the instructors assigned negative ratings to the following course attributes:

- Ease of locating course resources (Q 17)
- Extent to which procedures for navigating through the course material were understood (Q 20)
- Ease of interacting with course material and using the module environment (Q 21 and Q 23)
- Extent to which the instructor felt “skillful” at using the module environment (Q 22) (see Table 152)

Table 152: TSP 1002 Instructor Course Attribute Ratings

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q10. Purpose of the module was clear	71	0	14	0	15
Q11. Each activity was presented in an order that made sense	57	14	14	0	15
Q12. The instructional material was easy to understand	71	0	14	0	15
Q13. The video clips used in the module provided valuable insight into the content presented	0	0	29	57	14
Q14. I thought the amount of text on each page of the modules was about right	57	14	14	0	15
Q15. The instructional objectives of the module were clearly outlined at the beginning	71	14	0	0	15
Q16. The content was clear and relevant to the objectives	57	29	0	0	14
Q17. Resources were easy to locate	14	43	0	29	14
Q18. Activities were clearly explained.	14	57	14	0	15
Q19. Video clips were easy to use	0	0	29	57	14
Q20. I understood how to navigate through the instructional material	29	29	29	0	13
Q21. I found it easy to interact with the module	14	43	29	0	14

Table 152: TSP 1002 Instructor Course Attribute Ratings (continued)

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q22. It was easy for me to become skillful at using this environment	29	29	29	0	13
Q23. Overall, I found the environment easy to use	29	29	29	0	13
Q24. The timeline was easy to follow and understand	57	29	0	0	14
Q25. The list of assignments was clear to me.	43	29	14	0	14
Q26. The assignments related back to the stated objectives	57	29	0	0	14
Q27. The length of the module was about right	29	57	0	0	14
Q28. The content of the module was appropriate for professional development	29	57	0	0	14
Q29. The content was appropriate to what I would find in a module for graduate credit.	0	71	0	14	15
Q30. Using this environment in my teaching would enable me to accomplish tasks more quickly	43	14	14	0	29
Q31. Using this environment would improve my teaching performance	29	29	14	0	28
Q32. Using this environment in my teaching would increase my productivity	29	29	14	0	28
Q33. Using this environment would enhance the effectiveness of my teaching	14	43	14	0	29
Q34. Using this environment would make it easier to teach	29	29	14	0	28

Instructor Qualitative Findings (maximum # responses per item = 5)

The responding instructors provided lengthy comments containing specific suggestions for course improvements and enhancements. Instructor comments also addressed problems with the video clips, module navigation difficulties, dead Internet links and other negative aspects of the module (see Table 153).

Table 153: TSP 1002 Instructor Comments

<p>Q35 <i>Were the assignments useful and relevant? Why or why not? 5 responses</i></p>
<p>I thought the assignments were very useful and relevant. I thought that the breadth and the depth were appropriate for individuals who had little/no prior knowledge on this topic. I really enjoyed the walkthroughs. My specific comments regarding the walkthroughs include; (a) the walkthrough directions for inspiration should specify that you open inspiration from the Web site folder and that you will need to download the free software...other than that the walkthrough was great, (b) I really enjoyed viewing and using the CD sampler that I received, (c) I kept getting and "access denied" message when I clicked on links in the Assignments folder, (d) I thought that the link to the PBS Next Steps PowerPoint Presentations were very helpful and would provide students who had never seen this type of presentation with good models.</p>
<p>I found the path to follow the assignments confusing and I often got lost in trying to accomplish the assignment....the objective of using the computer as a presentation tool for teaching and the subsequent readings were helpful...but I had trouble getting into the sites and was often discouraged...</p>
<p>The assignments were very useful. I enjoyed all of the outside links that could be used to enhance the lesson.</p>
<p>Assignments were useful, but seemed to take too long given the limited content to be demonstrated.</p>
<p>The materials for the assignments that we could reach were wonderful. My students and I kept getting 401 errors. Thach tried to help but we still could not retrieve the videos from the server and we have a fairly new Dell Pentium III, 500 MHz lab with the multimedia plug ins downloaded in the browsers.</p>
<p>Q36 <i>What did you like most about the instruction using this environment? 5 responses</i></p>
<p>I liked the "self-directed" learning. The students that I teach are very heterogeneous with regard to their skills in this area. Providing instruction in a way that allows students to progress at their own pace is helpful and I believe it will help avoid the frustration that is sometimes felt by very slow and very fast students. I liked the theoretical approach of using technology as a tool and that it is necessary to determine if the tool is right for the job (I'm getting quite concerned as I see some individuals use tools simply because they have fancy "bells and whistles"). I liked the discussion questions and the ability to add/modify to the questions as the instructor.</p>
<p>I like the outline, but I would like a user friendly means to accomplish the objective especially for teachers like me who were not raised on computers but have to sift through our prejudices!</p>
<p>Of course, anytime, anywhere learning, and the amount of relevant information that was provided on the topic.</p>
<p>Clear links to programs, especially PowerPoint presentations which showed the kinds of content that could work well in the program. Also the links to the presentation information site is a good link. The use of inspiration example was also good.</p>
<p>It was to the point. There was nothing there to just fill space. What you needed to learn was there.</p>
<p>Q37 <i>What did you like least about the instruction using this environment? 5 responses</i></p>

Table 153: TSP 1002 Instructor Comments (continued)

I was unable to access the video clips. I kept getting a message that said that the server was not responding...I tried multiple times. I would like to see some more challenging activities for advanced students who are already very familiar with the basics of PowerPoint etc. and are ready to "push the envelope" a bit further.
Finding it frustrating to get the information needed easily.
The navigation through the module has some problems. When clicking on "more info" and then returning to the lesson, the user is not returned to the spot in which they left off. None of my video links worked so therefore I could not rate them positively. One of the questions on the quiz had absolutely nothing to do with presentation systems and was simply a recall question. You should throw this question out the window!
I was expecting a discussion of the use of an electronic white board from the title and was surprised when the overview told me that what was to be covered was using presentation software. The videos in this module would not work for me. A couple of hour effort and having no luck was frustrating! I am going to revisit the module on a computer that will do fast downloads to see if I can get things working.
The inability to retrieve the readings and materials as well as the videos.
Q38 <i>What suggestions do you have for improving instruction with this environment? 5 responses</i>
I would like for the answers to the quiz to include a link to the location of the correct answer. I think this would increase the likelihood that students "learn" from the feedback that they receive. I would like to see the competency map and the assessment rubric more fully incorporated into the course. I think that both are well done and contain critical information but I worry that they are just glanced at and not used in a functional manner.
I would have the course so that when I instructed fellow teachers or students to do something all they had to do was to click on the highlighted area and they would reach the site easily...I have had my computer less than a year, but I found all the downloading very frustrating.
PowerPoint workshops for teachers not that impressive - if there are other resources out there, I would consider using them. I would also like to suggest that improvements be made on the acrobat files on Appleworks Charts & graphs info. You could not read the text.
Always be sure that when the student links to a new place that there is a clear way to return to the text at the point where he/she exited. Somehow need to include the fact that PowerPoint can allow for buttons that allow non-linear presentation of the information. It is harder to do than in HyperStudio but it can be done on a less sophisticated level.
Students with limited copying at the university would have trouble downloading the book and printing it out at .10 per page. Luckily, I already had the book so that saved the students money.
Q39 <i>Did the introduction and goals properly reflect the content that was actually presented in the module? Please explain why or why not. 5 responses</i>

Table 153: TSP 1002 Instructor Comments (continued)

I think the introduction and goals did reflect the content. I think that the content provided and excellent introductions using computers as a smart chalkboard. Although it was clearly geared to individuals who know very little about this topic it offered opportunities and links to more advanced issues and ideas.
Yes, I believe that the objectives and goals were stated well, but I found finding the information to support them at times to be frustrating.
I believe the intro. and goals were directly tied to the activities and to the expected learner outcomes. The information provided was relevant and really made the topic more understandable.
Yes, the goals were clear and related to the information: Identify how a computer can be used as a presentation tool -- simplistic but done Learn about presentation devices, including LCD projectors and scan converters -- good information here but seemed to try to sell a product a little Review both software and Web sites that can be used to create linear and non-linear presentations stronger on linear than non-linear Explore sites that offer graphics, tutorials, and other tools for creating presentations -- ok! Complete at least two walkthroughs of presentation tool software -- ok but is there a way to check to see if this is done? Develop a plan for how a computer can be utilized as a presentation tool in the classroom -- a good task!
I felt so. The goals and what content we could reach was matched up.
<i>Q40</i> <i>Did you find the schedule to be accurate? Was there an appropriate amount of time allocated for the various tasks? Please explain why or why not. 5 responses</i>
I thought that the schedule was accurate. I probably spent more time on the walkthroughs than was identified because I wanted to walk through all of the PC ones. It did not take me .5 hours to download and print materials.
For a fluent computer user, time was sufficient for someone who is not as comfortable with the tool it would take longer...
I don't believe I can accurately answer because of the links that didn't work.
I took much less time to go through the materials but then the videos did not work at all for me. That would have added the video time to my work. I will try to get the videos functioning on another computer than the one I am on now. I also know the materials included in this module and so my time was much shorter because I instantly understood the content.
There was time. The reason my students and myself are trying to do this at the last minute is that we only meet 1 day a week for 90 minutes. When I found we only had until today, several students freaked out but once they sat down and started to work, it was fine. They were frustrated at the parts we were not allowed in to.
<i>Q41</i> <i>What types of additional assessment would you want? 5 responses</i>
See response to question 38.
None at this time.
I would like a pre- & post-assessment to determine participant knowledge before & after completing module.
I would have my students submit lesson plans using at least two tools to support a presentation. I would especially encourage the early childhood people to see the value of creating materials in the various programs -- maybe especially HyperStudio.
Student products.

Table 153: TSP 1002 Instructor Comments (continued)

<p>Q42 <i>Was this module helpful to your teaching? Why or why not? 5 responses</i></p>
<p>I believe that this module could be very helpful to my teaching. I teach a class during Spring Semester 2000 in which students put together a presentation using PowerPoint. The use of this module would be very helpful in providing the necessary skill to get started on their presentation. The self-directed nature of the instruction would allow students to obtain this skill outside of class time which would "free up" class time for other uses. If you would like for me to do additional beta testing of this module during spring 2000 with my students I would be happy to do so.</p>
<p>I have been using PowerPoint in presentations to my faculty as well as with students...this reinforced what I am doing...I also have used projection and LCD panels...as all of our classrooms are becoming Internet accessible this information is going out to teachers quickly and they have to be ready to jump into a new way of presentation....so I believe this type of module is needed for teacher in-service....</p>
<p>I was unable to use this in my teaching this semester, but would consider using it in the future.</p>
<p>I did not teach this module because students were not available at the start of the evaluation time. I am not sure if I would use this module because I think education students might want to learn the material at a faster pace. While the devices info was good -- I find beginning teachers have to use what is in the schools and have little influence over the purchase of specific projection devices unless they write a grant that allows for equipment. I might tell students to go over that section very rapidly.</p>
<p>It gave background information and examples that I could use.</p>
<p>Q43 <i>Any other reactions or comments? 5 responses</i></p>
<p>Thanks for the opportunity to review this module. I think it has great potential for professional development. I think it would be a valuable tool for instructors in higher education.</p>
<p>Thanks for the opportunity.</p>
<p>Love Tom Synder Co.</p>
<p>I fear I missed out on some of the content because I was not able to view the videos -- videos do seem to be a continuing problem. In this case, even my technical support person could not get the videos to work. Downloads blew up and one install that was done did not seem to be recognized.</p>
<p>I beta tested this site last week and only had time to do the PowerPoint and Inspiration walk throughs. Tonight I was going to do a couple more, but found I cannot read the spreadsheet walk throughs, neither the one for Appleworks nor the one for Microsoft as the font wouldn't load. I had found this to be true in another module for the charts and graphs for both platforms; this is also true for those modules here. Although the official beta testing time is over, I thought you would want this feedback.</p>

Student Demographics and Course Attribute Ratings

There was no data available to describe student demographics and course attribute ratings for this module.

Student Qualitative Findings

There was no data available to evaluate student comments about this module.

TSP 1003 Using the Computer for Cooperative Experiences and Class Discussions

Level = Intermediate Competency Area = Teaching and Learning

Instructor Demographics and Course Attribute Ratings (# responses = 30)

Demographics

The overwhelming majority of the instructors for this module were female and over three-quarters of the instructors were between the ages of 40 and 59 years (see Table 154).

Table 154: TSP 1003 Instructor Demographics

Age	18 to 29	30 to 39	40 to 49	50 to 59	60+
<i>percent</i>	0	24	38	38	0

Gender	Female	Male
<i>percent</i>	88	12

Three-quarter so the instructors described themselves as “advanced” computer users while the remainder characterized their level of comfort and experience with computers as “intermediate”. An overwhelming majority of the instructors in this module had prior online course experience (see Table 155).

Table 155: TSP 1003 Instructor Online and Computer Experience

# Prior Online Courses Taken	0	1 –2	3-4	5+
<i>percent</i>	13	61	13	13

Comfort and Experience with Computers	Beginner	Intermediate	Advanced
<i>percent</i>	0	25	75

Attribute Ratings

Most of the module attributes received positive ratings from at least three-quarters of the responding instructors. However, attributes associated with the video clips used in the module (Q 13 and Q 19) received negative ratings from almost 90 percent of the

responding instructors. Other attributes receiving negative ratings from at least one-quarter of the instructors were:

- Ease of locating module resources (Q 17)
- Ease with which the instructor became skillful at using the module environment (Q 22)
- The extent to which the module content was appropriate for obtaining graduate credit (Q29) (see Table 156).

Table 156: TSP 1003 Instructor Course Attribute Ratings

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q10. Purpose of the module was clear	62	25	13	0	0
Q11. Each activity was presented in an order that made sense	25	75	0	0	0
Q12. The instructional material was easy to understand	25	62	13	0	0
Q13. The video clips used in the module provided valuable insight into the content presented	0	13	50	37	0
Q14. I thought the amount of text on each page of the modules was about right	50	37	13	0	0
Q15. The instructional objectives of the module were clearly outlined at the beginning	62	38	0	0	0
Q16. The content was clear and relevant to the objectives	50	50	0	0	0
Q17. Resources were easy to locate	13	62	25	0	0
Q18. Activities were clearly explained.	37	50	13	0	0
Q19. Video clips were easy to use	0	13	25	62	0
Q20. I understood how to navigate through the instructional material	25	75	0	0	0
Q21. I found it easy to interact with the module	25	62	13	0	0
Q22. It was easy for me to become skillful at using this environment	25	50	25	0	0
Q23. Overall, I found the environment easy to use	25	62	13	0	0

Table 156: TSP 1003 Instructor Course Attribute Ratings (continued)

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q24. The timeline was easy to follow and understand	38	62	0	0	0
Q25. The list of assignments was clear to me.	25	75	0	0	0
Q26. The assignments related back to the stated objectives	50	50	0	0	0
Q27. The length of the module was about right	50	37	0	13	0
Q28. The content of the module was appropriate for professional development	62	38	0	0	0
Q29. The content was appropriate to what I would find in a module for graduate credit.	13	50	37	0	0
Q30. Using this environment in my teaching would enable me to accomplish tasks more quickly	12	88	0	0	0
Q31. Using this environment would improve my teaching performance	25	75	0	0	0
Q32. Using this environment in my teaching would increase my productivity	12	88	0	0	0
Q33. Using this environment would enhance the effectiveness of my teaching	25	75	0	0	0
Q34. Using this environment would make it easier to teach	13	61	13	13	0

Instructor Qualitative Findings (maximum # responses per item = 8)

The responding instructors provided very detailed comments about various aspects of the course. The comments contained praise for many aspects of the course and also included suggestions for course enhancements. Some comments expressed concern about technical difficulties associated with the video clips and the Internet links included in the course (see Table 157).

Table 157: TSP 1003 Instructor Comments

<p>Q35 <i>Were the assignments useful and relevant? Why or why not? 8 responses</i></p>
<p>The assignments were relevant to the stated objectives. The mechanics stopped me from finding this "easy" or helpful because so much time was spent trying to access the materials.</p>
<p>I feel that the assignments would be useful and relevant. However, due to the nature of the topic for this module I believe that working in groups (or at least in pairs) should be required. This would create an opportunity for students to use what they are learning at the same time that they are learning it.</p>
<p>I felt that in this component the assignments were easy to work with and provided the experience and background necessary to understand the objective of teamwork and interactive software.</p>
<p>The assignments were well thought out and relevant to the goals.</p>
<p>Yes they were. As a matter of fact, I found some items that directly related to topics I had covered this last week. Also, I school at which I consult is doing a workshop on Webquests in a couple weeks and could really benefit from this module.</p>
<p>Yes. I thought the assignments were practical and authentic. The reading assignments were especially helpful. I think the module helped some students who were reluctant to use technology to have a positive experience with it.</p>
<p>Very applicable although if you didn't have the software cited, it would be difficult.</p>
<p>Yes, they were quite useful and informative.</p>
<p>Q36 <i>What did you like most about the instruction using this environment? 8 responses</i></p>
<p>When I could access the resources and materials it was very satisfying. However.. what I found frustrating...was there was confusion of whether these resources were for me the professor.. or for my students to have...by the time I became familiar with the resources and planned how I would integrate this with my class...the module's use was over.</p>
<p>I really liked seeing examples of the concepts discussed in the module. I think that this is a difficult concept for students to grasp and "a picture is worth a thousand words". I have struggled to teach this concept to my students in the past and I think that this module would help me to illustrate my key points. I felt that the competency map was well thought out. I really liked the use of "find out more" for students who want to delve deeper into a topic. I would encourage more use of this strategy. The examples of Webquest were particular helpful for me as an instructor (I am trying to use this strategy in my classes but have been struggling. Seeing some examples was very helpful). The CD sampler was helpful in illustrating points. The teacher tip links on Decisions, Decisions Online were great. I really liked the reading materials for this module. They synthesize a tremendous amount of information into a readable format. The questions that went with the assignments were good...they help students to grasp</p>
<p>It presented learned with some solid research based background.</p>
<p>The ability to work on my own schedule.</p>
<p>I liked the links to a variety of activities.</p>
<p>Each student could progress at their own pace. Some students became enthusiastic about using technology.</p>
<p>I like the convenience of online learning especially for busy teachers.</p>
<p>Accessible 24/7 and self-paced.</p>

Table 157: TSP 1003 Instructor Comments (continued)

<p>Q37 <i>What did you like least about the instruction using this environment?</i> 8 responses</p>
<p>The limited amount of time...for use.</p>
<p>(a) I encountered an error message when I tried to click on links in the assignment folder,(b) I couldn't access the videos (got a message that the server wasn't responding although I tried multiple times), (c) I couldn't find where to click "TRIAL" on Decisions, Decisions, Online for one of the assignments.</p>
<p>I would like to have available the software without having to purchase or return it after evaluation...at least a demo model would have been helpful.</p>
<p>The frustration of not being able to get the video clips to work - using different browsers - using different machines (all new state of the art machines) -- emailing IT and not getting any support to help figure out what was going wrong. Even though this is a beta test I would have appreciated getting some response re: the video clips, even if it was "got your message".</p>
<p>I downloaded Real Player thinking that the reason I couldn't see the video clips in the last modules I previewed was that I had an older version of that program. I had a great deal of trouble with my system after I loaded it, ended up uninstalling it and re-downloading it. Some of my students would not have persevered through that process. It also occurred to me that some may not have the system resources to support that media. Also, I have a T1 line at school and a cable modem at home so I have fairly good access speed. Many of my students who access the Web, especially through phone lines and AOL, may really have trouble with this.</p>
<p>Because participated in three modules at one time, sometimes it was difficult to remember how to maneuver around the site. It would be helpful to organize pages using the same format throughout.</p>
<p>I think that there needs to be more interaction between the participants. That's the beauty of an online environment.</p>
<p>Too much text info. on some of the pages.</p>
<p>Q38 <i>What suggestions do you have for improving instruction with this environment?</i> 8 responses</p>
<p>This was a deliver and use...Read only environment...not interactive. There was excellent Tech Assistance.. but there was a lack of professional who would support the Theory into Practice use of materials; best practices and the academic side of educational reform.</p>
<p>I would like to see some modules that go into more specifics (e.g., creating a Webquest). If this has been done, I would like to have the related modules referenced within this module (so students/instructors would know that they have a resource available for this advanced learning). I would like to see attention paid to software/activities/issues for teachers of preschoolers. It would be great to see software similar to Decisions, Decisions for younger children. The Interactive Group Experience page has part of the Dolterman quote written two times (in the middle of the page and at the end).</p>
<p>Continue to give hands on experience with the topic being presented.</p>
<p>Make sure everything is working properly. I would not even suggest that my graduate students take a look at the modules because of the frustrations I was having.</p>

Table 157: TSP 1003 Instructor Comments (continued)

I am not sure. I don't advocate leaving out the video portions, but don't know how it can be made more user friendly and address the ubiquitous problem of the haves versus the have nots. The digital divide grows wider when those still using Windows 3.1 and 486s can't access resources the rest of us can!
I would suggest making the sites more uniform throughout.
Create more interactivity. Get rid of any advertisement, too distracting. Stray away from too much text.
Maybe doing the evaluations in a team/group setting?
Q39 <i>Did the introduction and goals properly reflect the content that was actually presented in the module? Please explain why or why not. 8 responses</i>
Yes... the background materials were wonderful... the product is good... but I think the process of delivering the program needs improvement.
Yes, I thought so. I feel that this module really gives students a better understanding of how to use computers for cooperative learning experiences and discussions. This is a good introduction to an important topic.
The introduction set the stage for the goals to be achieved. The component supported the achieving of those learning goals.
Yes the introduction was clear and the goals were well stated.
I think it did. I was more cognizant of it this time than in the last module I previewed.
Yes.
I do think you covered what was appropriate for the course.
Yes, the introductions and goals were present and seemed to fit the content of the module.
Q40 <i>Did you find the schedule to be accurate? Was there an appropriate amount of time allocated for the various tasks? Please explain why or why not. 8 responses</i>
As explained above.. I feel there had to be time for digestion of materials... this is a great system for delivery of content.. but not strong on process.
For the most part I think the schedule was accurate. I had already viewed a lot of the CD sampler (out of curiosity when I received it in the mail) so that assignment did not take as much time for me to complete.
The amount of time was accurate for the average person but for someone unfamiliar or not at ease with computers it would probably take longer.
Yes the schedule appeared appropriate.
This module took longer to download and print the readings than the last. I think it exceeded the .5 hours that the schedule indicated. The rest seemed fine.
The schedule was accurate and appropriate amounts of time were allocated for each task.
Yes.
The pace was a bit slow for the experienced user but I think that the time for the novice and practicing teacher would be excellent.
Q41 <i>What types of additional assessment would you want? 8 responses</i>
More than assessment...I think there could be an enrichment of process.

Table 157: TSP 1003 Instructor Comments (continued)

I would like to see the rubric more closely linked to performance on the assignments. I think that the rubric was well designed and it would be helpful for the student and the instruction if the link between the assignments and the rubric was made more clear (e.g., have a grading form for assignments that operationalizes the items on the rubric).
Assessments were sufficient.
None.
I was comfortable with the assessments provided. It occurs to me, however, that you might want students to use a tool like Profiler (http://profiler.scrtec.org/), especially later when they add a survey with the new ISTE standards, to assess their technology skill level before and after doing these units.
The assessment was adequate. I would not enjoy the module if more formal assessment had been utilized.
Instructor rubrics The assessment tool gives students the opportunity to know the expectations of the course as well as what to strive for in the course. I liked the assessment tool feature a lot.
Assessments on individual participation in group work, small group assessments that relate back to the work and whole group assessments that are linked to National standards.
<i>Q42</i>
<i>Was this module helpful to your teaching? Why or why not? 8 responses</i>
Yes...materials and resources are always helpful.
I think that this module could be helpful for my teaching but I would probably have to supplement it pretty extensively. I am an instructor in higher education who prepares students to be early childhood special educators and I would want to tailor all of the examples to this young population of students. However, the reading material would be very helpful for my teaching because it supports and expands upon the concepts that I address in my class.
It supported some of what I am already using in the classroom. I do feel that we need to constantly update ourselves with technology as the children we are teaching will be living in this type of society and we must make them at ease with computers as a means of achieving goals for themselves and working with others.
Yes it presented the concepts of utilizing computers in cooperative learning very clearly
I found lots of good ideas and sites that I will pass along to my students and be able to use in future workshops.
It was helpful because it seemed to motivate certain students to be more positive about using technology in the classroom.
That is a difficult one for me to answer since I am not teaching in the K-12 environment.
Yes, I found the web links to be very informative.
<i>Q43</i>
<i>Any other reactions or comments? 7 responses</i>
We have a Graduate Teaching and Learning with Technology Program at West Chester University and are a PT3 Federal Grant recipient. We see PBS Tech Knowledge Program as a way to offer support and learning anytime/anywhere for our students. We would like to discuss this possibility soon in the future. Thanks again for the wonderful opportunity to be part of this exciting technology program.
I enjoyed this module. Thanks for the opportunity to Beta Test it!
I enjoyed this module.

Table 157: TSP 1003 Instructor Comments (continued)

I felt as if this was an infomercial for Tom Snyder Productions. Perhaps they should present some software that they do not publish.
I think I've covered them above.
Some of the reactions from my students include: I think this beta version has some work yet to be done on it. It is difficult to find things on the class interface. I was not able to access some of the assignments, all videos or the discussion boards. They need to put more "back-to-previous" links in the site. The PBS people will need to make sure their students have the technology support to run some of their features. I was not able to access a cultural debate because I lacked a certain plug-in for the application needed to run the film. The tests, quizzes and surveys were good tools but somewhat difficult to get into and out of. There needs to be more links throughout this part of the online class. I did not like how a student could not get back into a test/quiz after he/she had taken it. I think it would be beneficial if they could go back to review their test as long as they could not manipulate their answers. . Now that I have gone through the course I thought it was great.
The focus on technology in cooperative learning is acceptable. Would like to see a stronger connection to student-centered learning activities that are PBL in nature. Maybe a scenario that starts with a question like.. How would you effectively use technology and cooperative learning in the classroom? Seems that the learning module is still somewhat teacher-centered?

Student Demographics and Course Attribute Ratings (# responses = 63)

Demographics

Over 80 percent of the students were between the ages of 18 and 29 years and two-thirds were female (see Table 158).

Table 158: TSP 1003 Student Demographics

Age	18 to 29	30 to 39	40 to 49	50 to 59	60+
<i>percent</i>	83	17	0	0	0

Gender	Female	Male
<i>percent</i>	67	33

Although all of the students in this module described themselves as "intermediate" computer users, this was the first online course experience for over 80 percent of the students (see Table 159).

Table 159: TSP 1003 Student Online and Computer Experience

# Prior Online Courses Taken	0	1-2	3-4	5+
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Percent

83	17	0	0
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Comfort and Experience with Computers	Beginner	Intermediate	Advanced
<i>percent</i>	0	100	0

Attribute Ratings

While most of the student respondents assigned positive ratings to the course attributes, the following attributes received negative ratings from at least one-third of the students:

- The video clips' ease of use and value (Q 11 and Q 17)
- Ease of using the module environment, interacting with the module, and becoming skillful at using the environment (Q 19, Q 20, Q 21)
- The extent to which the content of the module would be appropriate for obtaining graduate credit (Q 27) (see Table 160).

Table 160: TSP 1003 Student Course Attribute Ratings

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q8. Purpose of the module was clear	0	83	17	0	0
Q9. Each activity was presented in an order that made sense	17	66	17	0	0
Q10. The instructional material was easy to understand	33	67	0	0	0
Q11. The video clips used in the module provided valuable insight into the content presented	0	33	33	17	17
Q12. I thought the amount of text on each page of the modules was about right	0	83	17	0	0
Q13. The instructional objectives of the module were clearly outlined at the beginning	0	83	17	0	0
Q14. The content was clear and relevant to the objectives	0	83	17	0	0

Table 160: TSP 1003 Student Course Attribute Ratings (continued)

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q15. Resources were easy to locate	33	67	0	0	0
Q16. Activities were clearly explained.	0	83	17	0	0
Q17. Video clips were easy to use	0	33	50	0	17
Q18. I understood how to navigate through the instructional material	17	66	17	0	0
Q19. I found it easy to interact with the module	0	67	33	0	0
Q20. It was easy for me to become skillful at using this environment	0	67	33	0	0
Q21. Overall, I found the environment easy to use	0	67	33	0	0
Q22. The timeline was easy to follow and understand	0	83	0	17	0
Q23. The list of assignments was clear to me.	0	83	17	0	0
Q24. The assignments related back to the stated objectives	0	100	0	0	0
Q25. The length of the module was about right	0	83	0	17	0
Q26. The content of the module was appropriate for professional development	0	83	17	0	0
Q27. The content was appropriate to what I would find in a module for graduate credit.	0	33	67	0	0
Q28. The resources presented in the module were useful in solving the problem or exercise in each module	0	83	0	0	17
Q29. The assessment at the end of the module was useful in clarifying my comprehension of the module	0	66	17	0	17
Q30. The assessment at the end of the module was useful in identifying my level of competency after taking the module	0	50	17	0	33

Table 160: TSP 1003 Student Course Attribute Ratings (continued)

	I did more work in the module	I did about the same amount of work in the module	I did less work in the module	NA
Q31. If I were to compare the amount of work I did in this module to what I would do in 1-2 weeks of a graduate course, I would say that	0	50	33	17

	Seven or eight modules would be more work than three graduate credits	The workload would be about the same	Seven or eight modules would be less work than three graduate credits	NA
Q32. If I were to compare seven or eight modules similar in quality to the one I just took to what I would do to obtain three graduate credits, I would say	17	66	0	17

Student Qualitative Findings (maximum # responses per item = 5)

Students were generally positive in their comments about the module although some of the comments reflected frustration about problems with the video clips or Internet links included in the module or uncertainty about the course goals (see Table 161).

Table 161: TSP 1003 Student Comments

Q33 <i>Were the assignments clearly structured? Please explain why or why not</i>	5 responses
They were structured but I do not know what I was supposed to be doing.	
Yes they were. It listed in order everything that was to be done and it gave you links to go to	
yes, enough instructions were given	
Yes, they were explained clearly and easily.	
Yes, you could assess the assignment page at any time.	

Table 161: TSP 1003 Student Comments (continued)

Q34	<i>Did the instructions clearly state what was needed to be done in order to complete the module? Please explain why or why not.</i>	5 responses
	Again, yes because I could access the assignment and directions at any time.	
	Yes	
	Yes, they explained step by step	
	Yes. I knew what I was supposed to do, but I didn't know why	
	Yes. It told you exactly what was needed	
Q35	<i>What is the most useful aspect of these modules for K-12 teachers?</i>	5 responses
	good lesson plan resources and chat rooms	
	Ideas for use of technology in the classroom and lesson plans.	
	The amount of resources located here for teachers to use.	
	The most useful aspects were the Web sites	
	The resources that were made available to us.	
Q36	<i>In what ways could you apply what you learned to your teaching?</i>	5 responses
	I could use the information I've been given to implement technology into the classroom.	
	I really like the information about cooperative learning and technology in the classroom.	
	It has shown me how to group for cooperative learning and that there are things out there for me to use.	
	Teaching requires collaboration from other resources beside you.	
	Using technology as a classroom resource.	
Q37	<i>What did you like most about the instruction in this module?</i>	5 responses
	Clear and easy to understand	
	I liked the wide variety of resources	
	It is easily understood.	
	It was clearly stated on what I was supposed to do.	
	The resources and sample resources given to us.	
Q38	<i>What did you like least about the instruction in this module?</i>	5 responses
	I did not like that you could not get back from some of the sights	
	I felt like I was always lost. I never knew what I was expected to do and how this was going to affect me in the future.	
	It is way too long and boring. The excessive amount of text gets in the way of making meaning. You've got way too many questions on the assessment for me. I was bored with it.	
	Nothing	
	Some things were very slow to load while others were harder to find every time.	
Q39	<i>What suggestions do you have for improving the content of this module?</i>	5 responses
	Give more clear instructions.	
	I'm not sure.	
	Maybe to break each section up to smaller amounts at a time.	

Table 161: TSP 1003 Student Comments (continued)

More links.
None.
<i>Q40</i> <i>Under what circumstances would you explore the T*K environment again 5 responses</i>
I plan on using it in my classroom.
If given the opportunity.
If I needed to learn how to create other project and needed help with them.
Professional development, when I have more time.
Professional development.
<i>Q41</i> <i>Did the introduction and goals properly reflect the content that was actually present in the module? Please explain why or why not. 4 responses</i>
I'm not sure, I don't really remember the goals.
No! Again, I don't feel like I knew what the content was, what my overall objective was and why I was doing this.
Yes, everything was explained clearly.
Yes, it was a well thought out program.
<i>Q42</i> <i>Did you find the schedule to be accurate? Was there an appropriate amount of time allocated for the various tasks? Please explain why or why not. 5 responses</i>
No, it really didn't take that much time.
Not really. Some thing I was able to get done much faster and some things took me quite a while.
Yes because it fit into our class schedule time frame.
Yes, appropriate times were given. The tasks were small enough to complete.
Yes. Time was adequate.
<i>Q43</i> <i>What types of additional assessment would you want? 3 responses</i>
I would like to know ahead of time what I am going to be assessed on so I will know if what I'm doing is accurate.
None.
None.
<i>Q44</i> <i>Was this module helpful to your teaching? Why or why not? 4 responses</i>
It brought out some good ideas.
It will be in that I have a wide range of resources I can use.
Not teaching yet, but did help me to gather resources.
Yes, I am more aware of the technology assistance I can have.
<i>Q45</i> <i>Any other reactions or comments? 1 response</i>
You have just way too many questions. If you want teachers to evaluate your product, fine. But to expect someone to sit and waste hours of their time filling out answers to all these questions is just out there. Why don't you just ask for "pluses" and "wishes."

TSP 1004 The Classroom Computer as Learning Station
Level = Developing Competency Area = Teaching and Learning

Instructor Demographics and Course Attribute Ratings (# responses = 20)

Demographics

Although some data were not available for analysis, the majority of the course instructors were female. Half of the instructors were between the ages of 40 and 49 years and the remainder were spread across the other age ranges from 18 to 59 (see Table 162).

Table 162: TSP 1004 Instructor Demographics

Age	18 to 29	30 to 39	40 to 49	50 to 59	60+
<i>percent</i> <i>NA =</i> 11%	13	13	50	13	0

Gender	Female	Male
<i>percent</i> <i>NA =</i> 12%	63	25

An overwhelming majority of the responding instructors had some prior experience with online courses and classified themselves as having “intermediate” or “advanced” levels of comfort and experience with computers (see Table 163).

Table 163: TSP 1004 Instructor Online and Computer Experience

# Prior Online Courses Taken	0	1 –2	3-4	5+
<i>percent</i> <i>NA = 11%</i>	13	63	0	13

Comfort and Experience with Computers	Beginner	Intermediate	Advanced
<i>percent</i> <i>NA = 12%</i>	0	38	50

Attribute Ratings

Most course attributes received positive ratings from all or most of the instructors for whom data were available. The following course attributes, however, received negative ratings from at least one-quarter of the responding instructors:

- The video clips’ ease of use and value (Q 13 and Q 19)

- The extent to which the course content was appropriate for obtaining graduate credit (Q 29)
- The extent to which using the course environment would make it easier for the instructor to teach (Q 34) (see Table 164).

Table 164: TSP 1004 Instructor Course Attribute Ratings

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q10. Purpose of the module was clear	88	0	0	0	12
Q11. Each activity was presented in an order that made sense	75	13	0	0	12
Q12. The instructional material was easy to understand	50	38	0	0	12
Q13. The video clips used in the module provided valuable insight into the content presented	13	38	13	25	11
Q14. I thought the amount of text on each page of the modules was about right	38	50	0	0	12
Q15. The instructional objectives of the module were clearly outlined at the beginning	63	25	0	0	12
Q16. The content was clear and relevant to the objectives	63	25	0	0	12
Q17. Resources were easy to locate	63	25	0	0	12
Q18. Activities were clearly explained.	38	50	0	0	12
Q19. Video clips were easy to use	0	38	25	25	12
Q20. I understood how to navigate through the instructional material	25	63	0	0	12
Q21. I found it easy to interact with the module	50	38	0	0	12
Q22. It was easy for me to become skillful at using this environment	50	38	0	0	12
Q23. Overall, I found the environment easy to use	50	38	0	0	12
Q24. The timeline was easy to follow and understand	38	50	0	0	12
Q25. The list of assignments was clear to me.	50	38	0	0	12

Table 164: TSP 1004 Instructor Course Attribute Ratings (continued)

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q26. The assignments related back to the stated objectives	50	38	0	0	12
Q27. The length of the module was about right	38	50	0	0	12
Q28. The content of the module was appropriate for professional development	38	50	0	0	12
Q29. The content was appropriate to what I would find in a module for graduate credit.	13	38	38	0	11
Q30. Using this environment in my teaching would enable me to accomplish tasks more quickly	25	50	13	0	12
Q31. Using this environment would improve my teaching performance	38	50	12	0	0
Q32. Using this environment in my teaching would increase my productivity	50	25	13	0	12
Q33. Using this environment would enhance the effectiveness of my teaching	25	63	0	0	12
Q34. Using this environment would make it easier to teach	25	38	13	13	11

Instructor Qualitative Findings (maximum # responses per item = 7)

The responding instructors provided comments about the course content and organization that generally reflected a very positive experience with this course. However there were some comments that focused on the frustration involved with the use of the video clips, dead Internet links and other technical issues. There was also some concern about the possible “commercialization” of the course as a vehicle for selling software. Instructors’ comments contained a number of suggestions for course enhancements as well (see Table 165).

Table 165: TSP 1004 Instructor Comments

<p>Q35 <i>Were the assignments useful and relevant? Why or why not? 7 responses</i></p>
<p>I felt that this component was easy to understand and to navigate through...it opened doors for me to use with my teachers to encourage a more efficient use of their computers with the programs they have available, with ordering new resources and for use of the Internet efficiently.</p>
<p>The assignments were relevant. They required the user to reflect on both content and pedagogy. The assignments made use of lessons from Mathline, which I consider to be one of the best professional development programs available.</p>
<p>The assignments consolidated what was done in the modules, therefore bringing everything together.</p>
<p>It would be beneficial to work in small groups or with a partner to get ideas and help each other if necessary.</p>
<p>Yes, the assignments were very appropriate- I actually adapted some for an undergrad course I teach on Educational computing.</p>
<p>Yes, assignments provided examples of software and demo sites for a wide variety of teacher and student support materials that could be used in the classroom. The level of interactivity for every site or software mentioned was excellent.</p>
<p>Yes, the assignments reinforced the objectives in the course.</p>
<p>Q36 <i>What did you like most about the instruction using this environment? 7 responses</i></p>
<p>I felt very comfortable with this topic and also know that we have the resources in our school and need to begin to use them more...I see this module as a way to help the teachers who feel intimidated with computers to feel more comfortable with them.</p>
<p>The use of message boards allowed students to post messages to the instructor and have the potential to be used for discussions among the entire class. If time had permitted, I would have developed this aspect further. I thought the content of the modules was exceptional. I did have my students also visit the algebraic thinking materials. It would be helpful if the user could access other PBS Mathline lessons and resources somewhere from within the module.</p>
<p>The ease of use in getting around the program, the layout on each page and the simple graphics.</p>
<p>There were many useful sites available to the teachers taking this course to click on. I thought this was nice because the teacher can see what sites are out there that are good with out having to go find it on their own and hoping it is good, especially if they are just starting out (on computers). I also liked that there were links for evaluating tips, lots of practice activities and there were a whole list of links that were in the content part, in "Readings and Media". Links to readings, walk throughs, videos and web sites. This way they are available right there and don't have to be searched for in the content, allowing for easy access.</p>
<p>independence- self paced- ease of use.</p>
<p>The ability to use an online gradebook, and online quizzes in addition to posting text info coursework.</p>
<p>Self-paced and accessible 24/7</p>
<p>Q37 <i>What did you like least about the instruction using this environment? 7 responses</i></p>

Table 165: TSP 1004 Instructor Comments (continued)

Sometimes, when I am in the middle of something I lose what I was working on and it takes a while to get back to where I wanted to be.
No negatives, really. I would have selected other lessons or had more options; however, the lessons did meet the goals of the module.
At first I got a bit confused about what things were where. So, maybe the course map should be higher up on the list and announcements down below. One tends to go for the bigger icons. The relationship between the instructor's manual and the actual course was no clear at first. It seemed too long with too many complex instructions for preparation. Also, when accessing the free downloads or sample materials, it was easy to 'get lost' doing something else because now you were out on the open web, So, maybe the links should just be to specific sections or topics. And, of course, having the free sampler would reduce this. It would be good to have more samples to choose from, not just from mainly one company.
Comments from students testing out the course... I felt that there seemed to be an unacceptably large commercial influence that made me not "trust" what was reading. For example, they have links to product information. Are we taking a class or are we watching commercials here? Is the purpose of the course to inform or is it to sell software? This is something that I would have do research further to form a more solid opinion, but it seems like this from the two hours that I have spent looking at this course.
If I had been frustrated- no one here to ask, but if I had really had the chat room-message board function with a group of my peers in the course- it could be better.
The number of links, pages, and options seemed a bit too much though every link was clearly identified and organized. Overall the content was genuinely appreciated.
No social interaction, although being an evaluator I noticed the discussion board as a means for interaction.
Q38 <i>What suggestions do you have for improving instruction with this environment?</i> 7 responses
This seemed to be user friendly.
I'm not sure anything could necessarily be done, but computers in many labs do not have sound. Some of my students did not watch the videos because they couldn't hear them. I'm not sure how this could be overcome from your end. I know from my end that projection equipment would allow all students to see the videos but then that gets away from students working through the materials at their own pace.
I cannot think of any other than the one given above.
I am truly intrigued by the idea of online learning, but I am not sure how PBS plans to use peer collaboration. I think there needs to be some kind of real interaction going on and, due to the access restrictions, I was not able to evaluate how this would work with PBS. I assume that what PBS is calling "collaboration" has something to do with a chat room.
I had a little trouble with seeing some of the videos it may have been my computer that was also having problems at the time- how about a FAQ or troubleshooting section so a novice could determine if it is them or the connection.
Maybe arrange for small group interactions to be online while doing evaluations???

Table 165: TSP 1004 Instructor Comments (continued)

No additional improvements seem apparent at this time. The course links for announcements, uploading and downloading work assignments, gradebook, and Internet availability of a wide variety of course documents and links appear to be as complete as possible. The links to the support materials for a wide variety of course subjects is very useful.
Q39 <i>Did the introduction and goals properly reflect the content that was actually presented in the module? Please explain why or why not. 7 responses</i>
I believe the goals and introduction were a good fit.
The goals and the content were matched well. The introductory materials and the links throughout the module reinforced key ideas about the relevancy of mathematics and about how mathematics should be taught.
Yes, they did. The objective was specifically I in each module. Students were led to understand how the computer can be used for different purposes and then given exemplars to preview. Creating lesson plans and a plan for a classroom was good.
Yes although many of my students commented on the fact that many different software packages were referenced in lieu of taking a more general approach for the teachers who would not have access to the software.
Yes- they were quite appropriate, well focused and touched on in the reading and activities.
Yes, the use of a computer in the classroom should not be limited to word processing. This module supplied a wide variety of online support materials and resources to broaden the use of computers to enhance learning and enjoyment in the classroom.
Yes, very clear and the content was rich enough for even to novice as well as the expert to get something out of it. I was little disappointed in that many of the solutions presented seem to be biased towards TSP! Almost like free advertisement.
Q40 <i>Did you find the schedule to be accurate? Was there an appropriate amount of time allocated for the various tasks? Please explain why or why not. 7 responses</i>
Yes, it was workable.
The time line in general is appropriate. I think students may need more time to get through some of the lessons with links to extensive materials such as Illuminations. Students need time to explore some of these sights once they get there. Which means that sometimes they get lost and have to go back to the Tech*Knowledge site to get reacquainted what it is they were supposed to be doing.
I think the project could take longer than 3 hours. But the other tasks were fine.
For some it took me less time and others more- but I liked the gauge to help me plan for an approximate time commitment- I don't know that with all the different people you will ever have an exact time- but they were all within reason.
It seemed to be appropriate, even though I did not actually perform each assignment, I'm certainly familiar enough with the applications and the work involved.
Yes, the amount of time allocated closely approximated the time used to view and interact with all links within the module.

Table 165: TSP 1004 Instructor Comments (continued)

<p>1. Reading introductory and other material. I felt the information in the site was good. However, it wasn't really precise on how to do things. I think that spending the 15-20 hours on the site it would have become more understandable because some of my questions would have been answered. I feel though that spending at least 3 hours reading through the guides and articles would not really be enough. So I will estimate that at least 4-6 hours but no more than 6. Then you are spending too much time on it and maybe reading too much into it. 2. Viewing video "case studies" of teachers using technology with their students. I could not view any of the videos. However, was able to get to the readings and depending on how old these children are the readings are extremely long and very small to read. They are also out of focus and it was hard enough for me to read. Then I went to the Web site link which covered a wide variety of sites for the students to view and projects they can do. The links were very creative and filled</p>	
<p><i>Q41</i></p>	<p><i>What types of additional assessment would you want? 7 responses</i></p>
<p>Not much more as I feel that teachers need to jump into it and use it once to get their feet wet and then keep coming back to it to reach a comfort level.</p>	
<p>None. However, I would like to see more extensive use of the PBS materials. Mathline has excellent materials....capitalize on this.</p>	
<p>I think some reading responses to show that students have read the material. Also, an evaluation of walk throughs and not just descriptions.</p>	
<p>Finally, the evaluation survey that they ask you to take was just way too time consuming. They asked 45 questions and several of those seem to be asking for some written response and the rest is asking for a strongly, disagree, agree, strongly agree kind of answers. I don't feel that this kind of evaluation is appropriate for anything related to education. I wished they had given evaluators a space to write something about what things were strong/helpful and what things they felt were unclear or not as strong/helpful.</p>	
<p>Not sure- the real assessment of a graduate module comes from the application in my teaching and my the fact that I change and adapt to best learning styles and current ones. I don't know that you could grade that?</p>	
<p>No additional assessment tools are apparent at this time.</p>	
<p>How about additional checklists, observation sheets or maybe even a software program that uses a hand-held device i.e. Palm, Visor to collect data of student interaction and engagement?</p>	
<p><i>Q42</i></p>	<p><i>Was this module helpful to your teaching? Why or why not? 7 responses</i></p>
<p>Yes, it encouraged me to stop being afraid of using Internet resources and to learn to use them to empower the students...I want to work on the research part tomorrow with the children!</p>	
<p>Yes. It provided an organization to acquaint students with the PBS resources. More importantly, it provided lessons that focused on the nature of mathematics and mathematics teaching from a reform perspective.</p>	
<p>It compliments work that I already do with my pre-service students. Access to the different products on line was useful because we have a very limited budget and range of educational software. In this way future teachers get to see what is available, see how it can be used.</p>	

Table 165: TSP 1004 Instructor Comments (continued)

I thought the rubric was nice to know what is expected of you as a student. The quiz at the end wasn't very difficult so I think that the benefit is all up the student taking this course. The more they want out of this course the more they can get, it is all up to you.
Yes, I enjoyed it and it helped me as a educational computer trainer to refine some of my lessons and it was so simple and concise- It helped me to teach my students about possible different approaches.
Yes, this module was very helpful. The links to online free or demo resources and the wide variety of support materials reduced the time that might have been used searching randomly for the same types of materials.
Somewhat, being an instructor at a university, many students want info and resources on how to effectively use 1 computer with 25- 30 students. I found the information helpful and insightful.
Q43 <i>Any other reactions or comments? 7 responses</i>
I enjoyed this module the best of all that I evaluated.
Module was definitely worth my time and my students. My students were downloading and printing the resources for their files. They will definitely visit PBS again. I think their views of mathematics and teaching were enriched through this experience.
I enjoyed the simplicity of the program which achieved its objectives very effectively.
I already did the entire survey last week when I beta tested this site. Since I only had time to do 2 walk throughs last week, I went back in this evening to do a few more. Specifically, I wanted to do some on one of the PowerMacs in the Curriculum Lab in which I teach (I have an IBM in my office and at home). When I went to print the Appleworks Charts and Graphs Walk Through, I received an error message that my office IBM didn't have the Helvetica font needed so I was not able to even read what the instructions were. Dots of varying sizes were in place of the letters. When deciding which other things to try, I found this same problem with the MS Excel Charts and Graphics. I think it may be an Acrobat compatibility problem or something, but thought you should know.
I really enjoyed it and would like info as these courses become available to students for credit.
I sincerely appreciate the opportunity to interact with this TK module. These modules are rich with information and support items, i.e., gradebook and drop site for student coursework.
I purposely used my connection at home 56K on a dial-up to see if the videos would load, it took forever!!! At school with a T3, no problems. I enjoyed the materials and content, nice work.

Student Demographics and Course Attribute Ratings (# responses = 98)

Demographics

An overwhelming majority of the students in this course module were between 18 and 29 years of age and none were older than age 39. Two-thirds of the students were female (see Table 166).

Table 166: TSP 1004 Student Demographics

Age	18 to 29	30 to 39	40 to 49	50 to 59	60+
<i>percent</i>	83	17	0	0	0

Gender	Female	Male
<i>percent</i>	67	33

Although half of the student reported that they had some previous experience with online courses, this was the first online course experience for the remaining half. There was considerable variability in the reported level of comfort and experience with computers among students in this module with half characterizing themselves as “beginners” and one-third describing themselves as “advanced” (see Table 167).

Table 167: TSP 1004 Student Online and Computer Experience

# Prior Online Courses Taken	0	1 –2	3-4	5+
<i>Percent</i>	50	50	0	0

Comfort and Experience with Computers	Beginner	Intermediate	Advanced
<i>percent</i>	50	17	33

Attribute Ratings

The ratings assigned by the students to the course attributes were generally very positive. The only aspect of this course to receive negative ratings from more than 20 percent of the responding students was the video clips’ ease of use and value (Q 11 and Q 17) (see Table 168).

Table 168: TSP 1004 Student Course Attribute Ratings

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q8. Purpose of the module was clear	17	83	0	0	0
Q9. Each activity was presented in an order that made sense	33	67	0	0	0
Q10. The instructional material was easy to understand	33	50	17	0	0
Q11. The video clips used in the module provided valuable insight into the content presented	0	50	0	50	0
Q12. I thought the amount of text on each page of the modules was about right	0	83	17	0	0
Q13. The instructional objectives of the module were clearly outlined at the beginning	33	67	0	0	0
Q14. The content was clear and relevant to the objectives	17	83	0	0	0
Q15. Resources were easy to locate	67	33	0	0	0
Q16. Activities were clearly explained.	0	100	0	0	0
Q17. Video clips were easy to use	0	50	0	50	0
Q18. I understood how to navigate through the instructional material	0	100	0	0	0
Q19. I found it easy to interact with the module	17	66	17	0	0
Q20. It was easy for me to become skillful at using this environment	0	83	17	0	0
Q21. Overall, I found the environment easy to use	0	83	17	0	0
Q22. The timeline was easy to follow and understand	0	100	0	0	0
Q23. The list of assignments was clear to me.	17	50	17	0	16
Q24. The assignments related back to the stated objectives	17	83	0	0	0
Q25. The length of the module was about right	0	67	17	0	16

Table 168: TSP 1004 Student Course Attribute Ratings (continued)

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q26. The content of the module was appropriate for professional development	0	100	0	0	0
Q27. The content was appropriate to what I would find in a module for graduate credit.	0	67	17	0	16
Q28. The resources presented in the module were useful in solving the problem or exercise in each module	33	67	0	0	0
Q29. The assessment at the end of the module was useful in clarifying my comprehension of the module	0	100	0	0	0
Q30. The assessment at the end of the module was useful in identifying my level of competency after taking the module	0	100	0	0	0
	I did more work in the module	I did about the same amount of work in the module	I did less work in the module	NA	
Q31. If I were to compare the amount of work I did in this module to what I would do in 1-2 weeks of a graduate course, I would say that	0	50	50	0	
	Seven or eight modules would be more work than three graduate credits	The workload would be about the same	Seven or eight modules would be less work than three graduate credits	NA	
Q32. If I were to compare seven or eight modules similar in quality to the one I just took to what I would do to obtain three graduate credits, I would say	17	66	17	0	

Student Qualitative Findings (maximum # responses per item = 7)

Student comments about this module were generally very positive. Some comments contained suggestions for enhancing the course materials and there was some frustration expressed about technical problems with the video clips (see Table 169).

Table 169: TSP 1004 Student Comments

Q33
<i>Were the assignments clearly structured? Please explain why or why not</i> 4 responses
The assignments were very clearly structured and were easy to understand because of their direct relation to the course objectives.
yes
Yes, it was fine.
Yes. They were clearly defined and easy to follow.
Q34
<i>Did the instructions clearly state what was needed to be done in order to complete the module? Please explain why or why not.</i> 5 responses
I don't remember I didn't actually do the module I simply looked through what the module was about.
No, I did not follow all of the instructions.
yes, it was stated clearly at the beginning
Yes. Everything appeared to be in an easy-to-follow step-by-step format.
yes. The language was clear and easy.
Q35
<i>What is the most useful aspect of these modules for K-12 teachers?</i> 6 responses
Becoming more equipped to use computers as a source of learning in the classroom.
Something to fall back on.
The links to Internet resources is most useful.
The resources contained in each section, showing programs which could be used in the classroom as another type of educational material.
to show them that there are resources they can access with relative ease that would assist them in the classroom.
web pages, children pages
Q36
<i>In what ways could you apply what you learned to your teaching?</i> 6 responses
By being able to use computers to help educate my students.
I know that I can use the Internet in my classes with relative ease if I plan carefully
I would attempt to use the Internet and computer based programs more because I feel they help the student to see a new way to look at education.
Just add a few things to dress up the curriculum.
The module I did seemed like it was geared toward younger students and I am in secondary.
timeline, graphs

Table 169: TSP 1004 Student Comments (continued)

Q37
<i>What did you like most about the instruction in this module? 6 responses</i>
Easy
I liked the brevity and clarity of the instruction.
That I could set the pace myself
The clarity of the instructions.
The directional information.
The instruction was very simply and well explained.
Q38
<i>What did you like least about the instruction in this module? 5 responses</i>
At times I felt that some of the information was repetitive.
I didn't really not like anything.
I really didn't find anything that I did not like.
The length
The video did not work.
Q39
<i>What suggestions do you have for improving the content of this module? 6 responses</i>
Make the video's easier to use.
Nothing.
Overall I cannot think of any changes that would improve the quality of this module.
Perhaps using more videos and sound clips.
Shorten it up and simplify some of the content,
The video clips wouldn't download on my computer for some reason. I would have liked to see them to see if they were helpful also.
Q40
<i>Under what circumstances would you explore the T*K environment again?7 responses</i>
I would consider suggesting this course for a teacher workshop at my school. I would also be interested in taking another course.
I would not. There were other sites that were much more useful.
Never.
Only if it were an assignment for class.
Only if required to for a class.
To continue learning about new technology.
Under the tutelage of a more experienced user
Q41
<i>Did the introduction and goals properly reflect the content that was actually present in the module? Please explain why or why not. 5 responses</i>
Everything seemed to logically progress from the introduction.
None of the information provided was irrelevant to the actual course.
Yes, everything, which was expected, was explained in detail.
Yes.
Yes.
Q42
<i>Did you find the schedule to be accurate? Was there an appropriate amount of time allocated for the various tasks? Please explain why or why not. 5 responses</i>
I felt that there was ample time provided for the tasks to be completed.

Table 169: TSP 1004 Student Comments (continued)

No, I took longer.
This point I really did not pay close attention to.
Yes the schedule was accurate.
Yes.
Q43 <i>What types of additional assessment would you want?</i> <i>4 responses</i>
I believe the assessments included were plenty.
I cannot think of any additional assessment that would be needed.
None.
Not sure.
Q44 <i>Was this module helpful to your teaching? Why or why not?</i> <i>5 responses</i>
I think that it would be very beneficial because of the quality of information and the relevance of the course.
Since I only a teaching student no, but in the future I can see its usefulness and why I would use it when I am in a classroom of my own.
Yes it supplied several new ideas.
Yes.
Yes.
Q45 <i>Any other reactions or comments?</i> <i>1 response</i>
The video clips were not capable of being downloaded on the computers I had available to me. I would have liked to see them and see what benefit they had.

MLN 100Xa Instructor Evaluation Module

Respondent Demographics and Course Attribute Ratings (# responses = 2)

Demographics

Both of the respondents were male. One was between 40 and 49 years of age and the other was between 50 and 59 years of age (see Table 170).

Table 170: MLN 100Xa Instructor Demographics

Age	18 to 29	30 to 39	40 to 49	50 to 59	60+
<i>percent</i>	0	0	50	50	0

Gender	Female	Male
<i>percent</i>	0	100

Both of the respondents described themselves as “advanced” computer users and had prior experience with one or two online courses (see Table 171).

Table 171: MLN 100Xa Respondent Online and Computer Experience

# Prior Online Courses Taken	0	1 –2	3-4	5+
<i>percent</i>	0	100	0	0

Comfort and Experience with Computers	Beginner	Intermediate	Advanced
<i>percent</i>	0	0	100

Attribute Ratings

The respondents had positive ratings for most course attributes. The following course attributes, however, received negative ratings from one or both of the respondents:

- Ease in locating course resources (Q 14)
- Ease of using the video clips (Q 16)
- The extent to which using the module would enable the respondent to complete tasks more quickly (Q 27)

- The extent to which using the module environment would improve teaching or increase productivity (Q 28 and Q 29) (see Table 172).

Table 172: MLN 100Xa Respondent Course Attribute Ratings

	% Strongly Agree	% Agree	% Disagree	% Strongly Agree	% NA
Q7. Purpose of the module was clear	100	0	0	0	0
Q8. Each activity was presented in an order that made sense	50	50	0	0	0
Q9. The instructional material was easy to understand	100	0	0	0	0
Q10. The video clips used in the module provided valuable insight into the content presented	0	0	0	0	100
Q11. I thought the amount of text on each page of the modules was about right	100	0	0	0	0
Q12. The instructional objectives of the module were clearly outlined at the beginning	100	0	0	0	0
Q13. The content was clear and relevant to the objectives	100	0	0	0	0
Q14. Resources were easy to locate	50	0	50	0	0
Q15. Activities were clearly explained.	50	50	0	0	0
Q16. Video clips were easy to use	0	0	0	50	50
Q17. I understood how to navigate through the instructional material	50	50	0	0	0
Q18. I found it easy to interact with the module	50	50	0	0	0
Q19. It was easy for me to become skillful at using this environment	100	0	0	0	0
Q20. Overall, I found the environment easy to use	50	50	0	0	0
Q21. The timeline was easy to follow and understand	100	0	0	0	0
Q22. The list of assignments was clear to me.	50	50	0	0	0
Q23. The assignments related back to the stated objectives	50	50	0	0	0
Q24. The length of the module was about right	100	0	0	0	0

Table 172: MLN 100Xa Respondent Course Attribute Ratings (continued)

	% Strongly Agree	% Agree	% Disagree	% Strongly Agree	% NA
Q25. The content of the module was appropriate for professional development	100	0	0	0	0
26. The content was appropriate to what I would find in a module for graduate credit.	0	100	0	0	0
27. Using this environment in my teaching would enable me to accomplish tasks more quickly	0	0	100	0	0
28. Using this environment would improve my teaching performance	0	50	50	0	0
29. Using this environment in my teaching would increase my productivity	0	50	50	0	0
30. Using this environment would enhance the effectiveness of my teaching	0	100	0	0	0
31. Using this environment would make it easier to teach	0	100	0	0	0

Respondent Qualitative Findings (maximum # responses per item = 2)

Most of the respondents' comments about the course were very positive although some comments indicated concern about problems with the video clips or offered suggestions for course improvements or enhancements (see Table 173).

Table 173: MLN 100Xa Respondent Comments

32. <i>Were the assignments useful and relevant? Why or why not?</i>	<i>2 responses</i>
Yes. They met the stated outcomes for the module.	
Practical assignments were a very good choice. They do not align themselves with the delivery environment in terms of being checked on for actual productivity and occurrence but they are definitely the more productive type of assignment.	
33. <i>What did you like most about the instruction using this environment?</i>	<i>2 responses</i>
Self-contained instruction.	

Table 173: MLN 100Xa Respondent Comments (continued)

<p>Students could participate without being on site, which increased the time they could be involved in the learning. While the environment had its own learning curve to get up to speed with it, once learned, online discussions could be had to a significant level Links had to be current which can be a problem with the Internet - here today gone tomorrow Video clips did not work because of file format errors which were reported but not resolved by the end of the beta test time. My experience with Blackboard type software is limited and so I cannot comment on how well it (BB) suited the delivery of this type of instruction. However, BB was a great experience - to see how it worked, use it, and see students use it as a vehicle to learning and interaction. Exposing students to the depths of the Internet (or perhaps breadth) was a useful exercise in itself. Increased awareness of available and accessible resources</p>
<p><i>34. What did you like least about the instruction using this environment? 2 responses</i></p>
<p>The video clips are difficult to get to work. I never did get the video clips in this module to work. I always got an error message. I tried to run them on two separate systems and neither let me see the movies. I know that the equipment is OK because other video clips work.</p>
<p>Sites moved, videos, which did not work, lack of face-to-face interaction, the absence of the rubric in the instruction to keep students focused on the quality of their work. Teacher familiarity is a must before the system can be used optimally by students. E.g. the discussion threads needed some direction in order for them to go to some depths, such as three students taking the lead in the discussion and the rest of the class joining in.</p>
<p><i>35. What suggestions do you have for improving instruction within this environment? 2 responses</i></p>
<p>Get the video clips right. While they are nice, are they really necessary? I don't know.</p>
<p>Lock in the sites or make library copies of them for the long term benefit of the modules Get the videos working</p>
<p><i>36. Did the introduction and goals properly reflect the content that was actually present in the module? Please explain why or why not. 2 responses</i></p>
<p>Yes. Excellent alignment. This module was well done.</p>
<p>I use Math in Everyday life as a big part of my pre-service teacher course. When I saw the module titles I was excited, but the content did not cover the everyday life aspect in a "down home" way as I had expected. Calculator use in the classroom is a point, which I think, is accepted now and the pitch for conversion is not so necessary these days.</p>
<p><i>37. Did you find the schedule to be accurate? Was there an appropriate amount of time allocated for the various tasks? Please explain why or why not. 2 responses</i></p>
<p>The time was generous.</p>
<p>My students are seniors in college, they reported spending less time than allocated in the guidelines. Perhaps for graduate credit, a greater emphasis could be placed on the discussion threads and the quality of the interaction there. This would then fill out the time as listed in the guidelines.</p>
<p><i>38. What types of additional assessment would you want? 2 responses</i></p>
<p>None</p>
<p>This was a great system for delivering instruction at a distance; perhaps in the teaching of lessons in the classroom based around the content, a verified letter from a third party could assist in the instructor that this was actually done. A difficulty with the remote electronic environment is the verification of the real and actual.</p>

Table 173: MLN 100Xa Respondent Comments (continued)

39. <i>Was this module helpful to your teaching? Why or why not?</i>	2 responses
Yes, because the student activities are very good.	
The module was a great experience for myself and my students, first because it was an online learning experience using video, sites, discussion, email etc second because it opened up to them math resources on the web which they might not have known about even though I have had them searching the web for a year now, third, I have wanted to focus them on math in everyday life this semester as a major goal - this makes math relevant to a child	
40. <i>Any other reactions or comments?</i>	1 response
I have mentioned my content vs. title thoughts, my navigation in the environment ideas, the graduate credit, and the permanence of the links, the discussion threads potential for graduate credit which covers it all thank you	

MLN 100Xb Student Evaluation Module

Respondent Demographics and Course Attribute Ratings (# responses = 15)

Demographics

The overwhelming majority of the respondents were female and between the ages of 18 and 29 years (see Table 174).

Table 174: MLN 100Xb Respondent Demographics

Age	18 to 29	30 to 39	40 to 49	50 to 59	60+
<i>percent</i>	94	2	4	0	0

Gender	Female	Male
<i>percent</i>	96	4

This was the first experience with online courses for the overwhelming majority of respondents. Almost three-quarters of the respondents characterized their level of comfort and experience with computers as “intermediate” (see Table 175).

Table 175: MLN100Xb Respondent Online and Computer Experience

# Prior Online Courses Taken	0	1 –2	3-4	5+
<i>Percent</i>	87	13	0	0

Comfort and Experience with Computers	Beginner	Intermediate	Advanced
<i>percent</i>	16	73	11

Attribute Ratings

Although respondents’ ratings for most of the course attributes tended to be positive, a number of course attributes received a notable percentage of negative ratings.

Attributes for which at least 25 percent of the ratings were negative included:

- Ease in locating module resources (Q12)
- Video clips’ ease of use (Q14)

- The extent to which the assessment at the end of the module was useful for clarifying comprehension and identifying competency level (Q 26 and Q 27) (see Table 176).

Table 176: MLN100Xb Respondent Course Attribute Ratings

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q5. Purpose of the module was clear	0	84	16	0	0
Q6. Each activity was presented in an order that made sense	7	71	20	0	2
Q7. The instructional material was easy to understand	11	80	7	0	2
Q8. The video clips used in the module provided valuable insight into the content presented	2	18	13	4	62
Q9. I thought the amount of text on each page of the modules was about right	7	71	22	0	0
Q10. The instructional objectives of the module were clearly outlined at the beginning	11	73	16	0	0
Q11. The content was clear and relevant to the objectives	9	82	7	2	0
Q12. Resources were easy to locate	13	56	24	7	0
Q13. Activities were clearly explained.	16	64	20	0	0
Q14. Video clips were easy to use	4	11	16	31	38
Q15. I understood how to navigate through the instructional material	9	78	13	0	0
Q16. I found it easy to interact with the module	7	73	18	2	0
Q17. It was easy for me to become skillful at using this environment	7	73	20	0	0
Q18. Overall, I found the environment easy to use	9	73	16	2	0
Q19. The timeline was easy to follow and understand	4	67	24	0	4
Q20. The list of assignments was clear to me.	11	69	18	2	0
Q21. The assignments related back to the stated objectives	13	80	4	0	3
Q22. The length of the module was about right	7	67	16	9	0

Table 176: MLN100Xb Respondent Course Attribute Ratings (continued)

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q23. The content of the module was appropriate for professional development	16	76	8	0	0
Q24. The content was appropriate to what I would find in a module for graduate credit.	2	49	20	0	29
Q25 The resources presented in the module were useful in solving the problem or exercise in each module	9	73	11	0	4
Q26. The assessment at the end of the module was useful in clarifying my comprehension of the module	0	64	27	0	9
Q27. The assessment at the end of the module was useful in identifying my level of competency after taking the module	0	47	33	2	18

	I did more work in the module	I did about the same amount of work in the module	I did less work in the module	NA
Q28. If I were to compare the amount of work I did in this module to what I would do in 1-2 weeks of a graduate course, I would say that	9	51	36	4

	Seven or eight modules would be more work than three graduate credits	The workload would be about the same	Seven or eight modules would be less work than three graduate credits	NA
Q29. If I were to compare seven or eight modules similar in quality to the one I just took to what I would do to obtain three graduate credits, I would say	16	58	20	6

Respondent Qualitative Findings (maximum # responses per item = 42)

Respondents' comments addressed most aspects of course organization and content and indicated that the respondents were, in general, very positive about their experience with the module. Areas of concern included technical problems with the video clips, lack of clarity in the directions associated with course activities, and time pressures when completing the module. Many respondents offered suggestions for improvements or enhancements to module organization and content (see Table 177).

Table 177: MLN100Xb Respondent Comments

30. <i>Were the assignments clearly structured? Please explain why or why not.</i> 42 responses
At time the assignments were not clear and I feel like I was not understanding what was required.
Basically, the assignments seemed to be clearly structured. They were all pretty basic, such as creating a lesson plan or utilizing one of the provided lesson plans in the classroom. However, some of the problems throughout the module were confusing such as the problem solver in the second module. I had a difficult time figuring out the problem and how to use Chi-hua's article to help.
For the most part the assignments were clearly structured. There needed to be more prompt to help the user remember or find what they were supposed to do.
I do not feel that I ever really understood what my assignments were or what I was supposed to learn from them.
I found it hard to follow at first. It wasn't very clear. I kept on trying to start the videos, which never worked. I thought I wasn't doing things right. When I checked with other classmates to find out how they were doing, I found that we were having the same problems. From then on I did what I could and found that I was getting around in the program fairly easily. I found that it was easy to understand. You see when I first started the program I was very critical of myself. I consider myself to be pretty proficient in using a computer. Yet every time I tried to access something I couldn't, and when I found out that others were having the same problems, I would go on and make a note of those areas. I found that it wasn't me but the program or our system was giving the problems.
I think that they were clear but not always interesting.
I thought it was a good idea to outline from the beginning exactly what assignments were to be done. It was very clear to me. It is a good idea for people who like to work ahead.
I thought that the order of assignments was clear and nicely structured. I can see the logic of approach in the way that each module was grouped and presented. It was easy to follow from one module to the next.
Most were. Some of the problem was miscommunication
No, some of them were difficult to understand exactly how they were supposed to be completed
Not really, It was unclear as to what to accomplish each day.
Somewhat, it could have been clearer the point of the modules.

Table 177: MLN100Xb Respondent Comments (continued)

Somewhat, the language was basic and understandable.
The assignments were clearly structured. However, those assignments are very difficult for me. First, it may be difficult to use the suggested theory to teach in the special Ed classroom. Also, it is difficult to apply in the pre-k level too.
The assignments were easy to follow. I did not have any trouble.
The assignments were okay, however there were a few things not clear. They were not really assignments but processes. I was not sure how I was to respond. It seemed I was just looking at a lot of information which was wonderful but yet what was I suppose to do after I enhanced all the information.
The assignments were somewhat clear as to what was expected of the user. It could have been presented in a clearer manner though
They were a little confusing. I think that there shouldn't be so many categories to go into. There should just be a direct statement saying what you are supposed to do for each course.
Yes and no. It seemed as if the assignments could have been clearer and written with less words, (took up a lot of time).
Yes because it was given in an outline form.
Yes because we could look back and recheck our assignments
Yes I always knew where to go and what came next every thing followed a good clearly outlined structure.
Yes the assignments were clearly structured. You understood what you were being asked to do.
Yes they were. It was clearly stated and easy to understand.
Yes they were. The instructions were clear and easy to follow.
Yes, but there were too many of them.
Yes, Content was organized and systematic throughout all of the modules.
Yes, I feel that the assignments were clearly structured. I believe that they related to the content of the modules and assessed my knowledge on experience as well as practical application.
Yes, I felt everything was structured in a fashion that was easy to follow and understand.
Yes, I felt they were well written, following their stated goals and objectives.
Yes, I found the assignments clear and easy to follow.
Yes, I understood what I had to do and the sequence I had to do them in. I was confused however about weather or not I was supposed to do the final project for each module.
Yes, the assignments were clearly structured because they went along with the sites that could help me go back and do the assignment.
Yes, the assignments were pretty clear-cut.
Yes, the assignments were structured in a way that was easy to follow even for a novice computer operator.
Yes, the assignments were well stated; they were written with teacher jargon, but by this stage everyone should be familiar with those terms. It was written in a way that we could understand.
Yes, they told me exactly what they wanted and what I was expected to do.
Yes, they were outlined very well

Table 177: MLN100Xb Respondent Comments (continued)

Yes. I liked that everything had a title and a summary of what was going to be discussed. There were a few things that I clicked to and the page came up telling me that it had been moved or that it could not be displayed. That annoys me. Other than that, it was kind of nice to do an online course sort of thing.
Yes. That was the only thing I really knew that was expected of me.
Yes. The assignments followed the topics and I understood what was going on at all times.
Yes. The objectives were clear and it specified where to find resources.
<i>31. Did the instructions clearly state what was needed to be done in order to complete the module? Please explain why or why not. 42 responses</i>
Generally, yes, but too general. I found it more helpful to read the assessment question first to discover what I was to get out of the module.
I didn't feel that the instructions were very clear. I thought the information was good, but it was a little hard to get to. It should be combined on fewer pages so that it is easier to navigate and know that you have completed all that you need to.
I felt the instructions were a little vague and that I had to ask my instructor for a lot of help.
I really felt this was a lot of busy work that was not necessary to get the point across. It felt like the entire thing was a way for someone to make money from teachers who buys these programs.
I think the instructions were adequate. They were written in the language we are familiar with.
In general, yes
It was fairly understandable; I gave this area in my survey a rating of agree because I felt that disagree wouldn't have been fair. I wasn't sure at first whether to go on or not. It didn't really state where you needed to go after each section. I just proceeded in order. I feel that you need to give step by step instructions so that the participant in your program will know if they are going in the right direction or not. It never stated whether to click here or there; or even where to go after an activity. There was lots of assuming in the directions. I could see that you needed to be strong in using a computer, very proficient.
No because I do not even remember what the objectives were and I felt rushed the whole time I was working on the module.
No Response Yes, and no. For our class, I (we) were confused as to whether or not we were supposed to answer the question or comment on the module.
No, once again, some of the instructions were unclear or there was not enough information
Not really, the teacher of our course needed to explain what we were doing in the first place. And not too many of us understood what it was until we started working on it.
Same as above. Things were a little fuzzy and not quite clear.
Sometimes I was a little confused
Sort of. Not enough information was given about why we were completing this assignment.
The instructions did not stated very clearly what was needed to be done in order to complete the module. I don't mean all of them, but some of them are not very clear and I have confusion. For example, the final module asks me to write a lesson plan. What's your guideline of lesson plan? What's your requirement? Do I have to write everything on the discussion board or my idea and opinion only? In this way, it is not very clearly stated.
The instructions were clear, however I did not understand where I was supposed to go to post my comments. I had to ask my teacher to explain that one to me. It seems that this could be kind of confusing to people who take it without getting instructions before doing it.

Table 177: MLN100Xb Respondent Comments (continued)

The instructions were clear. The links were good but the videos didn't download well at least on any of the computers I tried
The instructions were clearer in some areas than in others. When you had to move from place to place to find instructions was when it became confusing
The instructions were very clear for just about anyone to understand. I liked that.
Yes
Yes
Yes all instructions were clear however at times there seemed to be more information than necessary.
Yes every thing was very clear
Yes there were very clear instructions that indicated everything I needed to do.
Yes they were clearly stated and understandable.
Yes!
Yes, because the instructions were clear in the beginning.
Yes, But I felt the work load required was a bit too strenuous for us during the Observation and Practicum portion of our education.
Yes, clearly stated
Yes, everything was written in a manner that was easy to understand.
Yes, I knew exactly what to do and when to do it
Yes, I understood the assignments. The expectations were clear and easy to understand.
Yes, it was clearly stated in the beginning.
Yes, it was given in order on the assignment page
Yes, it was written so one could comprehend.
Yes, the implementation of the rubric and mapping were quite helpful.
Yes, the instructions were clear from my understanding however as I read some of my peer's responses, I noticed that they never answered some of the directions accurately. I don't know if this might have been due to unclear instructions or else they felt what they had to say just justified their answers.
Yes, the instructions were clear.
Yes, the instructions were clear.
Yes, the questions were very clear and told me just what I needed to say.
Yes, very much so understandable and user-friendly.
Yes. I knew what was expected of me throughout the module.
<i>32. What is the most useful aspect of these modules for K-12 teachers? 26 responses</i>
Becoming aware of the vast resources available on the web.
Finding good Web sites to use for future use.
Good links to helpful sites.
I feel that the most useful aspect is definitely the site for lesson plans and other helpful information. These are great and so much good stuff is available!
I learned a great deal about making a lesson relevant to a student's life. Many of the concepts presented in the modules were complex but the modules provided me as an instructor with numerous ideas and fun as well as challenging ways to relate concepts to individual's lives and experiences.
I really appreciated the Web sites; they were the most useful.

I think the ideas are useful. These modules give us some ideas how to teach math in a fun way and apply in the real world.

Table 177: MLN100Xb Respondent Comments (continued)

It helps give valuable information, ideas, and ways to integrate all kinds of different ideas into their curriculum.
It is so great how there are a million links to get into to find tons of lesson plans or games for the children to play. It is amazing.
Just the Web sites.
Most useful- resources, articles and Web sites
Possibilities for future use
The different Web sites that are given in each module.
The fact that it finally ended was a plus for me. Too time consuming. Ideas are good, but teachers need to move quickly through things they need help on.
The lesson plans
The links and the lesson plans
The links to outside resources.
The resources
The resources that are given will help in preparing math lessons. Many great ideas and resources to pull from.
The resources. It is packed with plenty of resources, which are helpful when trying to use the Internet.
The variety of lesson plans
The web links
The web links were what I have found to be most useful at this point.
The Web sites and lesson plans
These modules help teachers to use technology more often and know where to go.
What was most useful to me were the lesson plans
<i>33. In what ways could you apply what you learned to your teaching? 19 responses</i>
By finding lesson plans and activities for my students online, and by striving to use the NCTM standards in my teaching.
Didn't learn too much new stuff.
Don't know.
From these modules, I will always look up the net for ideas. I pretty much believe that I could find almost any lesson plans I want on the net.
I can use the lesson plans in my teaching with just a little modification to fit state standards
I can use the sites I found doing this module as resources for my self and class.
I could apply some of the fun example, such as the captain worksheet.
I could apply what I learned by using the information provided on what is a need to effectively solve a problem. I could also use the lesson plans to enhance my teaching and the quality of my instruction.
I don't know.
I have already used a few of the Web sites as resources.
I learned a lot about calculator usage and I will be careful when I allow my students to use the calculator.
I probably wouldn't use any of it.
I will definitely take advantage of all of the resources that are out there and connect student's learning experiences to their lives. This will make learning much more meaningful and relevant for students.
I will use some of the Web sites as resources.

Table 177: MLN100Xb Respondent Comments (continued)

I would use the sites I found for lesson plan resources. I don't think I would assign my child to go to any of the activities.
Many ways, particularly in ways to teach using hands-on techniques
None really
Understanding the standards and getting ideas will help me to be a more effective teacher and use the materials in my classroom.
Using the lesson plans
<i>34. What did you like most about the instruction in this module? 39 responses</i>
Being able to see all of the different Web sites, videos and lesson plans.
Easy to follow
Finding new Web sites
How easy it was to understand
I could work at my own pace. I can do it at midnight or at my waking hours. It's nice, especially because I have a family.
I did not find the instruction helpful
I enjoyed the activities that went along with the programs. It painted a clearer picture of what the objectives were. I enjoyed the games.
I enjoyed the independent self-pace.
I enjoyed the outline and the discussion board in which people could go and post their feelings and suggestions. That is a great way to communicate with others about what is being taught in this module.
I had more choices to choose from in what I did my lesson over
I like the fact that it was self-paced and you can get your work done at home.
I like the wealth of site addresses that are applicable within our profession.
I liked being able to work at my own pace.
I liked that I was able to work at my own pace.
I liked the easy accessibility for educators.
I liked the fact that I could easily refer to some of it when necessary when I'm teaching or in other necessary circumstances
I liked the variety in each module. There was consistency and the hands on activities enhanced the lessons. The lessons were so involved and the objectives for the lessons were clear and aligned with the standards.
I loved that we were able to get our assignment and go home to do it. It was great to be able to access this Web site from our own home and at our own convenience.
It applied to what I am currently studying - Special Education.
It could be integrated into many different lessons.
It included the environment for the most part. It was somewhat real life
It tried to be as simple as possible and listed the steps.
It was clear
It was easy reading, and it had a lot of resources
It was easy to follow
Most of the stuff was common sense and I didn't feel like I learned all that much.
Simple and direct.
That it was short and easy to read.
The games

The instruction was very clear and simple enough for anyone to follow.

Table 177: MLN100Xb Respondent Comments (continued)

The lesson plans
The opportunity to see other ideas and ways to teach math
The variety of the content of these modules and some of them are from different countries.
The web links.
There was not too much information on the front instruction page. It was not overwhelming.
Using the Internet sources.
Very understandable and user-friendly.
We could work at our own pace
Working together on the computers.
<i>35. What did you like least about the instruction in this module?</i> 40
<i>responses</i>
A lot of the Web sites are not accessible and none of the videos worked for me, which is a shame.
All of the assignments.
Confusing on where to locate activities
Easy to use and follow
Felt like there was a lot of down time.
I could not find a use for some of the activities in the module.
I couldn't get some of the links and I couldn't get any of the video clips.
I didn't enjoy that I felt like I never had an overall goal.
I didn't like that sometimes you had to go back to the beginning when you really didn't need to, in order to get other places or find out instructions
I don't like watching video because I could not see any of them. They don't open for me. It is very frustrated.
I feel the evaluation is a bit long
I felt it was a huge advertisement for all these software companies.
I liked everything
I really don't have any complaints about the module.
I thought the instructions were not very clear. There was so much on the site; I didn't know where to start.
It was a bit boring at times
It was easy to understand.
It was not very interesting and was a little too slow
Just when certain pages wouldn't pull up.
Many of the video clips were inaccessible. Also, many of the article sites had been moved or were not responding. Those things need to be updated for effectiveness.
No videos working.
Not being able to get to all the links, computer delays, the amount of time it took to get through a lot of the stuff
Pretty basic information and self explanatory
Some of the activities on the modules could not be pulled up (video clips) and so I was not able to see how these related to the instruction. I feel that they would have enhanced instruction but it was frustrating to click on some things and not have them pop up.
Some of the articles

Table 177: MLN100Xb Respondent Comments (continued)

Some of the articles that we had to read were quite lengthy and difficult to read on the monitor. I had to print them out in order to fully comprehend the material.
Some sites were not working and some of the videos I wish I could have viewed.
Sometimes asking for too much work.
That I did all this work and I don't think I'm getting a grade for it.
That the discussion boards were just within the class and not others taking the module.
The directions were unclear
The fact that the videos were not working and other sites had changed.
The fact that there was so much extra stuff to do.
The lack of computers during the allotted time for the module.
The web pages that were down and the video clips that would not work. I found a lot of the information interesting but not very realistic in a under funded public school.
There was a little too much instruction and also not clear enough in the information that was there.
There was lots of material to read. I would find myself reading it over and over, just to let it sink in. I'm still not sure if I can remember all of it. I do remember the games thou
Time spent
Too long.
Too much reading and philosophy and not enough practical use
<i>36. What suggestions do you have for improving the content of this module? 31 responses</i>
Be more specific as to what my goal is for the entire module. I didn't exactly know what I was doing or why I was doing it.
Change the above complaints into strengths.
Check to see if all of the links to Web sites, as well as video clips are up and running. I ran into much difficulty, which continually frustrated me.
Clearer format would be helpful
Content was excellent.
Fix the glitches with the video clips and make sure the links are updated. In the first module I went to a page that no longer contained an article.
Fix the videos they would have added a lot to my experience.
Get it together and make sure that the Web sites are working and the videos are working before allowing people to view it.
Give more examples; make the correlation to lesson clearer. Give examples of how we could incorporate the content (principles) into our lessons.
I do not think that it is user friendly enough. The instructions of what we were supposed to do were never clear.
I found it a little tedious and time-consuming. Perhaps giving a little more background on what could be found within each site would make it easier to surf for exactly what we we're looking for.
I think one or two content should be enough for each lesson.
Improve watching video part.
Just make sure everything is up and running.
Less reading articles and more lesson plans and sample activities
Make directions more clear and organized.
Make it a little more clear as to the expectations

Table 177: MLN100Xb Respondent Comments (continued)

Make it more interactive, and make sure everything is working (i.e. videos, links)
Make sure that all of the Web sites and videos work. Also, give better instructions about where to post comments.
Making the Web sites more accessible and using less assignment work.
Male it more clear on what we are to be learning. Discussion boards on how we feel about issues are not a way that I learn. It is just busy work.
More lesson plan ideas for different age levels
More useful and creative tools in teaching. Something new and fresh. I thought the information was pretty basic and something I all ready knew about before hand.
No improvement needed
None
Possibly to have more new announcements that are posted daily.
Reduce the content, or combine it so that it has a more structured form. Have a checklist; so that you can tell if you completed everything you were supposed to.
Some of the sites need to be updated. They were either not working or had been moved, therefore they need to be updated. Also, a little more clear on what is to be expected.
Somehow to move a little quicker through the work. It shouldn't be a process; it should be a resource guide and helpmate.
The directions need to be somewhat clearer. The content was good, just hard to understand where we needed to be at times.
Would like for the discussion boards to include other institutions that are using the module. Being able to only correspond with fellow classmates was more difficult using the discussion board than it would have been to discuss the topics orally.
<i>37. Under what circumstances would you explore the T*K environment again? 37 responses</i>
Any time I needed ideas for a lesson plan or resources for a lesson being taught.
Definitely for my classroom. Maybe using it for ideas, etc
For class requirements
For resource. Go program for info and games....
I feel like all of the connections and content were great. There were a variety of activities used. The only thing I would check out is to make sure that every site that is presented is in working order. I found quite a few sites that could not be opened and all of the video clips could not be accessed.
I might use it to find certain web links to other cooperative learning experiences.
I was told to by a professor for a grade. I want a resource for a math lesson that is available through the TK environment.
I will use it to find the web pages that I enjoyed.
I will use it when I am looking to make some lesson plans.
I would explore this environment again if I were given an assignment to do so. I would also use it when I need lesson plans or when I have questions about math.
I would explore when I had my own classroom and needed some questions answered maybe through an article or if I needed some suggestions on lessons or activities
I would like to go back and record more addresses. However, other than that, it would take another class to make me do this again.
I would like to use some of the Web Quest activities in my classroom.
I would probably use it if I needed information on technology in the classroom or software.

Table 177: MLN100Xb Respondent Comments (continued)

If I could get credit for a class or if I needed resources to help me out.
If I have time or when I want to get ideas for my lesson plan
If I needed help with a lesson or for a class.
If I needed new ideas for my classroom.
If I needed to find a fun lesson plan to teach.
If I was looking for lesson plans. Excellent resources on this Web site
If I were to get some kind of class credit.
If my students needed other avenues to explore, good resources and ideas.
Look up lesson plans
Maybe create more fun pages. There were lots of them, but most of the pages have the same colors and the same layout. I would probably change that simply because we stare at them for so long.
None
Not sure.
Only if I was very desperate.
Requirements for college courses
To chat about professional issues
To find ideas for lessons
To look up lesson plans, Web Quests, etc.
When going to grad school.
When I am in need of resources and can't seem to find them.
When I am looking for ideas on the Internet or have a question
When I have my own class and am seeking ways to reach my students
When I need new lesson ideas.
When I needed some references for a math lesson
<i>38. Did the introduction and goals properly reflect the content that was actually present in the module? Please explain why or why not.</i> <i>38 responses</i>
Don't know, skipped it because of time.
Honestly, I am not very clear about your introduction and goals. However, it gives me a brief idea about the NCTM standards, which I will use for my teaching career.
I didn't really know what I was getting into until I was in the module. But it wasn't a big deal.
I enjoyed the articles that were required reading but wasn't sure what else we did besides do online discussions.
I thought that it did.
It seemed there were a lot of goals and not everything flowed together. It seemed like a lot of resources and information just put into a site.
No I do not think that the objectives or goals were clearly explained.
No. It was not clear to me what was expected
Somewhat...I still needed to check the assessment questions first to have an area to really focus on.
Sure.
The introduction and goals did reflect the content. The problem was that the content was not arranged in a very user-friendly fashion.
Yes
Yes and no

Table 177: MLN100Xb Respondent Comments (continued)

Yes because we were introduced to what we were going to do instead of just expecting to do it with no prior knowledge
Yes I think the goals and the content were matched appropriately. I could easily make the connections between the goals and what was expected of me.
Yes the introduction and goals explained clearly what was expected
Yes they went together hand in hand.
Yes!
Yes!!
Yes, after I figured out what was happening I caught on to the lessons, the objectives and goals of the program.
Yes, because I became more familiar with the many uses of technology in the classroom.
Yes, everything was explained in depth at the beginning.
Yes, from the beginning I knew what was expected of me in order to complete the module successfully.
Yes, I think an in depth outline would be good for those who are more familiar with the topic
Yes, it did properly reflect the content that was actually present in the module but maybe a little unrealistic.
Yes, it was a good introduction as to what we were expecting to read
Yes, it was all clear and full filled (goals)
Yes, mostly I think the goals were well presented and maybe even overly addressed by the content.
Yes, the content came from what the introduction and goals asked for
Yes, the content was valuable when I realized how to get to the resources
Yes, the introduction and goals explained the purpose of the module and told about what we could expect.
Yes, they were both a reflection of the content. When I did the content and then look back at the goals, I felt I accomplished most of it.
Yes, this I strongly agree with. The objectives were clearly stated and all of the content in the modules reflected the expectations set forth by the standards. It is great to see that there are exceptional learning experiences out there for children that encompass a variety of teaching styles and methods and at the same time still remain aligned to the standards that are set.
Yes.
Yes. After reading the introduction, I knew what I was getting myself into. My expectations were fulfilled.
Yes. It was pretty clear what the objective was, and what we needed to do to get the job done.
Yes. The objectives matched what was presented.
Yes. They told us exactly what to expect.
<i>39. Did you find the schedule to be accurate? Was there an appropriate amount of time allocated for the various tasks? Please explain why or why not. 43 responses</i>
I made it through in half the time allocated. Either I am a fast reader, or you vastly underestimated how long it would take us to do it.
Definitely. Especially since we were able to do it at home too.
I did not have any problems with the schedule
I do not remember the introduction or goals so I cannot answer whether or not the content was presented well.

Table 177: MLN100Xb Respondent Comments (continued)

I tended to finish in less time.
I think the time was more than enough.
I used less time than listed, perhaps because I feel very comfortable with computers.
No
NO! Too much time taken out for a teacher who doesn't have it to begin with.
No, I found it took me a lot less time
No, I spend more time than what the schedule said. Lots of time was wasted on waiting for the videos, which did not work, and some other sites, which did, not showed up.
No.
No. I think that the time was estimated to be too long.
No. It took way more time than I expected it to.
Our instructor considering we weren't given any change in our regular course work rushed us in this.
Plenty of time.
Schedule was just fine.
Some tasks did not take as long...but overall, the schedule was accurate
The first module took me FOREVER! I tried to find links to the stuff I couldn't pull up... I learned my lesson
The first module took me so long to read and comprehend. I don't remember coming across a suggested amount of time allocated for each section.
The rate at which we completed the tasks was an adequate amount of time
The schedule was good, but some of the modules took less time than others. So yes, there was an appropriate amount of time set aside for the tasks that needed to be done.
The time amounts were plentiful.
The time and schedule that my professor allowed me was time enough to finish and complete each task.
Too much time, I did not spend that much time on it.
We never really followed the time that was allocated, but just worked at our own pace, which was nice. I think that the module was longer than it needed to be.
Why not?
Yep. That was a long one all right. It took just about the suggested hours.
Yes and the whole I think so
Yes because we could choose different assignments and work on our own time/pace
Yes there was enough time allocated for these assignments. More than enough. It didn't take that long to do the assignments.
Yes there was enough time and the schedule was putting a lot more time then it really took.
Yes, but few of us actually have that much time to dedicate to it at this point in our educational experience.
Yes, I actually appreciated the fact that I could move a pace faster than the one given and there would be no penalization.
Yes, I felt that it was plenty of time, but I just wasn't real clear on exactly what all I was supposed to do.
Yes, I was able to go at my own pace
Yes, it was fine.
Yes, plenty of time

Table 177: MLN100Xb Respondent Comments (continued)

Yes, the time allotted for each assignment was perfect. There was not too much and not too little.
Yes, there was ample time allocated for the various tasks. Once I got going on the modules however, there seemed to be so many alternative sites to click on that it made the module seem overwhelming at times. I enjoyed looking at all of the games and ideas though and I feel like students would really enjoy this type of learning as an alternative to the daily "worksheets."
Yes, there was plenty of time to complete the assignments.
Yes. I had an idea of what was to be expected once I started the modules
Yes. Yes, there was plenty of time to complete the tasks.
<i>40. What types of additional assessment would you want? 34 responses</i>
Alterations and such for special ed.
Authentic or anything that proved you knew how to use and apply what you had learned from the module
Can't think of anything
Do not know
I am really not sure on this question what I would want.
I do not think that any other assessments would be needed.
I felt the assessments were sufficient, but a little redundant. Some of them could be modified to explore new areas of thought.
I liked the project at the end. I think I would have liked conversing with other classrooms that are participating in the module to see what their opinions are.
I think the assessment there was quite authentic.
I think you covered it
I thought reflections were just time.
I thought that everything was great.
I thought that the assessment was appropriate.
I thought the assessments were appropriate.
I would like to have more information on how to assess students and how to use what was supposed to be done in this module in the classroom.
May be multiple choices to check exactly which sections I did not know.
Maybe a little quiz at the end of each, to make sure that I grasped the main concepts or ideas that I was supposed to. Something just for my benefit though, not for a grade.
Maybe more interaction with others outside of our classroom
Maybe more interactive sites with the other people going through the modules. Kind of like the discussion board but more to it.
Maybe some type of multiple intelligence and cooperative learning type assessments.
No
None
None what you had was effective.
None, except more personal contact.

Table 177: MLN100Xb Respondent Comments (continued)

None, thank you
None...the ones provided were good
Other assessments that could be done is to maybe have teachers compile a portfolio of lesson ideas on specific topics that could be used to teach a specific unit. Developing and maintaining an effective teaching resource list and/or ideas will help me as a future teacher make learning much more effective for my students.
Perhaps a little more feedback from our professor.
The assessment was adequate for the module.
<i>41. Was this module helpful to your teaching? Why or why not? 42 responses</i>
Any time you see what other people are doing it is helpful.
As I said in previous few questions, it will be helpful when I need ideas or when I have time. You know, teaching is time-consuming. There is too much paperwork to be done.
Having access to the Web sites and hearing other opinions was helpful.
I am not teaching as of yet. I did receive good resources
I did enjoy learning about cooperative learning through use of the computer.
I feel the module may provide me with some good ideas for teaching and help me in the future as far as using technology in the class.
I think that it helped me understand what was out there and helped me form my opinions about certain ideas.
I think that it would be when I start teaching in the elementary schools.
I was made aware of some new sites that I hadn't explored before which is always good.
It remains to be seen
It was helpful because I learned some new Web sites that I could go to get ideas on lessons and activities
No. It was very confusing
Not really other than new Web sites to use for lesson ideas.
Not so many questions.
Not teaching yet. But, as it is perfected and if I had students that were interested in doing on-line work, I think they may be interested.
Once I begin to teach, I think it will be a great tool to use.
Only for basic learning
The assessment is good as it is.
The information was helpful, but I felt like I spent a lot of time navigating that I could have used in a more productive way.
This was very helpful, like I have said before it gave lots of ideas for lesson plans and games.
To find lesson plans and get you thinking a little
Yes
Yes because of the different resources that were available
Yes! It made me more aware of the need to make sure I implement the NCTM standards in teaching, and the module gave excellent ways in which to do this.
Yes, but I feel like there were other ways to find the same sites.
Yes, I feel that I have gained additional knowledge necessary to maintain a classroom that is abreast of technological advances.
Yes, I found some really great ideas for teaching.
Yes, I found some Web sites that I would use later on in my teaching.

Table 177: MLN100Xb Respondent Comments (continued)

Yes, in the sense I received many resources, which I will use in the future.
Yes, it helped me to learn to be more sensitive to the needs of my students. I plan to make math instruction more meaningful and applicable to each individual in my class.
Yes, it helps me to be more familiar with the resources available in the Internet.
Yes, it opened more doors for me. I know that there is so much more for me to look at and learn from. Thank you for this program.
Yes, it will be in the future, because there were some great lesson ideas
Yes, like I said earlier, I liked the ideas and insight that was given. I know I will go back to some of these Web sites for further use as resources.
Yes, some of these ideas can be used in my future teaching
Yes, the lesson plan links are very helpful
Yes, this module really helped me to identify with some great teaching techniques. For example, the lesson money counts addresses many different learning styles and gives numerous examples of activities that will make learning about money interesting and applicable for students. It's a perfect fit is another great example.
Yes. I am more aware of the resources available to me.
Yes. I have new ideas to incorporate in my classroom.
Yes. It helped me to gain insight from my classmates.
Yes. Knowledge is power. Knowing about additional resources that are at your disposal can make you a powerfully effective teacher.
Yes. Web links were helpful for idea finding.
<i>42. Any other reactions or comments? 21 responses</i>
At times the module seemed to drag on. I was irritated that much of the information was repeated over and over again, and that most links and videos did not work.
Good job
Good resource for the future
I am really excited about getting out there and incorporating some of these teaching ideas into my lessons. My goal is to make learning meaningful for my students and give them an opportunity to apply and develop personal skills.
I did not really like the way the module was structured overall.
I didn't feel like I got all that much out of it. I got a lot from the Web sites, but not really much from anything else.
I enjoyed this module and found it very informative.
I had a hard time getting logged on but I think it was the computer I was using. Because of this I wasn't too happy about the whole assignment but my attitude did change.
I like the idea of doing a module like this. This has some very good qualities, but I think that the arrangement made a little frustrating to follow.
I liked it all.
I thought it was great.
I thought it was great.
I was just wondering if teachers know about this site. Also, how do people get their own password and name to log in?
I wished that we could've had more time for this assignment. I would've liked to have seen the videos.
Keep up the good work and I know that is stillroom for improvement.
No I thought it was great!

Table 177: MLN100Xb Respondent Comments (continued)

Thank You very much for me to explore your modules. I am sure it will helpful for a lot of people. You know, I come from foreign country. It will be great if I can open it when I go back home. And it will be wonderful if I still can login after a long period of time. Thank you!
The Internet is known for being easily accessible. Yet the frustrating part of this assignment was how many things were not easily accessible. It made the assignment tedious and tiresome. I almost wanted to skip a lot of the material, which turned out to be the most helpful just because of the time-consuming nature of the assignment.
The videos need to be checked. I wasn't able to open 1 of them. Also keep the Web sites current. Some of them weren't there when I tried to open them.
This module gives great examples of how math should be taught in today's classrooms

TK 1000a Teaching Online: An Introduction for Instructors

Respondent Demographics and Course Attribute Ratings (# responses = 6)

Demographics

All of the respondents were females between the ages of 18 and 29 years (see Table 178).

Table 178: TK 1000a Respondent Demographics

Age	18 to 29	30 to 39	40 to 49	50 to 59	60+
<i>percent</i>	100	0	0	0	0

Gender	Female	Male
<i>percent</i>	100	0

All of the respondents described themselves as “advanced” computer users and all had previous online course experience in three or 4 courses (see Table 179).

Table 179: TK 1000a Respondent Online and Computer Experience

# Prior Online Courses Taken	0	1 –2	3-4	5+
<i>percent</i>	0	0	100	0

Comfort and Experience with Computers	Beginner	Intermediate	Advanced
<i>percent</i>	0	0	100

Attribute Ratings

Respondents' attribute ratings for this course were mixed, with some attributes obtaining uniformly positive ratings while others consistently receiving negative ratings.

The course attributes that received negative ratings were:

- Logical order of presentation for course activities (Q 11)
- The video clips' ease of use and value (Q13 and Q 19)
- Ease of locating course resources (Q 17)
- Being able to understand how to navigate through and interact with the course material (Q 20, Q 21)
- Ease of use of the module environment (Q 22)
- The length of the module (Q 27)
- The extent to which using the module environment would enable the respondent to complete tasks more quickly (Q 30)
- The extent to which using the module environment would make it easier to teach (Q 34) (see Table 180).

Table 180: TK 1000a Respondent Course Attribute Ratings

	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q10. Purpose of the module was clear	0	100	0	0	0
Q11. Each activity was presented in an order that made sense	0	0	100	0	0
Q12. The instructional material was easy to understand	0	100	0	0	0
Q13. The video clips used in the module provided valuable insight into the content presented	0	0	100	0	0
Q14. I thought the amount of text on each page of the modules was about right	0	100	0	0	0
Q15. The instructional objectives of the module were clearly outlined at the beginning	0	100	0	0	0
Q16. The content was clear and relevant to the objectives	0	100	0	0	0
Q17. Resources were easy to locate	0	0	0	100	0
Q18. Activities were clearly explained.	0	100	0	0	0
Q19. Video clips were easy to use	0	0	100	0	0
Q20. I understood how to navigate through the instructional material	0	0	100	0	0

Q21. I found it easy to interact with the module	0	0	100	0	0
Q22. It was easy for me to become skillful at using this environment	0	0	100	0	0
Q23. Overall, I found the environment easy to use	0	0	100	0	0
Q24. The timeline was easy to follow and understand	0	100	0	0	0
	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% NA
Q25. The list of assignments was clear to me.	0	100	0	0	0
Q26. The assignments related back to the stated objectives	0	100	0	0	0
Q27. The length of the module was about right	0	0	100	0	0
Q28. The content of the module was appropriate for professional development	0	100	0	0	0
Q29. The content was appropriate to what I would find in a module for graduate credit.	100	0	0	0	0
Q30. Using this environment in my teaching would enable me to accomplish tasks more quickly	0	0	100	0	0
Q31. Using this environment would improve my teaching performance	0	100	0	0	0
Q32. Using this environment in my teaching would increase my productivity	0	100	0	0	0
Q33. Using this environment would enhance the effectiveness of my teaching	0	100	0	0	0
Q34. Using this environment would make it easier to teach	0	0	100	0	0

Respondent Qualitative Findings (maximum # responses per item = 1)

The lone respondent who provided comments about the course was generally very positive about it while expressing some concern about the course organization and navigation (see Table 181).

Table 181: TK 1000a Respondent Comments

Q35
<i>Were the assignments useful and relevant? Why or why not?</i>
Yes, they reinforced the concepts related to teaching in an online environment.

Q36
<i>What did you like most about the instruction using this environment?</i>
It's convenient and accessible around the clock.
Q37
<i>What did you like least about the instruction using this environment?</i>
The organization was jagged and too many clicks involved in the navigation through assignments and course documents.
Q38
<i>What suggestions do you have for improving instruction with this environment?</i>
Get rid of the folders and multiple file levels to access course information and materials.
Q39
<i>Did the introduction and goals properly reflect the content that was actually presented in the module? Please explain why or why not.</i>
Yes, the activities tied directly to the intro and goals presented at the beginning of the module.
Q40
<i>Did you find the schedule to be accurate? Was there an appropriate amount of time allocated for the various tasks? Please explain why or why not.</i>
It took me less time to complete the majority of assignments.
Q41
<i>What types of additional assessment would you want?</i>
Nothing, the assessment was more than enough!
Q42
<i>Was this module helpful to your teaching? Why or why not?</i>
Yes, it gave me helpful tips and pointed out things related to teaching online that I had not taken into consideration before.
Q43
<i>Any other reactions or comments?</i>
Great online modules, just fix the organization and navigation of this one!

TK 1000b Learning Online: An Introduction

Respondent Demographics and Course Attribute Ratings

There was no data available regarding respondent demographics and course attribute ratings.

Respondent Qualitative Findings (maximum # responses per item = 1)

There was only one respondent comment available for this module. In response to the question: "Under what circumstances would you explore the T*K environment again?", one respondent replied: "Honestly, probably none. It doesn't really interest me and was rather boring to do."

Appendix A Focus Interview Transcriptions

Wilhelmina Savenye
Arizona State University, AZ
February 9, 2001

- Evaluator: You did the Beta Test on TechKnowledge?
Wilhelmina: Yes and two modules on both on Web Publishing. Not sure which was which.
- Evaluator: Do you remember the content of them?
Wilhelmina: Yes. One was Building a Web page and the other was for a school on Web Publishing, like what should you put on a Web page, the most basic in that series.
- Evaluator: What did you think of them?
Wilhelmina: Actually, I wish we could buy them. It would be just ideal for the many online students I have, the working teachers as small enrollment course. I would like to have access to them or purchase them. I do not teach the Teacher Ed Course someone else does.
I had my students go through them. They knew it was for PBS, these are grad students and some of them were instructional designers. They went through and sent quite a few specific things. There were certain pages that weren't clear to them, there were exercises they thought could be improved and so I went through it as if I was going to teach with them. I really would have wanted to purchase them, although my budget and enrollment are small. I would like to purchase the whole series.
- Evaluator: Did you forward the remarks to PBS.
Wilhelmina: I worked with Bianca Floyd and we forwarded them all to her. I sent individual students with their permission on to her, then I did an overall one and yes I forwarded them all, as they paid me for mine. I do not think I copied them to anyone else.
- Evaluator: Did they use it as content or did they review it?
Wilhelmina: They did both and they tended to say that. Some reviewed it as designers, since they already knew that and were web developers.
Some of them that didn't know how to do it, they used it as a learner. It went both ways. There were some who sent me reviews. Trying to remember how this went, there was something weird on this system. These masters students, most of them in I Ed Tech, so when the six or seven people, first few of them went into the survey first,

'cause they wanted to see what you wanted to know. Then they reviewed the software. The way it was programmed it at first; you could only go into the survey once. Then locked and then they couldn't go into the survey again. I'll send you their review.

We contacted the PBS programmer through Bianca and they fixed that, so the last few students sent their reviews directly and I don't have a copy. I'll send you whatever I have.

I may not have mine, because it was an online review and you submit it online, so I doubt if I cut and pasted.

Evaluator: Have you received anything from them about the new Tech*Knowledge?

Wilhelmina: No and I told them I'd be happy to do that, but I haven't received anything this year. I am teaching that same class now, which is teaching with technology. I have nine or eleven people, depending on how many would volunteer. I have some more students who would love to go through things.

I am also involved with someone else, a gentleman here that has a large teacher-training grant. I'd be interested in looking at it and recommending it to him, since he has the grant and money to work with it.

I think PBS tends to do real good quality stuff. I was really impressed with those, they were clearly Beta Versions, and so we made all kinds of suggestions. There were some links that didn't work; the exercises didn't always match the stated objectives and that kind of thing. I really think they were good and I would be interested in looking at Tech*Knowledge then also.

In the College of Ed over here, she may or not already have the set-up to get the credit for the teachers, although we could do that pretty easily.

There are a lot of things we could do together with Catherine. I'm really excited to find out about what she's doing. I'm sure she's partnering with our curriculum and instruction department, she probably has that all set up, now my teachers can find out about. It will work out great.

We'd really like to purchase. I'll have to work within the college. This will be a good connection with Catherine. What will probably happen is, we will then go to our dean, say there is this

cadre of people and here's what we need to do. My particular class is just too small to ask for a lot.

We have hundreds and hundreds of pre-service and mid-service teachers, so this will help me because I could figure out where this will fit. It's selfish on my part, because I do these online courses and I need good tutorials that are online, so a lot of this is perfect. I'll learn more from her what her project is as well.

Dr. J.L. Fortson
Pepperdine University
Graduate School of Ed and Psychology
Culver City, CA
January 29, 2001

Evaluator: You apparently had reviewed some of the materials?

J.L.: Yes we had. We had been part of a beta testing group for specific modules. Most of what we had was PBS.

Actually it was Tom Snyder Production's that were the ones we predominately used. To only find out that the period we were doing it, they were being bought out. Which I think really did have an effect on what we were doing.

Usually it's part of a Beta group, when you go in to test your modules, the content was there. We would go in and the information wasn't there, or hadn't been loaded up yet, or it was insufficient. It made it kind of hard because every time the directions weren't clear and it complicated everything. We were trying very hard to do a good job and I had pulled the children in and we spent a couple of straight days on it. It was really frustrating and some other things weren't there.

These were graduate students. They are pursuing their credentials and their masters in teacher education. They all have undergraduate degrees.

We are very much into technology. We have come along way. We were so looking forward to it. We were looking at what goes beyond and what works. We maybe over anticipated.

Evaluator: Because it was PBS.

J.L.: Right.

Evaluator: Were you ever able to get in?

J.L.: Yes we were able to get in. One of the things they had said to the students is that they would be able to come up with something and I thought it was going to be. I thought it would be some sort of CD of some kind. What happened when we went to test some of the peripheral stuff it was only demonstration and the children never got anything for it. Except lots of advertisement. They kept sending them

advertisement. What we did get into was that there were some programs that were very good if they had been developed further.

I sent them copies of all of the students' evaluations. We made up a form because we didn't have one. Evaluating Software for Classroom Use was one, they printed up the forms for that one. We had made up forms for Data Final Evaluation, we had them put their name, module title, and then we came up with three different questions for three sections.

"Based on this experience with this module do you think as an educational professional, do you believe it would be valuable in a classroom setting", and explain. We really had them go into some detail with some of these. I sent copies of that to PBS.

Then the other professor and I who were also doing evaluations also sent in evaluative summaries of it, of all the modules that we had participated in.

We've gotten the brochures on "buy one for only \$49.95". Believe it not that is what we really felt, that's why I got so upset because the children were getting these things. I felt that wasn't very nice of them.

All of the students had to check in and log in to get to the things to get in. They used those logins for advertisements. I didn't say anything. Then I did the beta testing and I thought maybe it was a new version.

I think we were just non-communicative. We had trouble getting on from the beginning. I think we were the first ones or something like that. It is always true when you first start out you always have glitches. We were hopeful that down the way they were able to come across. The person who was coordinating for me, we would call and then we wouldn't get a response back. It would be a couple of days later. We needed to know now.

We were ready to do the final evaluations and so we just made up this form because at that point nothing was clicking and so it was like the children have to go they are finishing up the course. I will mail you all that stuff.

Evaluator: They did this from within your other regular campus course or your email?

J.L.: Right, they did this from within their student teaching. I have a seminar that runs with that. That's why I had students available all

during the summer. It was wonderful, I made a trade off with the children, instead of doing that other unit we were going to do we did Beta Testing and they had never been involved with anything like that before. What we did was have them come in for a couple of straight days and work at home and turn back in assignments and do all of that and it was really cute because I really got into it.

Evaluator: Did they have a number of different courses that they looked at?

J.L.: Yes I think that they had two or three. We divided them up into groups and then as an individual and a group they had an assignment to do with it.

Evaluator: Tell me how you became involved with it?

J.L.: The person I had working with me this summer, an alum, I was her mentor and on her dissertation committee a doctoral student, is in a position where she had a lot of this stuff come across her desk. She works for me in the summer and kind of coordinates things. Her name is Dr. Lori Pryor. She is at Hope International. She'll be leaving there and going to City University.

Evaluator: Do you feel that the students got any content value from the modules?

J.L.: I think because of their level they were able to figure out a lot of things from it probably from the exposure they could do it. They could see if they developed this they could come up with this and this. One was a One-Computer Classroom, they got into it. They only were frustrated because they wanted more and more to have for later on. One said, "I enjoyed reading and responding to the responses on the discussion board. I think the idea of integrating technology in the classroom is excellent as well as an idea of using technology to facilitate group discussions, however due to the lack of instructions and clearly stated objectives the valuable aspect seemed to get lost amongst the down sides of the modules". This is the type of student you had. I think that was just right on with what was happening.

They left out things like steps and so that's what the kids would discover. I call them kids, the young people, they're like in their twenties. I had a couple who were really computer literate.

Evaluator: Did they seem to maneuver it better?

J.L.: No but they tried to help everyone else.

Dr. Brian Reilly
UC Riverside, School of Education
Riverside, CA
January 19, 2001

Evaluator: I wanted to know how you participated in that project. You were on the list of beta tester and that's how I came to call you.

Dr. Brian Reilly It looked good and I teach the technology course for Teacher Credential Students at UC Riverside. Last year I was looking for something that would provide some flexibility in terms of people who did not want to take the courses on campus.

We looked at CTAP. It was a good program, but didn't workout, they weren't really equipped to work with universities. That was the California Technology Assistance Program. I think they are doing more of that now, if you did it through a school district it was \$30 and through the university it was ten times as much. So, that didn't work out.

They had one or two big courses that were like a semester amount of work. We have the quarter system, so it didn't look good.

The PBS project looked good. The first information that I received and looked at the one they let me into, which was the one about the one computer classroom. It was a good topic, but the course looked like it had been developed by Tom Snyder and it was geared toward their stuff and I didn't really like that aspect of it too much. The main thing was I had a number of problems with it crashing, so that was the end of it for me and I didn't go back to it.

I looked at the other three; Webquest Course and I think that would be something we can use. Looks good, nicely organized and I'm already familiar with the Webquest materials, it's something that I would consider using, not something we've been using. I like the content of the course, the presentation of the materials was good and nicely organized and the video was a little out of sync, although that did not bother me too much. The audio portion was good.

I also liked Real Player, it had been modified so that it did not have all the other kinds of ads and the busy interface as the standard one. I like the feature that it had with the links in there that you could get a little more information and it also had the random access. That

looked good, it didn't play smoothly, yet that I have DSL. The audio was very smooth; the video was choppy.

Evaluator: Did you send your evaluation in?

Dr. Brian Reilly I did one online. I didn't really put too much in there. When I did the first course is when I was doing the evaluation and that's when it crashed. It happened a couple time and I became busy with other things and didn't go back to it.

Evaluator: Did you send a note to anyone at PBS saying that it had crashed?

Dr. Brian Reilly I think I did the first time. I remember I looked at it pretty soon after I got the information and that was the end of it.

Evaluator: How did you become a beta tester?

Dr. Brian Reilly I think we (me and someone else at work) received a flyer through the mail. It came at time when I was still interested in finding online resources that would work for my course. I think I did it in the Spring and they didn't get back to me then. Then I received the other flyer in August or September, where they had moved farther along with more courses. Then I emailed and they sent back with the code to go look at it. When I looked at it then, the only thing that I could look at was the one computer classroom.

Evaluator: What do you teach?

Dr. Brian Reilly The main thing that I teach is a big course of 140 students for technology integration for credential students and I teach other courses related to educational technology.

Evaluator: The main course is at the graduate level?

Dr. Brian Reilly It is in the credential program. It was an existing course and it's geared towards the states standards for teachers. We don't get too many of the emergency credential teachers, because of the time commitment that's involved in our program, so they go to other places around here that are more flexible.

Evaluator: To recap. You looked at the material, some of it worked really well, some of it was crashing and you did send in evaluations to them. Was there any other follow up with them?

Dr. Brian Reilly No, I didn't receive anything back from them.

Evaluator: You say you looked at some of the material that's up there now. Did you see a difference?

Dr. Brian Reilly Yes. Two of them seem much better. One of the three I think needed a little more work.

The San Diego State Web Class I thought was really good.

The one on Real Time Data is nicely put together and actually looks like it would be pretty useful for some of the teachers I work with.

The other one about Introduction to Online Teaching, it had reasonable content, was mostly all text and it looked like it needed a little design makeover. There were headings, but there was no differentiation of the content using any kind of bold or lines to separate things. There was quite a bit of text. The other thing about that course is that one probably wouldn't fit in with my class anyway, but the pacing of it would probably not work for the students I have because it was a three-week course that had six (6) different units. I have taught a number of online courses and it seems to me that pacing wouldn't allow them enough time (at least the people I work with) to participate online.

Evaluator: Could it be spread out so that it was six or and eight week course?

Dr. Brian Reilly Either that or have the unit to be one week long at least. Just because the teachers we have are very busy during the week and they probably would not get on there much and maybe they would get on there enough to do the assignments, but I don't think they would come back and participate in any kind of online discussion very frequently. I know they don't in my course.

The online elements of the face to face courses that I teach in Riverside I do get people to participate, as long as it's part of the assignment. So if the requirement is that they need to read someone else's work and provide feedback on it, then they will do it. In one of my non-credential program classes with other graduate students, I've said we'll develop a discussion area. We then have an ongoing learning experience, there will be a few that would participate, but most won't do it.

I've also taught a lot of completely online classes through Cal State Hayward. I worked there for a year when we were developing a Masters in online teaching and learning. I taught several classes for them. The students are different there in an online class. They are a lot more motivated and they participate quite a bit. There has never been a problem for most people in those classes. They are already enrolled and motivated. I think this has been going on for about two

years, so those that are doing it are pretty eager. They are the 20 or 30% that are going to jump right in, as opposed to the kind of students I get in the credential program, where the majority are those that will do it if they have to, but otherwise they probably won't.

Evaluator:

How long have you been at UC Riverside?

Dr. Brian Reilly

I've been here a year and a half and at Hayward for one year, then came to Riverside. I'm full time.

I worked for Apple. The Apple Classrooms of tomorrow project. I worked there for almost ten years. We finally got going with online professional development kind of projects in 1996. Now Apple has a pretty big thing going online with their Unit of Practice. They have professional development online.

A course that I worked on with a couple of other people was the first course that they offered. We had all gotten laid off in 1997. It was good that they kept it going for a while and they had an online professional development program for teachers.

Evaluator:

Do you see a way to use the PBS materials?

Dr. Brian Reilly

I think part of it is how much does it cost to do it, use it and how much interest will I get from my students. I think the materials are good, they would certainly add a nice component to our course and because it's already been developed and it's all online and they could work with it. Especially the Web Quest which I like.

Some of the other ones that were listed and I didn't get to look at sounded like appropriate sorts of topics for us also. I don't know about the funding and how that works.

I think the way that I've modified this course that I teach is to eliminate the big meetings (140 students). So we have one meeting and then they have the option of either coming to lab times that we have scheduled and we go over things and help them learn what they need to learn to do the assignments. They can also do it on their own and we have some materials online to help them do it. They can work independently and work on the assignment and find their own resources if they prefer to do that.

I'm trying to make it more of a distributed kind of course, although it probably will never be all online. These types of courses need to address certain things, which are pretty similar for everyone.

One of the things that is nice when the content is high quality, then it's perfect. I don't particularly want to spend my time teaching how to surf the Web.

I'll have to look at it more. There may be some possibilities with making use of these materials in other ways at the University of California. Right now they do have a brand new big grant program to move existing programs with technology into other areas. For example to help train TEA's, I've given up on the faculty changing their ways or incorporating technology in this way.

The idea that we talked about was maybe work with the TEA's. I hadn't really thought about the PBS materials, although maybe that would be something that could be used with it. The thing I like about it is the quality of the content and from what I can tell their working with people who know what they're doing, so it should be a very useful kind of material.

We are moving ahead with the technology part of our credential program in some way. We are going to be switching over to a Master's in Education Program that will actually be starting this summer.

One of the centerpieces of that, is going to be through technology, will be developing electronic teaching portfolios. As the students go through the program, working with video classrooms, teaching of their own and other people and doing some analysis of that.

I think that is going to be a pretty interesting part of the program. They will actually be trying to make that the focus of the technology, so that whatever supporting instruction we need would be geared towards that rather than the way we do it now. Now, we just have them make a presentation, even if you don't have to make a presentation.

The quality of our students in terms of their technology experience has gotten better, even between last year and this year. We can do some of the more interesting kinds of things, like how do you create a Web Class, how do you edit a video.

Evaluator: The materials were created, they were sent out to the beta tester to use the material online. The evaluation surveys were online the data is being held in the Blackboard database.

Evaluator: Do you think that there is one university that has offered more of these materials than another?

Shirley: In terms of developing San Diego State has developed quite a few of them. There were a lot of things that were getting worked out here, while we were working with them. Where does the contract have to originate from and what does it need to say and all of those things. Fortunately we had a lot of background in doing contracts with other producers. Still with a new project, there are always those realignments to take place and internal discussions.

Evaluator: Are they going to use it heavily in their school of education then?

Shirley: I don't know. The modules that they did have were part of courses that they already have online. We went to institutions that already were offering things online and ones that had PBS stations associated with them. We did the survey first of what institutions were offering online courses in education technology for teachers.

The next sort was which of these have university licenses in PBS stations. Those were the ones that we started off with. San Diego State was one of those we started off with.

It turned out that the station couldn't react fast enough and weren't particularly interested in doing any of the video productions for the modules.

It became clear that the station didn't really want to have the roll, even though we could pay them to create the videos, they couldn't do it in the kind of line that we needed to have it in.

They said we work all the time with the video production people in the school district; we'll work with them. We said fine, we gave the station the right of first refusal and they're refusing so they went ahead and worked with the school district video production group and got some good video from that.

You asked whether they're going to use these modules. These are all segments of classes that they already had online, that they pulled out from their existing courses, added video to them and put them into modules without formatting.

Whether they actually end up using the modules or whether they're going to go back to their full courses. They of course think the video is a nice addition and they couldn't have afforded to do it, so they may use the modules or the video from the modules for their classes. That would be an interesting question to pursue with them.

What we are hoping is that the modules will fit into a regular graduate class. A person that is putting together a three credit hour graduate course will still maintain control over that course, but will pick up a couple of modules and insert them into the course as additional resources or as actual segments of the course for a week using this module, so that the students have the experience of working online. Frankly we are trying to give the pre-service teachers the experience of being an online student and at the same time getting a faculty member, who may not have had that experience themselves, the experience of being an online instructor.

We do have a module to train faculty and how to be an online instructor. That was done by Jacque Du Bois, he wrote it and put the module together. I heard Stephan saying some things today that suggested that there were going to be some other modules also to help instructors so there is one thing that was developed, obviously giving people choices and different approaches is going to be a valid thing to do, not just stop at one.

: First Class has a course management system, but there is also Top Class in the two them. There is Web CT the big contender.

(Stephan Knobloch enters the interview)

Stephan: We began a partnership with Western Governors, adopting their competency sets to define what their modules would be like. What ended up happening was the University of Denver and IU ended up creating the competencies for Western Governors. In fact my next step with Indiana University is to have a meeting with the folks from University of Denver who crafted those competencies with our folks, so we can do the crosswalk between the standards and those competencies, so we can marry the database so we can do the correlation when we bring in those Indiana modules.

Stephan: The only one that came up short was in California.

Evaluator: They were working with the elementary school.

Stephan: It worked for them in the past and they thought it was going to fly again. I don't think they appreciated the national scope that we're talking.

Shirley: With IU we are working with the station.

Evaluator: Aren't you working with the station in Denver?

Stephan: Rocky Mountain is part of TeacherLine and we did a presentation on NSBA and there are lots of school districts interested in it, so I see them as prime for piloting this. They do not have an LEA. So, it would be interesting to have them pilot it with local school districts and the models they put together without being confined, if you will, by the LEA requirements within TeacherLine.

Evaluator: Katie Eck is on a part time basis. Dan Flanagan primarily spends his time at Grand Junction.

Stephan: Well, what might end up happening then, we go ahead and set up the model. We talked yesterday about the station roles and tiered approach that they then would license it out with the school districts would take responsibility for implementation. We want to make sure that the service is seen as one being offered by the local station and not by national PBS.

Evaluator: Why do you want to do that so much

Shirley: General policy.

Stephan: Yes and I think the stations want to do that to. There is a real internal call for the national presence to be dividing support services and products for locals to distribute and to put their names, so they can brand it saying, "This is brought to your local community by KMRA".

Shirley: It's what is being referred to as local national partnership. Kind of we are providing resources for the stations to use.

Stephan: I'll give you a list to all the producers, all the modules, how they broke out in the competencies for the certificate program and the beta list.

Evaluator: Another one that is Pat Miller at Reno, she's really been working to get the teachers involved. She's got outreach people she's been using and those teachers are very primed for it. They began to use Mathline as a brand new program.

Stephan: It would be very natural to use the online Mathline modules, that take them in through looking at Websites, accessing what they see within the Mathline videos, creating dialogues among themselves

in an online environment, accessing their work, creating lesson plans and sharing those. That's the professional development around. There are ten modules right now around Mathline that have been created. That's just a natural easy extension.

Exactly what our conversation was yesterday was, "How do we reach out to those member stations who are not in the grant specifically?"

Shirley: In this case it's almost a one on one. When we identify the station that has the staff, the interest and the relationship to go into place. We don't need to worry about 300 stations; we do one at a time.

Stephan: Angela said her big concern is providing services and resources to those man line stations are enough by TeacherLine for active.

Stephan: Well, where we made the decisions regarding which stations, it was Market Times, Geography, and Internal PBS as well.

I don't see Mathline coming in the conversation as to what stations were prominent.

Shirley: The list hasn't been done yet for the second half.

Evaluator: So she can just go ahead and use the Mathline modules without charge?

Stephan: Well, what the model is for the pilot program is that those who are grantees, we'll do it at no cost. Those were the sixteen stations. Those who are not the sixteen stations, they would license it for all the modules at \$10 per teacher.

Shirley: They get all the modules then for \$200. So it's only colleges that pay \$100 a module or \$1,600 for the whole.

Stephan: Like KAET, which is 5,000 teachers they're paying \$50,000 for licensing. These modules came from Mathline. So that's an interesting question

When I said that to Mark that it's \$10 per person he said when can I sign up? He knows that those are previous Mathline. All the member stations know, that what we have available now was created last year. So they may not flake at all, because that is such a nominal cost.

Shirley: Is it \$10 a teacher who will use it or \$10 for all the teachers in the district?

Stephan: They buy it in chunks month. It's usage. So, you have 100 teachers, you actually have 100 keys.

Shirley: We had so many conversations about pricing things in Arizona. Did we take all the teachers that there are in the area, all the potential people and base it on that kind of numbers?

Stephan: Then the other thing is within TeacherLine, the modules that we create there will be at no cost. That's just in the last half K-12 teachers until after the five years.

I emailed and this is the conversation that Ginny, Joe, Linda Roberts and I had about what the cost was going to be and I threw out that number and they were okay with it. There is a concern that during a grant year the money is paying for the product itself and that we should distribute it.

Shirley: There isn't enough in the budget to support customer service and all of that. The whole idea was to turn this into a self supporting activity and we don't do that by giving it away free right from the beginning and then all of a sudden start charging.

Stephan: We can, the amount of modules that are created with TeacherLine, some of those modules from the Virtual Academy are going to be free online. Well, when we pilot ship Mathline monies, there'll be 70 modules and additionally we'll add around 25 with new monies from TeacherLine. Those are the ones that we have to really decide. I think we can keep it at \$10 and go forward with that; they would be wise .

Shirley: I think it's going to be very confusing if some are free and some are not free and I don't think there's money in the budget to support things like customer service and all of that work. The major jobs are covered, but not all the support services. What we were thinking about in the beginning was that the license fees that would come in would be the one. I don't know what we'll be saying to the producers, let's talk about sharing royalties and if there is no income coming in.

Stephan: Well, with TeacherLine the agreement with the contract is that we own it.

Shirley: We don't share any expenses with them.

Stephan: We own it, they can distribute

Shirley: The change is going to be changing now to 13 now.

Stephan: Well, they're the new grant and it's original content.

Shirley: What did 13 do for Mathline on SAT or is 13 owning that?

Stephan: Mathline is owned and we own the virtual account on Mathline that they're producing.

Stephan: Eight and ninth of December next week. It's been a struggle for NCTM with the Academies and the outcomes for their teachers. The teachers expect one thing and they're getting something else. So when we come with the Virtual Math Academy we have content around ideals that is hard to put into video. Very well facilitated from what I saw in Connecticut, but crafting that is something that has value for teachers, it's going to be a challenge.

First we put the ball in their court. You want teachers to craft an action plan by implementing these standards, then at some point during the institute, you need to talk about that. Preferably up front. What are the key elements? So we're looking at turning protocols and all these kinds of things.

Stephan: So regarding the Virtual Academy – we have some things to work through. .

Evaluator: Will you augment it?

Stephan: Which means a lot of work.

Evaluator: They can do the work.. Are they benefiting in some ways on the work with you?

Stephan: They are under contract.

Evaluator: They could do simulations. They should be taking stuff to NASA.

Stephan: It's interesting in the Mathline modules that were crafted by School Change Network and Susan Hardgraves from Harvard did a lot of the work on it. They did just that. They went out and found the tools, they did the simulations, they do the spreadsheets, the graphing and the charting all online and marry that into the videos and the activities are being developed and these are the tools. That's what it should be. It's not that hard.

Now creating an original content and original tool, that's what the money is there for.

Then they're hired someone as an assistant, it wasn't technology.

We're going to create a math certificate program and integrating technology. What technicalities do math teachers use? Well a graphing calculator. Okay that's one, maybe two. A certificate

program, graduate level. Maybe we need to pull back and say okay, people who use mathematics in professional life, what tools do they use and work back from there, but they can't even think that way.

: The other thing I said are you math teachers using 3D modeling or visualization tools, CAD, well, no.

The question is would teachers come to take a module about those things as part of the certificate program or would they only choose to take the graphing calculator, maybe stretch to do some spread sheets and database.

So the idea with the Virtual Academy is then to take what we can get from the videos with those principles, go back to Mathline, go back to illuminations content, because we can, find exemplary lesson plans, activities, that demonstrate those principles and work backwards.

Then have teachers as a result from taking the modules, plan their own activities and those things as well as here's what an action plan is, this is how you can develop an action plan and begin to implementing or take them through a self assessment process of which principles would work best within their classroom, their school plan, their district piece some alignment between what we're asking them to do and what their expected to do with their school districts. Those kinds of tool sets would be of value.

Evaluator: Are you willing to take materials from other specials projects with them?

Stephan: Sure, any of that.

Evaluator: Material is coming out of NASA, AMES, and JPL. There might be some very interesting things to pull from it.

Stephan: I wonder if NASA's a potential producer or in partnership with college or university?

Evaluator: Dr. Tom Pinelli is on the east coast. He has general oversight of all the distance learning programs that are based in education for NASA and he might be the person to start with. He would know a lot about the programs.

**Catherine Swan
Santa Fe Community College
Gainesville, FL
March 9, 2001**

Evaluator: How did you get involved with Mathline in the first place?

Catherine: A letter came through the mail asking for volunteers. I teach an intro to educational technology course. I decided that during the summer it's a very condensed and intense time anyway, so what I decided was why not kill two birds with one stone and do labs as well as give the inside to evaluation and stuff. I chose to go for the beta, to be a beta tester. I contacted Bianca and got involved in talking to Steven a lot because there were certain problems and he was involved at that time ironing them out. I communicated a lot but didn't talk to the computer technician guru. He was very instrumental in keeping things going.

Evaluator: Which courses did you evaluate?

Catherine: We did the grade keeping book. It was basically grade keeping software. The other one we did was the ethics copyright one.

Evaluator: Did you use them in your classroom?

Catherine: The first one I used was the gradebook and we used it to look at it from a teacher's point of view and compare it to the experience they had having to set up a grade sheet on a database and spreadsheet. We also used it as a lesson in the sense of shareware and the kinds of things teachers can have access to. I integrate everything.

Evaluator: Were your students pre or in-service?

Catherine: Pre-service. Last fall, I informally beta tested some stuff that I didn't get into writing Steven because there was so much going on and we had moved past a lot of the stuff. Sometimes I have a retired teacher come in to update their CEU's and their certification. So they will take that class. It's really fun. Sometimes at night, we do have teachers but not a lot because it's not a required course for certification.

Evaluator: If someone came back for a masters degree, were they part of it?

Catherine: They would go to the University of Florida. I thought it was interesting because for one thing, Steve, Bianca, and Thatch, were

really helpful. I couldn't have done it without them. It took some doing to explain the kinds of problems we had because some of what confusion on how to log in and things like that. Once we got it going, it was pretty interesting to see the response from the students because they found it very cumbersome in the fact that they had to go step by step and read things. There's not much patience for reading on the computer. They want to print hard copies all the time. We've had to make a rule that they can't do that. A lot of changes have occurred in our student population over the last couple of years in regard to their technology knowledge.

Evaluator: It's increasing?

Catherine: Oh, yes. The students did find the modules to be difficult because they did have to follow the steps and read everything. We also had to get used to the Blackboard interface because our college uses Web CT. Once I got the hang of it, it was pretty easy for the students.

Evaluator: Were you all going online and using only Blackboard to teach this component?

Catherine: Yes. The group one was the copyright one and they had a good time. They brought about four to five people together and they each had to go off and read a case study and come back and answer questions. It was interesting because some of the groups didn't want to go off, they had to read everything. I was able, because they were in a class setting, to provide them options in how to complete that assignment. They actually chose what was the most comfortable for them. I really enjoyed how things were linked to different sites on the Internet to show them what kind of quality is out there and that sometimes, even programs that are being tested don't work. They found out a lot of things about their computers too. Some of the kids are filling out their evaluations through AOL at home and got kicked off because AOL has a time limit. They were angry about that so right away they looked into other service providers so that they could do the kind of work that were expected to do.

Evaluator: How did you provide feedback to PBS

Catherine: Written.

Evaluator: What did you think about the process of the beta evaluation?

Catherine: It was very easy to do. We had some glitches in the technology like some of the students would hit the wrong key and the

states, are going to have major problems with recruiting teachers because everybody is retiring at once and our population is increasing. I see a lot of possibilities with the modules. I thought they were pretty straight forward, they said what they needed to say, they were a really good experience to learn about what a module can do for teachers who are going to be designing their curriculum at some point. A lot of issues came out of it such as the ethics and copyright one we started talking about pirating software and stuff like that. It stimulated a lot of things.

Evaluator: What sort of media do you use in your regular classes?

Catherine: VCR, computers sometimes. We use them to have them upload their work. We also use it as a presentation tool. We work in small 20 station computer lab, our education courses do. The computers around the edge of the room, we have a conference style of sitting in the middle. In technology we're always using them, other than when we have individual presentations.

Evaluator: Is this the only classroom that has this major access to technology?

Catherine: In our social sciences and history department we would have a huge screen TV with a VCR. When we need it, we request destination systems which have the computer and projection camera and all that. That would be a normal classroom. We have a number of English labs that are all computers. We have health science labs. So, each of the different discipline departments have their own computer lab. Ours was constructed specifically for training teacher teachers and for the fact that we couldn't get into any of the other labs. It's a prerequisite class. Students have to have it to transfer to an upper division school. Our department right now is working on developing two multi-media classrooms to create an addition to the lecture style. We're putting that in right now.

Evaluator: If somebody puts in a request for Internet access and PowerPoint on a daily basis, do they get the equipment or does somebody from AV bring it over?

Catherine: Somebody from AV drops it off and picks it up.

Evaluator: Do they plug it in and set it up too?

Catherine: Yes. What I think happens is that those of us who would be doing stuff like that look for rooms that have that equipment built in. All of our education teachers teach in a lab too. But the other

disciplines do not have the same advantage. What's also interesting is that the other faculty would be willing to work with it.

There are a lot of questions raised in my classes about how much you need to know, why should you be taking the time to integrate it into your curriculum... next week when they get back from spring break they'll be working with multi-media, the cost of it, is it really effective, who uses it?

Evaluator: Are there any other things that you think I ought to know about Tech*Knowledge?

Catherine: Things like the quality of videos and things like that were constantly improving. The fact that they put in a module to orient you into using the Blackboard and to the site. That was an issue when we first got it because I had to go through it a number of times to figure out where their stuff was. In each of the distant learning interfaces is that they have the same kind of options. They just use different languages. That's one reason why we had to stop. I really thought it would be easier if there were an orientation module. Steve was talking about people coming on and talking in the different rooms when they were doing modules and I think that's a really good idea but I also think that there has to be someone that can physically help them when they have problems especially because of the lack of training. Navigation is a problem with those modules.

Professor Lynnwood Belvin
Director of Education
Berry College, GA
January 31, 2001

Evaluator: How did you become involved in this?

Lynnwood: I received mailing-soliciting participants, so I sent an application in and was notified. It was late May or early June 2000.

Evaluator: How have you found the program so far?

Lynnwood: I found the beta testing was quite useful and useable for Teacher Ed Students. There was no follow-up as I recall to go back to the site, that it was actually up, alive or anything like that. If there was, I don't remember receiving anything saying the periods over, the site's up, should you want to go take a look at it here is an access, I don't remember anything like that. My last memory of the Tech*Knowledge is related to the beta test period.

Evaluator: Do you know how many participated?

Lynnwood: I think I was the only one who participated in it actively. There were two other professors that were looking at it and I don't think either of them followed through with it. One of them gave me his to do and I looked at some of the modules that he had signed up to take a look at as well. There wasn't a reporting mechanism for that. The other two did not follow through with it.

Evaluator: What were the results?

Lynnwood: What I saw, what was up and actually operational at the time, looked very well. I looked at the one on Multi-Media Development and Instructor. Both of them were well done. The Multi-Media dealt with hyper-studio, which I teach a class in that and I was anxious to see how they did it. I would really like to see it operating with the real video aspects working, because at the time of the beta test Real Video was still under development.

I looked at the ones that were developed by San Diego State, the modules that they developed. What I looked at was pretty good. None of the bells and whistles were working at that time and I'd be anxious to see what they look like with them working.

It was Beta. Conceivably it looks like it would be very useful, because it had interviews with students, that you could bring up and

you could actually see it being done. I think it's a good use of the technology.

Evaluator: Have you used it with your students?

Lynnwood: I had one class of students in the summer take a look at it and collected their responses. It was a very limited period of time, because the Beta site and my class was over. The summer classes are 15 weeks of instruction to do in four weeks, so it was a tight schedule.

Evaluator: How would you say the class did with it?

Lynnwood: They reviewed it, took a look at the one on HyperStudio that was the graduate course this summer. They had favorable responses. I can't give you any numbers that they used it or gained from it, because I didn't collect anything along those lines.

Just a general response, "would you go back to this site if it were available and most of them said yes." They also wanted to see how parts of it would work. I would like to send students to it, to get their reactions and in some cases how it helps.

The graduate class is unique. I have some students who are on campus and the majority is off. The ones that are off do not have the same resources, as the ones that are on campus. They do have access to the Web. I think that would be a good supplementary resource for them to use. That was my recommendation on it as we looked at it.

Evaluator: Did you provide feedback to PBS?

Lynnwood: Yes, through email and there was a survey, a document that I emailed back

I think this is entirely Web based. Tech*Knowledge Web site, as far as local PBS affiliates having anything to do with it, not to my knowledge.

Evaluator: You did send the feed back to PBS and you haven't received anything about what they thought?

Lynnwood: I got the check. (laughter) So technically I got the feedback. I guess that was my validation that they received it. As far as any kind of follow-up, no I haven't received that. There were some initial communication problems in the beta period that eventually got worked out. First I was set up for beta site testing and everything was a go. Although I never heard anything else, I thought kind of odd.

A colleague got his packet of stuff. We signed up the same time, place and got the same letter. When I checked they had not even heard. I went back through the process again, some one took care of it and got it set up and finished.

Evaluator:

What do you think could have gone better with it?

Lynnwood:

I think continued communication, I'd like to have seen some feedback on what happened and what responses were. It's up and running, you beta tested it, take a look at it now that it's out there live.

I didn't get any thing along those lines, especially directed to me, such as Billy the Beta Tester per se. The only thing I received was the ad slicks that went out by PBS saying that this is now available. I'm assuming that went to the entire education market.

Evaluator:

What would you say are the best parts of it?

Lynnwood:

First of all for being asked to do this kind of work. It's always fun. The opportunity to involve students in the beta test, some of the beta test Work I've done in the past, they don't like you involving anyone other than yourself. You have to sign an affidavit that you won't share this information with anyone. This was pretty open, because they were looking for feedback, I was able to farm it out. This was pretty much designed for that. That was a good part of it. I think conceptually having that vehicle out there for teachers in service is a very good tool.

Things that still have no idea. Is this a free service? Is it a cost service? Is it something you sign up for, if so how much is it, that kind of thing?

Evaluator:

How much time do you think you spent on it?

Lynnwood:

I'd say with sitting in front of a machine, probably 15 to 20 hours per module at least.

As far as I'm concerned the art of beta testing is to see if you can break it. Then go through and look at all the aspects of it and try it from all the different ways and all the different points of views. I looked at it from Mac's, PC's and every different angle so that I could say, that yes this is going to work all the way through. Or this is wonderful except this isn't going to work here.

That's one of the things I make students do. They have to develop a way of product and they have to have it tested on different platforms.

Evaluator:

What do you think is enough time to spend on each one?

Lynnwood: As far as testing it goes. I think probably six to nine hours per module and have a pretty good idea whether it was going to work or not. It may be even a shorter time frame than that, if you're just looking to get a glimpse of...yeah I can use this. To gain some familiarity with they way whoever built it, staged it, it would take that kind of time. You could probably click through it in no time at all, but to really gain anything I'd say six hours per module to do a fair job.

In other words to come out of it going, I could use this in my class. I can put this here, this here and this here, it would take at least that.

Evaluator: Was there anything unusual that you saw in it?

Lynnwood: No. I thought it was a very good use of the technology. It was a nice design. Whoever designed the user interface did a very good job. It was very straight forward, very clean and it wasn't something that you had to, now what do I do now. It was just use it. I was very impressed, as a matter of fact, some of the aspects that I used were in addition to it's content, is the way it was designed. Like to say, this is an example of good design.

We took it apart and looked at it for what made it good. It was well designed and it flowed well. It was laid out well, it was logical and you didn't have to guess. There were no mysteries. Whoever did that aspect of it did a very good job.

The only thing I would love to have seen was to go back to the video, how it worked over the Web. That was a big concern, because I have tried it here where we have a network connection. I went home, even though it's a 56K modem it's never better than 28-connection speed and I looked at it there. I really wanted to see what the video looked like, as opposed to sitting on a network and sitting at home on a dial up. That would be one thing. Sometimes that can make something very unusable if it doesn't stream properly.

Evaluator: Was there any unexpected outcomes?

Lynnwood: No, I can't say unexpected. I can say there were some fresh ideas that came out of it. Ways I didn't think of doing that way. I guess some cognitive wrinkles that they put in there.

Evaluator: It sounds like you had used of most of the multi-media.

Lynnwood: The sound came in and that kind of stuff.

Evaluator: You felt that the content was adequate.

Lynnwood: Yes, I felt that the content would work. Especially on one module, I'd have to go back through my notes to give you absolutely accurate information now.

I think the High Presidio Module was well done and the other module on Constructive Classroom teaching was even better. I think the one on Constructivism was extremely well done. I would say I would use that as a resource. The one on High Presidio was one that if everything on it worked it would be a good resource.

The one on Constructivism if someone went through that, they would have a pretty good idea of the philosophy and a working knowledge of it. It was explained in good terms, well done.

Evaluator: Do you think that any other teacher or just you with your background...

Lynnwood: No, I mean for both teacher and students. I have from sophomores to graduate students.

Evaluator: Do you think there are any improvements that could be made?

Lynnwood: Yes, I would like to see it now and see where it is and see what the access is.

Evaluator: You didn't have any benchmarks for your students.

Lynnwood: I didn't have it for a long enough period of time. It didn't fit with the class. If I had it available right now, I could test it more thoroughly, because I have from now until May 5, with a group of students. I could then probably get a pretty good set of numbers for someone for how something works. There would be a paper in it and you could probably get a publication out of what you get and what the student's reaction to it would be. Whether someone would want it to be published, it's a different story. That would be enough time to do something, but the way it fell during summer classes was just not opportune to do anything like that other than pick apart. As far as to see if it reinforces or teaches the concept, I'd really like to see how that works.

I'd like to actually see all the modules and see how they could be incorporated in a cutting edge technology School of Ed. I'll have that facility in August. We are taking the old science building across campus, gutting it and turning it into a School of Ed in Human Sciences. Technologically it will be on the cutting edge as far as the lab goes.

We'll be set up lab lines for students to do media development in any machine, not just in a production lab. Any place in the lab to do collection and editing of media, video or whatever.

Evaluator: Is there anything else you'd like to add that I haven't asked you about?

Lynnwood: No, other than if you could find out any information on what happened, what kind of results there were and if they're going to do anything else along those lines, give me a call I'd be glad to do anything I can.

Evaluator: Is this something you would recommend?

Lynnwood: Yes and if the beta period would fall in a period of time where I felt I had colleagues that had the time to do it, I would encourage them to go through the different modules, There were all kinds of them that had been developed, not just computer related. I took the Constructivism, because I wanted to see how they do this and it would be interesting.

It would be nice to have that available for colleagues to take a look at and see if we could recommend it. If so, how would that work on the context of the Teacher Education Program? If I'm not mistaking, the angle on TechKnowledge is in service teachers. It would be very interesting to see how it could be used with pre-service. Also how PBS's organization would want what kind of commitment they would want to make along those lines of pre-service.

Technologically they smoked the in service people. It's not even funny. I could show you the quality of work done in projects in a 200 level class and in a graduate level class. Cognitively, the graduate students have a better idea of teaching, but technologically that's a non-issue with pre-service teachers right now.

If you're wanting to test anything and test its technological merits, pre-service is probably pretty good group to throw it in. They'll be able to tell you technologically what they think of it. They're pretty sandy customers. If wanted to check is it really, the cognitive in-service group. That's why Teacher Ed School with a pre-service and a graduate program would be a good vehicle to get information from. You've got them all.

If they are interested in running it through a group, let me know. I'll have the lab facilities next year to do near anything that anyone can throw out as far as multi-media.

comments even about their evaluations mechanism... the way they were asking the questions and a way I thought he might be able to streamline it a little bit. They tweaked a couple of changes. For each one of the three modules I probably put in two and a half to three hours pre module just following every link, just working through, looking to see if I understood it, then making comments to them about how well I thought some one with less skill could be able to sit down and utilize them. Mainly, the feedback was structure on that instrument itself... what I intend to do when I look at anything online is as I'm working through I'll keep a text file open and when I see a point that I want to comment on I'll type it in to the text file and then back to continue to work on it. I had some fairly rich notes, which I emailed to Steven. I did do that in addition to the online forms to be completed. It seems to me that I remember asking if there was something other than the online comments. I never really got a clear answer to it so I just went ahead and sent them anyway.

Evaluator:

Can you tell me which courses you reviewed?

Michael:

There was one about developing online projects. Another one was utilizing the Macintosh... Macintosh Basics.

Evaluator:

Are you Macintosh based?

Michael:

Yes. It's sort of my platform of choice. You have to use both of them nowadays. As we got to the end of it, I completed the online questionnaires... I believe I heard back from the technician. When you're working with something new did the things actually go in? I just wanted to make sure he got the comments. I did receive work back that yes they did get those online forms. But I don't think I ever heard back from anyone that they got my notes that I took. That's about it really. I continued to let them know that I'm interested in the project. I'm not actually teaching that course. At one point they asked, "Would you be teaching a course and could you use some of these with your students?" That summer I was not so I had to say no. I continued to be interested in that because in my department we offer a course that touches on basic skills... It's very close to what I do. Even though I'm not teaching it, I'm very familiar with it so I was sort of hoping to get an opportunity to do a couple more. I said, "Let me know if there is something else I could do." I never got back a response in any sort. Even when they said, "We might." Otherwise, they just sort of fell into a black hole. What I took by that was certainly no umbrage. It didn't

bother me I just realized they have a lot of things going on there and they really do want to engage a cross section of people with all the stuff. If they were to need me, I'm sure they saw that.

Evaluator:

What courses do you normally teach?

Michael:

Well, in point of fact, since I've been here at West Georgia, this is my third year, I've been teaching the research course in the department. Either the first or second piece, I have taught both pieces at the same time. I'm the department chair so my teaching load is only one course a term. I've been sort of envious of my faculty that are doing the skills courses and the project work. So, I've taken a little sabbatical from doing that sort of thing because the folks here said, "You've had a lot more research experience than we've had. We'd really like you to do that if you don't mind." I said, "Well, that's fine but I'm only going to do this for a while then you've got to make some room because I want to do some multimedia or something else." Again, the intro. course, because I like working with undergraduates as well graduates, I spent fourteen years at the University of Illinois just before coming down here. That's really been my career. This was coming back closer to home. Up there I taught a course in simulations and something that was sort of intro. It was aimed at graduate students where as down here the one I was talking to you about was really aimed at the undergraduate teaching population. I worked with the undergraduate teacher population there at Illinois with the curriculum and instruction department. On some of their new models for teaching education, they called it the year long project where they were trying to get folks out into the field setting for a full year and they were trying to integrate a lot of the methods and their technology skills, unfortunately being at the very end of their program. Then again, on the good side, being at least an infusion effort and while they're putting it into practice. I worked on that with them. I taught a course on electronic networking, which was the one that I dearly loved. This was back before the Internet really blossomed. We were still doing dial in and dial in to a lot of different things. That's probably the one that I loved the most. I'm hoping to get a version of that going down here. But to my shugrin, I've had a couple of administrators who have been somewhat obstructionist and a couple of people who say there are no electives in our program. At Illinois it was a different attitude. Here, I'm just trying to learn how things work

and eventually work myself into the position where I can make some of those changes. It'll take time but I'll get there.

Evaluator: Generally, how did you feel about these courses? Were they well conceived?

Michael: I remember saying more positive things about them than anything else. Especially the one that had to do with online project work. I continued to say these things, these activities that you have got as a part of this sound good but, reflecting on my own experience, it would be nice if you could have some sort of a course coordinator or an online resource person. While they are working on the modules independently, they may have questions and may want to run with something else. To have someone who is familiar with the nature of the project activities and what they are going through that could interact with them, to help fill in the gaps that maybe the module doesn't by way of information or help modify something on the fly to suit their needs. Mainly, the just in time responses to their unique questions because everybody always has them. I thought that would be a nice kind of thing. And if there were any way that such a person could interact on a fairly regular basis... Some of those folks might make online contacts finding people that are trying to do the same kinds of things that they are trying to do that would have a lasting impact beyond just what they are getting out of the course. Even if some of that was optional, I think you might find more response among the people who wanted to work through those things. Then you might first imagine that it would add a little bit of dimension. I remember commenting on that sort of thing. That was probably the biggest thing. I was hoping to hear back about that to see if they were thinking about it.

Evaluator: Actually, they did do that. How many students are in your school?

Michael: There are 800 students. We've got to be the largest program in the state system. We're much larger than the university. They may have us on grad students but with undergrads, we are the largest. We're like the seventh largest in the U.S. It seems odd but that's the kind of thing they keep citing in our annual report. This place runs on good teaching, at least in theory. It's presently undergoing the throws of... you know, we have a new administration that would like to put medals on their chests and say, "We're an almost research one..."

when we're clearly not. I'm all for the professional development side of it. I'd like to be able to support these folks in the way that research one folks are supported but without the resource base, it's schizophrenic. You've got to be good teachers and deal with these large numbers and teach four classes every semester and you've got to publish and be prolific. So we're undergoing lots of problems.

Donna Vakili
Boise State University
Boise, ID
March 14, 2001

Evaluator: Tell me what you do at Boise State University.

Donna: I am an Educational Technologist at Boise State. I teach Master courses in educational technology.

Evaluator: How did you receive the contact initially from PBS?

Donna: I think I got a letter in the mail that listed the modules and because I teach online I was really interested in some of the literature being delivered.

Evaluator: A month or so later they let you know it was ready?

Donna: Right.

Evaluator: How did you go about evaluating it?

Donna: I logged on to the Web site several times and I actually use it in my course. I use different components. I think they were looking at it as a one-credit module and it was a lot of work in that module. I took some components and used it in the course. The reading was really good and the activities they had on the process servers were good.

Evaluator: When you gave them feedback, how did you do that?

Donna: They had an online form to complete.

Evaluator: Did any of your student's review the materials?

Donna: Yes they did. They went through it and I asked them to complete the feedback form. Whether they did so or not I don't know. It was part of my course.

Evaluator: Was that Summer school or Fall?

Donna: It was Summer school. It was a ten-week online course that I had and then we did a two-week unit using the PBS stuff.

Evaluator: The didn't you use some of the components?

Donna: Some of the information I would have used earlier in my course if I received them. I do more portfolio-based assessment; I don't use the testing. Some of the discussions, I had some other questions that I originally used and it was more for the long term of where the course was going. I used those discussion questions verses those that were listed.

Evaluator: Would you use that module again?

Donna: Yes and no. I would definitely recommend people to use it. I can see some components that I would be interested in. Sometimes it is hard when you have existing courses that I developed. Using someone else's thinking it was confusing for my students to go into a different format.

If I had not something existing already? This would be ideal.

Evaluator: How much online facilitation was required?

Donna: I think in any course, online facilitation is about ten to twenty percent. It should be pretty much self-leading. There is some accountability on the part of the student.

Evaluator: Did they contact you after you sent in the materials?

Donna: There was an email about a live video link to announce things.

Evaluator: Do you go on that site often?

Donna: I go to PBS.

Evaluator: The course that you evaluated is now online and if you couldn't get to it, email me. See whether there are components of it for you. Does your school have a full-blown technology delivery? Tell me what you are doing?

Donna: I'm in a college of education and I train teachers on how to integrate technology in their classroom. We have a Master's Degree in educational technology. In the last year and a half we basically put our Master's Degree and put it online. I've actually been teaching online since 1995. It was more DOS and Text base but most of our courses are Web based.

Evaluator: How many hours does it take?

Donna: Thirty-three credit hours.

Evaluator: How many of those are in technology?

Donna: All but six of them. There are educational research classes, which are generic education and instructional theory. The rest are all educational technology cases. There are 12 that are very practical based which I teach. At the end of that they can get a certificate for integration specialists. That really focuses on really practical portfolio.

We have quite a range of people in our program. Some people are even corporate trainers to classroom teachers. I would say 80-90 percent are classroom teachers. There is a range of levels as well.

We had in our state, the Albertson's Foundation gave each school district in Idaho \$250,000 regardless of size. Our state legislature gives ten million to our schools and the whole idea of accountability of what's going on, we have a teacher competency test that is required for the state to be accredited. All of these things are pushing towards how do we evaluate technology.

Dr. Tom Atkinson
Central Missouri State University
Warrensburg, MO
November 21, 2000

Dr. Atkinson: No. We were only evaluating for the medias for the Adult Learning Program, essentially evaluating content materials. We had our classes actually, do the materials and all.

There might have been some expectation that we would use those materials as part of our curriculum.

Last Spring, Dr. Rhonda found the Web site.

Dr. Rhonda: I received a flyer in my mailbox and it said, "Would you like to review some stuff for PBS?" We are looking for reviewers. It was at the topic site, 50 really cool classes for that.

Dr. Atkinson: Some of them were the topics that we do teach. So I got on the Web site and contacted them. They said they were interested. We didn't hear from them for a long time. I contacted them again and suggested we could do this during the summer. They indicated that's when they wanted it done. I said our classes begin very soon and we need to know if this is going to be part of their activities.

Again, I didn't hear from them for a while. We got into this semester, they finally did contact me and they responded to the third try. They said they would like us to do it and we will send you the materials soon. Did not hear from them again for a long time. We were at the last two weeks of the class and I contacted them. I told them the class was just about over, if we don't do it now we'll have to do it in the Fall.

They sent me the Web address for the materials. We got on there and went through it with two different classes. They reviewed the materials online and completed the evaluation forms. Rhonda, Diane and I compiled the information and sent in our evaluation.

Evaluator: What did you think about the materials? Would you consider using the materials? Is there some group that would be appropriate for?

Dr. Atkinson: I have to tell you that we were not too favorable on the materials. We would not most likely use them. There was a lot of text information, a few activities from the San Diego group. I had

University of San Diego and a guy from someplace at the tip of Florida that is an independent consultant developer. His materials I almost threw out. It looked like he took a textbook manuscript and put it on there. The students really struggled going through that. If it's not something that was absolutely required, I just don't think they would do it.

We had several topics that were appropriate to the courses they were taking, but the materials were not polished and not completed in some aspects. We only saw parts. We did not see the entire thing. Some of the pieces would not come up, wouldn't play, were not available and that kind of thing. It really wasn't ready to evaluate. I think they pushed that a bit. There was way too much text.

The evaluation that we sent back was probably not too favorable.

I can't see PBS wanting to be connected with materials from this site. We have a greater expectation of PBS.

Dr. Rhonda:

Was San Diego the constructor of this one? It jumped around a lot and some of the things that stuck out. What are you going to do in this session? Well one of the things you're going to do is you're going to see a Power Point Presentation on constructivism...Oh, you're not going to see it, because you haven't made it yet.

I almost quoted it exactly. I was kind of insulted by that. Their idea was you're going to extort your own learning, so we don't have it and you're going to have to make it up essentially. That was the final plan. That was what it was supposed to be like. So that just kind of irked me.

Dr. Atkinson:

On a real positive note as developers, I've written a lot of software and Rhonda's written a number of book and Diane has participated in a lot of things like this, it really crystallized what we did not want to do with our materials. In that sense it was a good experience to point out directions we did not want to go.

Tom Bates, Assistant Dean
The University of Mississippi
March 9, 2001

Evaluator: Can you give me a general overall view of what you did?

Tom: I don't have many notes because most everything was done online. I teach a component of a class each summer. It's our introductory course for school administrators. I had used two parts of that program for this class. I've had a very limited amount of time with them because it's a six hour course. They only do a total of eight hours or so in technology. That is done to get them ready for a number of things that they are doing in that particular course. We do use the Blackboard course information for that course to begin with so it was a good way to give them some additional familiarity with that particular platform. We filed evaluations and comments after each section and I don't remember saving any copies of any of that. I have trouble remembering whether or not I had... I believe that all of the work that we did using that particular module was done on the discussion board in that Blackboard area rather than the Blackboard area that I used for the class. We also have Blackboard here at the University of Mississippi in a lot of classes. When I went back and looked at the information on campus here, I found a number of assignments that I had done outside the two modules that we did with the PBS information. I think what we did was... all of the discussions and everything were part of the PBS Blackboard site. When we were initially discussing that project. I know that I didn't put anything in that folder on the evaluations. We did most of that in class rather than an independent assignment. One of the problems I've had with this particular class, and I have been having more and more over the past few years, is the level of knowledge varies so wildly nowadays. I had one person in that class that had a full time job as a technology coordinator in a school district. And of course I had others in the class that were hunting for the on/ off switch.

Evaluator: Do you remember which two courses they were?

Tom: One was Communications/ Data Analysis and the other was Communicate and Collaborate Online. I think we got more out of that

one rather than the Data Analysis and High Order Thinking one. I don't remember much about the High Order Thinking part at all. The Data Analysis is one thing that we stress in that course. We use the computer as a tool to do a data analysis as part of a community survey. That's one of the things that school administrators really need to be in touch with, the community, the power base, the finances, and who gets things done. We collect a lot of data and we use the spreadsheet. I just don't remember that being a particularly useful component. The Communicate and Collaborate was of course, it basically utilized the Blackboard which was perfect for us because we had been using it ever since. We had been using it for about two years prior to that.

Evaluator: Are you using five now?

Tom: I'm not really sure to tell you the truth. We use not only in this but we've had some ongoing problems with the chat and the virtual classroom. My guess is that folks that have used that heavily have had problems with it. I think we have so many people. We've got one program that is ongoing that has 150 people that have a monthly chat assignment. The success rate on that is still not as reliable as it should be I think. If we used some other dedicated chat program, I think we would be better off. Then again, the learning curve of learning the Blackboard and another program for chat... I don't know.

Evaluator: How did you become involved with it?

Tom: I've got an email from Bianca. I do not remember whether I received a mailing or ran across something on the Internet. I just don't remember.

Evaluator: Have you had any other contact with PBS?

Tom: No, I haven't.

Evaluator: When you sent in everything you did online, you didn't receive anything after that?

Tom: No communications.

Evaluator: Tell me a little bit about the types of courses and offerings that your department does. Are you a school of education?

Tom: Yes, we are. We have about 100 to 150 graduates each year, primarily elementary education bachelors that we do all for advanced degrees in elementary education. We have a few special Ed students both graduate and undergraduate. We also have a guidance counseling program and an educational leadership program. We

probably are producing more school administrators somewhere in the neighborhood of 30 to 40 a year... completing the masters program and probably another 12 to 18 completing specialist and doctoral programs in school administration. That's probably the largest number of graduates in school leadership in the state at the current time. We do not offer a technology degree or program. We have a number of technology courses both in the graduate and undergraduate level.

Evaluator: Are those primarily optional courses?

Tom: No, the state of Mississippi mandated for elementary educational preparation about eight years ago now. That program included a technology course. So, the University of Mississippi combined the computer technology component with reading. Now we have a computer technology and reading instruction course that is required of all of our education majors, which is the largest group that we have in any particular program. There is no specific requirement in special ed or in any of the secondary educational programs which we have just reinstated after a hiatus of about six or seven years when we didn't offer them. The educational leadership program does have a technology component although it's not separate course. We also offer a number of other courses that are electives, more at the graduate level than the undergraduate.

Evaluator: Has anyone identified the need to do more technology based courses or courses in technology?

Tom: There is really an emphasis here at the university... in fact I chaired the university-wide academic computing task force about three years ago. The University of Mississippi was listed as one of the 100 most wired campuses and there are, literally, hundreds of courses that utilize Blackboard.

It has not been offered yet. It scheduled to be offered this summer and I think it filled up very quickly of an online technology course. There are not a lot of courses that have been place online here at the university. I'm not familiar with any except in the school pharmacy. I've seen a statistic somewhere that is just mind-boggling. Something like 50 to 70 percent of all of the pharmacists in the country are taking continuing educational courses at the University of Mississippi. I first got interested in the use of the chat medium as an instructional tool a few years ago when I met a guy who is in the school of pharmacy here and he conducts graduate courses online

and in chat groups of about five to six people. It's PBL, Problem Based Learning. It's extremely structured and terribly effective. I didn't realize it but a very close family friend had a daughter that I met and later realized through the names that she was involved with it. It's a marvelously effective tool. I had just tried to a little something like that in one of the courses of my earlier attempts of using chat in one of the leadership classes. We had a football game scheduled for Thursday afternoon. One of the television networks wanted to broadcast it at night so they moved it to night, canceled all the classes. We had a six hour class that met once a week and we tried it with a chat with very minimal success. The way it's done with the pharmacy is remarkably successful. They know the technology, they use it all the time, so it really becomes quite transparent.

Evaluator: Mississippi ETV is one of the PBS TeacherLine stations. Do you ever work with them?

Tom: Yes, I worked for the state before I came to the university and they did a module for public school teachers for us using ETV in the classroom.

Dr. David Pugalee
University of North Carolina
Charlotte, NC
January 30, 2001

Evaluator: Can you tell me how you began with Tech*Knowledge?
David: Yes. I got involved in the project through a mailing, a direct mailing from PBS.

Evaluator: That invited you to participate as a Beta Tester?
David: Correct.

Evaluator: What happened next?
David: Next I received the mailing materials and the assignment of the modules that I would be looking at. The next thing I did was contact them for passwords for students in my classes so they could look at various components of the modules.

Evaluator: Which modules did they assign to you?
David: The Computer in A One Computer Classroom and the middle school math module.

Evaluator: Do you normally work in math or the technology side?
David: Both.

Evaluator: What grade level are the students?
David: They were undergraduates at the junior/senior level. The students that looked at the one computer in the classroom, that is not the official title of the module were lateral entry teachers so they are post-back coming back for teacher certification.

Evaluator: Did they not have teacher certification or is this re-certification?
David: They did not have teacher certification.
They have teaching positions and our state has a situation where sometimes the school district will hire a person with a Bachelor Degree and give them five years to complete teacher certification requirements. We refer to those people as lateral entry. Some of the people who utilize the classroom computer as a learning station module were just lateral entry population. The majority was in our traditional undergraduate program so they would be at either the junior/senior level.

For the utilizing of the classroom computer station, we had probably 40 students. For Math in Everyday Life for Grades sixth through eighth, there were about 15 students.

Evaluator: Was this a mix of grad and grad and the laterals?

David: No the math and everyday life those were in the traditional programs so they were undergraduates, typically at the junior level.

Evaluator: Did students self select into this or was it because of your involvement? How did you ask them to become involved?

David: We used pieces of both modules as a part of the course work so the, Utilizing of the Classroom Computer as a Learning Station, was used as a part of looking at technology as part of the course in instructional design and the use of technology. I used pieces of that information to have students begin an exploration of how classrooms can be situated for maximizing computer use.

They read the material on learning stations in the classroom and looked at some of the resource links that were available there. Then the, Math in Everyday Life for Grades sixth through eighth, although those were middle grade students working on the math concentration, we looked at the resources. The reason we did that was to look at the PBS lessons that they incorporated into that piece.

Evaluator: Were these topics then something you would normally have included in these classes?

David: Yes.

Evaluator: So you use the PBS material and those replace those segments?

David: They were meeting objectives that were part of the class and it is just a modification of what would have typically been done.

Evaluator: What did you feel about the way that it covered the material? The responses, the results for your students from using those materials as compared to as say the way you used to do it?

David: In general the response was somewhat positive. The Utilizing in Classroom Computers in Learning Station I found beneficial in that it provided good reading situations for students to begin to consider some instructional issues. That worked well. The students actually on that particular module indicated that they got more benefit from the resource materials.

Evaluator: Were those resources provided by PBS or the other Web sites?

David: They were other Web sites that were included they had established links as part of their resources for the participants. The Math in Everyday Life was probably a little bit more positive. The PBS materials were excellent so it had the effect there that the students wanted to look at the other lesson plans that were available on PBS. The only problem there was that the leak wasn't easy to make. They had incorporated some lessons in that module but not all lessons were available at the PBS site were directly assessable through that particular module.

Evaluator: Did you set any benchmarks for your students in using these materials?

David: There were benchmarks in the sense that each one had an assignment tied to it. The Utilizing the Classroom Computer, what the students had to do is two things. One is write a short application project of how in their particular discipline. Now the course there, the instructional design course has Social Studies Majors, math majors, your sciences, language arts, so it is a broad mixture. They were to take the information from the Computer as a Learning Station and talk about how they would adapt it to their own discipline. Most of them picked that.

Second option was to pick a resource that they got from doing a search of the resources available and talk how they would adapt that as a learning application. Majority that selected that option looked at mentality and how that was tied to that site and how they would use that to construct some Web based information. The Math in Everyday Life, they only had one option and that was to look at the lesson plan and adapt it particularly to algebraic thinking.

They looked at the objectives in the middle school curriculum and they were to identify objectives that supported development of algebraic thinking by looking at the ACTM standards that were incorporated from one or more of the lessons pieces. The were either modifying or rewriting one or more of those lessons to emphasis a particular goal of developing algebraic habits of mind. That was the outcome from that particular module.

Evaluator: Did you grade these?

David: They were evaluated, yes. The products were very good. The lesson plans, the majority was in the "A" range. There were a couple that were in the "B" range, they just lacked specificity. It was

difficult exactly how they were going to carry off the objectives. Utilizing the Computer as a Classroom Learning Station, the majority of those were "A" projects. It was just a short write where they had to develop an application.

In general I was very pleased with it. The only reservation I had about Utilizing the Computer as a Classroom Learning Station was that a lot of those materials seemed to be at the elementary level. The students I was working with were middle and secondary. My concern was it was too focused at the elementary level and that may turn some of them off from really considering the information that was there. The Math for Everyday Life, since it was for grades sixth and eighth, that was the level, that didn't create any problems there so that was an excellent site.

Evaluator: Were you able to adapt the materials for the older grades?

David: We attempted to do that and I think that what happened there is that students that were really thinking that the information was too easy where the students opted to do the second assignment.

Evaluator: It really has to cover all grades?

David: Right.

Evaluator: Where there other materials that you felt needed to be added?

David: No, not really. The Blackboard resource section was very helpful. The information there was really good and what I have here that I just pulled off are two student evaluations. I would be happy to send you these student critiques. Unfortunately they are not electronic but if you have a fax.

Evaluator: Did PBS ask for this? How did you provide feedback for PBS?

David: All they asked was to go to their Web site and do the evaluation. They didn't really ask the students to do an evaluation so I really didn't. I had given some of them an option of writing a critique of the site. That was an option and several students did and I saved several of them.

Evaluator: Have you looked at the site lately and seen the new materials?

David: No I have not.

Evaluator: Have you had any contact at PBS telling you about them?

David:

I did receive an email indicating they had updated the site but other than that I have not.

**Dr. Rebecca Carwile, Professor
Liberty University,
Lynchburg, VA
March 16, 2001**

- Evaluator: Can you tell me how then you became involved with TechKnowledge?
- Rebecca: We received a mailing and it came to us at the same time our institution was making the decision to view the Blackboard format for the delivery of external courses. It just fell at a time where I was teaching materials and methods of mathematics with graduate students at a summer session. I persuaded the information on the letter and I ended up with multiple of our professors making application to become involved. I was the one that was selected with my class.
- Evaluator: Which course did you look at?
- Rebecca: We looked at several of the pieces. The Online Learning Environment Instructional Strategies and Planning.
- Evaluator: Did you use it as part of your class?
- Rebecca: Yes.
- Evaluator: Tell me how you did that.
- Rebecca: The students that I had, we were actually in the process of videotaping our class to be delivered in an external format. That means I was putting all of the support material on Blackboard for the class that we had in residence. As a part of our course requirements they also had to complete the assignments with TechKnowledge processes so that the lesson plan development that they would have done for me was done for that mode. What I did basically was take the requirements that we had for the course look at the comparable experiences that were offered in the pilot and blend the two.
- Evaluator: Did you use everything that was part of the Tech*Knowledge course?
- Rebecca: Yes in one fashion or another. If it were simply to review or evaluate or if it were to go through the experience, then they printed for me and submitted it for a part of the class.
- Evaluator: Did you do any additional evaluation beside what was asked of you online?

Rebecca: They completed the online evaluation as did I, we also discussed several of the experiences that they had, their interaction. The need for contact, in terms of feedback and reinforcement or that process and then took what they did with TechKnowledge and did with the Blackboard that we had implemented and blended that information to revise the Blackboard before it was released as an external format.

Evaluator: So the evaluation component did help then?

Rebecca: Yes it did. They were positive. This was a group of professional educators and they knew the impact or potential impact of not only their evaluations and participation and not just what you were doing but what we were doing as well. They enjoyed the format and came up with several good suggestions in terms of increasing the interpersonal relationships that are involved in that process and we have implemented as much as we could their recommendations and our delivery formats.

Rebecca: We did face to face analysis. That's what I did is took them through group process in evaluative procedures as part of curriculum development.

Evaluator: How did that work?

Rebecca: It worked very well. They were very fair I think in their analysis and I think they came out with some very good recommendations for implementation.

Rebecca: The teachers were in-service – a graduate class. Two that had no begun to teach at that point.

Evaluator: How many people are normally in your classes?

Rebecca: There were 12 in that class. Normally we have around 20. When we are in studio with the warm environment we reduce the class to a maximum of 15.

Evaluator: When you said you were taping your class originally, tell me about that. What was that about?

Rebecca: In our graduate program we offer an external delivery format as one of the six formats for course delivery that we implement. We take our classes in session so that the student who is taking the course in the external format has a series of 4 to 29 videotaped lessons of classes in session. Then uses that with the computer support of the Blackboard format.

Evaluator: So they end up being able to sit in on the class by viewing it but by an asynchronous mode. How is that working for them?

Rebecca: Very well. Our program is growing rapidly because of its availability and the flexibility in terms of course delivery. They enjoy the on-line component we use as a Blackboard format ourselves with the discussion board, with the chat room. We're really just getting into the virtual office hour phenomenon. In an exploration mode they being able to do the direct links, they enjoy being able to connect with students who are taking the course at the same time in other locations.

Based on the feedback that my students gave from Tech*Knowledge we are working very hard at the professorial contact component of it of the externally delivered courses, to bring that sense of being in class into a greater intensity. We are having students via enroll in additional classes and moving quite well.

Evaluator: What sort of professional development do you provide to your professors so that they are able to make the switch from face to face to online?

Rebecca: We are using basically we have had Blackboard at the company come in and do training and demonstration. We have residential "experts". In terms of processes and procedures we are doing department meetings. Last week we had a grad committee, grad department meeting in which we went back through some of the basic elements. We're teaching one another as we make discoveries and find out how to get something to work to our advantage. We put a lot of stock in our feedback from our students when they evaluate our courses.

We are on line to the students a good bit in terms of what are you having difficulty with? One of the blessings is that you can go in and fix it quickly if it can be fixed or you can help the student find another way of doing it. We are not doing the audio-visual streaming on line because the majority of our population does not have home computer hardware that will handle it.

Evaluator: They have computers?

Rebecca: They have to have computers that are a requirement for our program. We have perimeters for our program but we have not yet established perimeters that offer the ability to string the audio and

video. That is why we use the videotaped classes to go with the on line component.

Evaluator: Does every student have their own set of tapes or are they recycled?

Rebecca: They do probably end up with their own set of tapes although we have a nice tape swap when they come to do residential courses in the summer. The students do purchase the videotapes from a corporation. As their moving to the same program so we organized an informal swap meet so if you do not wish to keep the videotapes you can sell them to somebody who has not taken that course.

Evaluator: Are your instructors facilitators.

Rebecca: I would say put facilitator on one end and traditional on the other end and we fluctuate like a heartbeat between the two. With teacher education, we are a high touch field. We're very people orientated as a culture. That means that we are doing more of the traditional teaching than we might otherwise. However, with the external format and the portfolio technique that we use and the resource technique that we use we also function as facilitators, allowing the students to do the research that they need to do.

There are courses that are online that are in other departments that basically function with very little contact. The student has very basic information online, the student processes the information, returns the product, then the teacher returns the grade. That is not appropriate for education courses because there is the human dimension and the whole process is wrong.

We are basically for example, on the discussion boards; we will put scenarios of instructional situations in classrooms and go back and forth in terms of processing those with the students who are currently in the course. We are looking at full implementation in the fall of the virtual office hour chat room arrangement. We are still exploring that one in terms of how to make it work for the professors.

Evaluator: It will be synchronous?

Rebecca: Yes. We haven't done as much of the synchronous work that we are going to do. We have been pushing to get the foundational elements online.

Evaluator: As far as the PBS material, those were in pretty good shape or fair?

Rebecca:

They were in good shape. There were some elements my students found confusing. I think it all centered on the need for interaction and feedback and that was the key they really spoke strongly about.

Appendix B Proposal

**PBS Certificate Program in
Teaching with Technology
Carla Lane, Ed.D.
Principal Evaluator
The Education Coalition
Proposal December 25, 1999**

The project evaluation plan is designed to provide data from the project as a whole, and in-depth data from designated evaluation sites across the country.

Project Goals

- **Effective Technology Use:**
Address the gap between technology presence in K-12 schools and the effective use of technology in education that occurs in those schools.
- **Colleges:**
To enhance the ability of colleges to provide high-quality educational programs to pre- and in-service teachers that help them apply technology in the curriculum.
- **Individual Teachers:**
Provide effective training in technology education use to individual pre- and in-service teachers.

Partners

- **Stations** - in particular university licensees with an interest in this area
- **Colleges** - content producers and users, 4-year institutions and community colleges
- **Schools** that have been recognized for their use of technology in education
- **Associations** that promote the use of technology in education and support teacher preparation

Evaluation Time lines and Scope of Work

January 2000 to July 31, 2000:

Model, evaluation materials development, implementation and adoption

July 31, 2000 Program launch to December 30, 2000:

Evaluation of learners and application of the content in the classroom

Research Design Focus

The design will focus on answering questions about:

- What model of competencies and benchmarks/rubrics is used or created by which to design the certificate program
- How the certificate based program was created and delivered through a variety of technologies.
- What models of instructional design, media selection, software and development models were created by the project that might be useful by others.
- How national and state standards are considered and executed in the delivery of content so that the certificate can be adopted and utilized by all states.
- The impact of the project on audiences such as stations, colleges, schools, and students
- The use of the project by the beta testers.
- The impact on instructor learning and teaching brought about by participation
- How the program must differ depending on the pre-service, in-service, or independent study status of the teacher taking the course.
- The impact on student learning brought about by having an instructor who effectively integrates technology into the curriculum seamlessly to include multiple levels of media.
- The project's potential impact on systemic reform in schools and colleges

Evaluation Activities:

Evaluation activities will begin in January 2000 and will be completed after one cycle of beta testing (anticipated to be November 30, 2000).

OERI Annual Evaluation Reports

It is understood that this project is not under the requirement to submit an evaluation report at the end of the Federal fiscal year, September, 30,2000. The evaluator will complete one report which will be the final report due on December 30, 2000. Four printed and bound copies of the report will be provided – two for PBS and two for USDE.

OERI Performance Indicators

This evaluation will comply with any requirements to acquire information for performance indicators for the US Department of Education.

Meeting with PBS and USDE Project Monitor

Included in this proposal are all costs for the principal evaluator to attend a two-day meeting with the PBS Project Director and the US Department of Education Project Monitor to conclude the evaluation planning.

Focus Site Visits

A component of the evaluation is based upon site visits to observe the process that is part of the project, to interview administrators, teachers, students/participants, schools/colleges and association representatives.

Site visits will be used to observe how the project is used, and the level of effectiveness.

Evaluation Instruments

Evaluation survey instruments will be designed by PBS for each target group to be administered online. The respondent will receive notification to go to a secure site, enter a pin number, and fill in the instrument while online. The responses will be sent to and held in a secure database.

Statistical Analysis

The quantitative and qualitative data received from the respondents will be analyzed according to the number of respondents. Descriptive statistics will be conducted on all instructor and student evaluations.

Appendix C Online Survey Forms

T*K Module Evaluation for Instructors

Instructions:

Thank you for helping us evaluate Tech*Knowledge. Now that you've taken a module through the beta T*K environment, we'd like to get feedback on your experience. Please take a few minutes to complete this survey and help us improve modules for future release.

Question 1

Please enter your full name.

Question 2

What is your social security number? (This is so we can identify you and pay you for your time.)

Question 3

What is your age?

- a. _____ 18-29
- b. _____ 30-39
- c. _____ 40-49
- d. _____ 50-59
- e. _____ 60+

Question 4

What is your gender?

- a. _____ Female
- b. _____ Male

Question 5

How many times have you taken an online course prior to this T*K experience?

- a. _____ 0
- b. _____ 1-2
- c. _____ 3-4
- d. _____ 5+

Question 6

How would you rate your comfort and experience with computers?

- a. _____ Beginner
- b. _____ Intermediate
- c. _____ Advanced

Question 7

OVERALL QUESTIONS

The purpose of the module was clear.

- a. _____ Strongly agree
- b. _____ Agree

- c. _____ Disagree
- d. _____ Strongly disagree
- e. _____ N/A

Question 8

Each activity within the module was presented in an order that made sense.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree
- e. _____ N/A

Question 9

The instructional material was easy to understand.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree
- e. _____ N/A

Question 10

The video clips used in the module provided valuable insight into the content presented.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree
- e. _____ N/A

Question 11

I thought the amount of text on each page of the modules was about right.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree
- e. _____ N/A

Question 12

The instructional objectives of the module were clearly outlined at the beginning.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree
- e. _____ N/A

Question 13

The content was clear and relevant to the objectives.

- a. _____ Strongly agree

- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree
- e. _____ N/A

Question 14

EASE OF USE

Resources were easy to locate.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree
- e. _____ N/A

Question 15

Activities were clearly explained.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree
- e. _____ N/A

Question 16

Video clips were easy to use.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree
- e. _____ N/A

Question 17

I understood how to navigate through the instructional material.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree
- e. _____ N/A

Question 18

I found it easy to interact with the module.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree
- e. _____ N/A

Question 19

It was easy for me to become skillful at using this environment.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree
- e. _____ N/A

Question 20

Overall, I found the environment easy to use.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree
- e. _____ N/A

Question 21

AMOUNT AND QUALITY OF WORK

The timeline was easy to follow and understand.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree
- e. _____ N/A

Question 22

The list of assignments was clear to me.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree
- e. _____ N/A

Question 23

The assignments related back to the stated objectives.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree
- e. _____ N/A

Question 24

The length of the module was about right.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree
- e. _____ N/A

Question 25

The content of the module was appropriate for professional development.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree
- e. _____ N/A

Question 26

The content was appropriate to what I would find in a module for graduate credit.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree
- e. _____ N/A

Question 27

QUESTIONS FOR THE INSTRUCTOR

Using this environment in my teaching would enable me to accomplish tasks more quickly.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree
- e. _____ N/A

Question 28

Using this environment would improve my teaching performance.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree
- e. _____ N/A

Question 29

Using this environment in my teaching would increase my productivity.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree
- e. _____ N/A

Question 30

Using this environment would enhance the effectiveness of my teaching.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree
- e. _____ N/A

Question 31

Using this environment would make it easier to teach.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree
- e. _____ N/A

Question 32

Were the assignments useful and relevant? Why or why not?

Question 33

What did you like most about the instruction using this environment?

Question 34

What did you like least about the instruction using this environment?

Question 35

What suggestions do you have for improving instruction within this environment?

Question 36

FINAL REFLECTION

Did the introduction and goals properly reflect the content that was actually present in the module? Please explain why or why not.

Question 37

Did you find the schedule to be accurate? Was there an appropriate amount of time allocated for the various tasks? Please explain why or why not.

Question 38

What types of additional assessment would you want?

Question 39

Was this module helpful to your teaching? Why or why not?

Question 40

Any other reactions or comments?

T*K Module Evaluation for Instructors v2

Instructions:

Thank you for helping us evaluate Tech*Knowledge. Now that you've taken a module through the beta T*K environment, we'd like to get feedback on your experience. Please take a few minutes to complete this survey and help us improve modules for future release.

Question 1

YOUR BACKGROUND

Please enter your full name.

Question 2

What is your social security number?

(This is so we can identify you and pay you for your time. Please note: this is secure and private, and this data is stored in a strictly password-protected area.)

Question 3

What is your age?

- a. 18-29
- b. 30-39
- c. 40-49
- d. 50-59
- e. 60+

Question 4

What is your gender?

- a. Female
- b. Male

Question 5

How many times have you taken an online course prior to this T*K experience?

- a. 0
- b. 1-2
- c. 3-4
- d. 5+

Question 6

How would you rate your comfort and experience with computers?

- a. Beginner
- b. Intermediate
- c. Advanced

Question 7

Please select the module you took. If you do not see your module here, please choose "Not Listed" and check the next question, where more modules are listed.

- a. _____ Assessing Instructional Value of Websites
- b. _____ Communicate and Collaborate Online
- c. _____ Computers, Problem Solving, and Cooperative Learning
- d. _____ Creating a Constructivist Classroom
- e. _____ Curriculum, Technology and New Standards
- f. _____ Data Analysis and Higher Order Thinking
- g. _____ Designing Educational Activities Using the Internet
- h. _____ Designing Webquests
- i. _____ Evaluating and Organizing Internet Resources and Content
- j. _____ Evaluating Software for Classroom Use
- k. _____ Graphics and Instructional Materials
- l. _____ Information Tools in the School Curriculum
- m. _____ Instruction and Video
- n. _____ Integrating Internet Publishing in the Classroom
- o. _____ Introduction to the One-Computer Classroom
- p. _____ Macintosh Basics
- q. _____ Multimedia Presentation and HyperStudio
- r. _____ Presenting and Creating with Technology
- s. _____ Publishing on the Web
- t. _____ --Not Listed--

Question 8

Please choose your module, or choose "Listed in previous question" if you've already picked your module. If your module is not listed here, choose "Not listed/other" and fill out the box in the next question.

- a. _____ Listed in previous question
- b. _____ Real-Time Data
- c. _____ Searching and Researching on the Internet
- d. _____ Technology and School Change
- e. _____ Telecommunications
- f. _____ The Computer for Personal Productivity
- g. _____ The Online Learning Environment
- h. _____ The Smart Chalkboard: Using the Computer for Dynamic Presentations
- i. _____ Using mPOWER for Multimedia Presentations
- j. _____ Using the Computer for Cooperative Experiences and Class Discussions
- k. _____ Utilizing the Classroom Computer as a Learning Station
- l. _____ Web Development: An Introduction
- m. _____ Writing in Context and a Word Processor
- n. _____ --Not Listed/Other--

Question 9

If your module was not listed in either of the previous two questions, please enter it here.

Question 10

OVERALL QUESTIONS

The purpose of the module was clear.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree

d. _____ Strongly disagree

Question 11

Each activity within the module was presented in an order that made sense.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree

Question 12

The instructional material was easy to understand.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree

Question 13

The video clips used in the module provided valuable insight into the content presented.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree

Question 14

I thought the amount of text on each page of the modules was about right.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree

Question 15

The instructional objectives of the module were clearly outlined at the beginning.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree

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The content was clear and relevant to the objectives.

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Resources were easy to locate.

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I understood how to navigate through the instructional material.

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- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree

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I found it easy to interact with the module.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree

Question 22

It was easy for me to become skillful at using this environment.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree

Question 23

Overall, I found the environment easy to use.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree

Question 24

AMOUNT AND QUALITY OF WORK

The timeline was easy to follow and understand.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree

Question 25

The list of assignments was clear to me.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree

Question 26

The assignments related back to the stated objectives.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree

Question 27

The length of the module was about right.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree

Question 28

The content of the module was appropriate for professional development.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree

Question 29

The content was appropriate to what I would find in a module for graduate credit.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree

Question 30

Using this environment in my teaching would enable me to accomplish tasks more quickly.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree

d. _____ Strongly disagree

Question 31

Using this environment would improve my teaching performance.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree

Question 32

Using this environment in my teaching would increase my productivity.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree

Question 33

Using this environment would enhance the effectiveness of my teaching.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree

Question 34

Using this environment would make it easier to teach.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree

Question 35

Were the assignments useful and relevant? Why or why not?

Question 36

What did you like most about the instruction using this environment?

Question 37

What did you like least about the instruction using this environment?

Question 38

What suggestions do you have for improving instruction within this environment?

Question 39

REFLECTION

Did the introduction and goals properly reflect the content that was actually present in the module? Please explain why or why not.

Question 40

Did you find the schedule to be accurate? Was there an appropriate amount of time allocated for the various tasks? Please explain why or why not.

Question 41

What types of additional assessment would you want?

Question 42

Was this module helpful to your teaching? Why or why not?

Question 43

Any other reactions or comments?

T*K Module Evaluation for Students

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Question 1

Please enter your age.

- a. 18-29
- b. 30-39
- c. 40-49
- d. 50-59
- e. 60+

Question 2

Please select your gender.

- a. Female
- b. Male

Question 3

How many times have you taken an online course prior to this T*K experience?

- a. 0
- b. 1-2
- c. 3-4
- d. 5+

Question 4

How would you rate your comfort and experience with computers?

- a. Beginner
- b. Intermediate
- c. Advanced

Question 5

OVERALL QUESTIONS

The purpose of the module was clear.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree
- e. N/A

Question 6

Each activity within the module was presented in an order that made sense.

- a. Strongly agree
- b. Agree

- c. _____ Disagree
- d. _____ Strongly disagree
- e. _____ N/A

Question 7

The instructional material was easy to understand.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree
- e. _____ N/A

Question 8

The video clips used in the module provided valuable insight into the content presented.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree
- e. _____ N/A

Question 9

I thought the amount of text on each page of the modules was about right.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree
- e. _____ N/A

Question 10

The instructional objectives of the module were clearly outlined at the beginning.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree
- e. _____ N/A

Question 11

The content was clear and relevant to the objectives.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree
- e. _____ N/A

Question 12

EASE OF USE

Resources were easy to locate.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree
- e. _____ N/A

Question 13

Activities were clearly explained.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree
- e. _____ N/A

Question 14

Video clips were easy to use.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree
- e. _____ N/A

Question 15

I understood how to navigate through the instructional material.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree
- e. _____ N/A

Question 16

I found it easy to interact with the module.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree
- e. _____ N/A

Question 17

It was easy for me to become skillful at using this environment.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree
- e. _____ N/A

Question 18

Overall, I found the environment easy to use.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree
- e. _____ N/A

Question 19

AMOUNT AND QUALITY OF WORK

The timeline was easy to follow and understand.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree
- e. _____ N/A

Question 20

The list of assignments was clear to me.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree
- e. _____ N/A

Question 21

The assignments related back to the stated objectives.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree
- e. _____ N/A

Question 22

The length of the module was about right.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree
- e. _____ N/A

Question 23

The content of the module was appropriate for professional development.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree
- e. _____ N/A

Question 24

The content was appropriate to what I would find in a module for graduate credit.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree
- e. _____ N/A

Question 25

STUDENT-SPECIFIC QUESTIONS

The resources presented in the module were useful in solving the problem or exercise in each module.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree
- e. _____ N/A

Question 26

The assessment at the end of the module was useful in clarifying my comprehension of the module.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree
- e. _____ N/A

Question 27

The assessment at the end of the module was useful in identifying my level of competency after taking the module.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree
- e. _____ N/A

Question 28

If I were to compare the amount of work I did in this module to what I would do in 1-2 weeks of a graduate course, I would say that

- a. _____ I did more work in the module
- b. _____ I did about the same amount of work in the module as in the course
- c. _____ I did less work in the module

Question 29

If I were to compare seven or eight modules similar in quality to the one I just took to what I would do to obtain three graduate credits, I would say

- a. _____ Seven or eight modules would be more work than three graduate credits.
- b. _____ The workload would be about the same.
- c. _____ Seven or eight modules would be less work than three graduate

credits.

Question 30

Were the assignments clearly structured? Please explain why or why not.

Question 31

Did the instructions clearly state what was needed to be done in order to complete the module? Please explain why or why not.

Question 32

What is the most useful aspect of these modules for K-12 teachers?

Question 33

In what ways could you apply what you learned to you your teaching?

Question 34

What did you like most about the instruction in this module?

Question 35

What did you like least about the instruction in this module?

Question 36

What suggestions do you have for improving the content of this module?

Question 37

Under what circumstances would you explore the T*K environment again?

Question 38

REFLECTION QUESTIONS

Did the introduction and goals properly reflect the content that was actually present in the module? Please explain why or why not.

Question 39

Did you find the schedule to be accurate? Was there an appropriate amount of time allocated for the various tasks? Please explain why or why not.

Question 40

What types of additional assessment would you want?

Question 41

Was this module helpful to your teaching? Why or why not?

Question 42

Any other reactions or comments?

T*K Module Evaluation for Students v2

Instructions:

Thank you for helping us evaluate Tech*Knowledge. Now that you've taken a module through the beta T*K environment, we'd like to get feedback on your experience. Please take a few minutes to complete this survey and help us improve modules for future release.

Question 1

YOUR BACKGROUND

Please enter your age.

- a. _____ 18-29
- b. _____ 30-39
- c. _____ 40-49
- d. _____ 50-59
- e. _____ 60+

Question 2

Please select your gender.

- a. _____ Female
- b. _____ Male

Question 3

How many times have you taken an online course prior to this T*K experience?

- a. _____ 0
- b. _____ 1-2
- c. _____ 3-4
- d. _____ 5+

Question 4

How would you rate your comfort and experience with computers?

- a. _____ Beginner
- b. _____ Intermediate
- c. _____ Advanced

Question 5

Please select the module you took. If you do not see your module here, please choose "Not Listed" and check the next question, where more modules are listed.

- a. _____ Assessing Instructional Value of Websites
- b. _____ Communicate and Collaborate Online
- c. _____ Computers, Problem Solving, and Cooperative Learning
- d. _____ Creating a Constructivist Classroom
- e. _____ Curriculum, Technology and New Standards
- f. _____ Data Analysis and Higher Order Thinking
- g. _____ Designing Educational Activities Using the Internet
- h. _____ Designing Webquests
- i. _____ Evaluating and Organizing Internet Resources and Content
- j. _____ Evaluating Software for Classroom Use
- k. _____ Graphics and Instructional Materials
- l. _____ Information Tools in the School Curriculum
- m. _____ Instruction and Video
- n. _____ Integrating Internet Publishing in the Classroom
- o. _____ Introduction to the One-Computer Classroom
- p. _____ Macintosh Basics
- q. _____ Multimedia Presentation and HyperStudio
- r. _____ Presenting and Creating with Technology
- s. _____ Publishing on the Web
- t. _____ --Not Listed--

Question 6

Please choose your module, or choose "Listed in previous question" if you've already picked your module. If your module is not listed here, choose "Not listed/other" and fill out the box in the next question.

- a. _____ Listed in previous question
- b. _____ Real-Time Data
- c. _____ Searching and Researching on the Internet
- d. _____ Technology and School Change
- e. _____ Telecommunications
- f. _____ The Computer for Personal Productivity
- g. _____ The Online Learning Environment

- h. _____ The Smart Chalkboard: Using the Computer for Dynamic Presentations
- i. _____ Using mPOWER for Multimedia Presentations
- j. _____ Using the Computer for Cooperative Experiences and Class Discussions
- k. _____ Utilizing the Classroom Computer as a Learning Station
- l. _____ Web Development: An Introduction
- m. _____ Writing in Context and a Word Processor
- n. _____ --Not Listed/Other--

Question 7

If your module was not listed in either of the previous two questions, please enter it here.

Question 8

OVERALL QUESTIONS

The purpose of the module was clear.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree

Question 9

Each activity within the module was presented in an order that made sense.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree

Question 10

The instructional material was easy to understand.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree

Question 11

The video clips used in the module provided valuable insight into the content presented.

- a. _____ Strongly agree
- b. _____ Agree
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- d. _____ Strongly disagree

Question 12

I thought the amount of text on each page of the modules was about right.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree

Question 13

The instructional objectives of the module were clearly outlined at the beginning.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree

Question 14

The content was clear and relevant to the objectives.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree

Question 15

EASE OF USE

Resources were easy to locate.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree

Question 16

Activities were clearly explained.

- a. _____ Strongly agree
- b. _____ Agree
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Video clips were easy to use.

- a. _____ Strongly agree
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- c. _____ Disagree
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Question 18

I understood how to navigate through the instructional material.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree

Question 19

I found it easy to interact with the module.

- a. _____ Strongly agree
- b. _____ Agree

- c. _____ Disagree
- d. _____ Strongly disagree

Question 20

It was easy for me to become skillful at using this environment.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree

Question 21

Overall, I found the environment easy to use.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree

Question 22

AMOUNT AND QUALITY OF WORK

The timeline was easy to follow and understand.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree

Question 23

The list of assignments was clear to me.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree

Question 24

The assignments related back to the stated objectives.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree

Question 25

The length of the module was about right.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree

Question 26

The content of the module was appropriate for professional development.

- a. _____ Strongly agree
- b. _____ Agree
- c. _____ Disagree
- d. _____ Strongly disagree

Question 27

The content was appropriate to what I would find in a module for graduate credit.

- a. _____ Strongly agree
- b. _____ Agree
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Question 28

The resources presented in the module were useful in solving the problem or exercise in each module.

- a. _____ Strongly agree
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Question 29

The assessment at the end of the module was useful in clarifying my comprehension of the module.

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The assessment at the end of the module was useful in identifying my level of competency after taking the module.

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If I were to compare the amount of work I did in this module to what I would do in 1-2 weeks of a graduate course, I would say that

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Question 33

Were the assignments clearly structured? Please explain why or why not.

Question 34

Did the instructions clearly state what was needed to be done in order to complete the module? Please explain why or why not.

Question 35

What is the most useful aspect of these modules for K-12 teachers?

Question 36

In what ways could you apply what you learned to you your teaching?

Question 37

What did you like most about the instruction in this module?

Question 38

What did you like least about the instruction in this module?

Question 39

What suggestions do you have for improving the content of this module?

Question 40

Under what circumstances would you explore the T*K environment again?

Question 41

REFLECTION

Did the introduction and goals properly reflect the content that was actually present in the module? Please explain why or why not.

Question 42

Did you find the schedule to be accurate? Was there an appropriate amount of time allocated for the various tasks? Please explain why or why not.

Question 43

What types of additional assessment would you want?

Question 44

Was this module helpful to your teaching? Why or why not?

Question 45

Any other reactions or comments?

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OVERALL QUESTIONS

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- b. Agree
- c. Disagree
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- e. N/A

Question 6

Each activity within the module was presented in an order that made sense.

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- b. Agree
- c. Disagree

- d. _____ Strongly disagree
- e. _____ N/A

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EASE OF USE

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The length of the module was about right.

- a. _____ Strongly agree
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- d. _____ Strongly disagree
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- a. _____ Strongly agree

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- c. Disagree
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Question 25

STUDENT-SPECIFIC QUESTIONS

The resources presented in the module were useful in solving the problem or exercise in each module.

- a. Strongly agree
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- c. Disagree
- d. Strongly disagree
- e. N/A

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- b. Agree
- c. Disagree
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Question 35

What did you like least about the instruction in this module?

Question 36

What suggestions do you have for improving the content of this module?

Question 37

Under what circumstances would you explore the T*K environment again?

Question 38

REFLECTION QUESTIONS

Did the introduction and goals properly reflect the content that was actually present in the module? Please explain why or why not.

Question 39

Did you find the schedule to be accurate? Was there an appropriate amount of time allocated for the various tasks? Please explain why or why not.

Question 40

What types of additional assessment would you want?

Question 41

Was this module helpful to your teaching? Why or why not?

Question 42

Any other reactions or comments?
