

APPENDIX D

Formative Evaluation Study

Meeting the Challenge Prototype Website

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Introduction

The purpose of the evaluation of the PHASE I Prototype is formative – to improve the product that will be produced in PHASE II. The goals of formative evaluation are the improvement of software and design supporting aspects [Scriven, M. (1967). The methodology of evaluation. In R. Tyler, R. Gagné & M. Scriven (Eds.) *Perspectives of Curriculum Evaluation*, 39-83, Chicago: Rand McNally.]

This formative evaluation was composed of two components: a focus group and a survey.

- Focus Group – an organized discussion with a selected group of experts to gain information and obtain several perspectives about their views and experiences with challenging behaviour.
- Evaluation Survey – a structured online questionnaire asking Likert-type questions and providing free-form response options to acquire quantitative and qualitative data on the satisfaction, user interface, learning activities and content provided in the prototype

Focus Group

Methodology

The focus group was conducted concurrently with an Advisory Group committee meeting. According to Gibbs (<http://www.soc.surrey.ac.uk/sru/SRU19.html>):

Focus groups can help to explore or generate hypotheses (Powell & Single 1996) and develop questions or concepts for questionnaires and interview guides (Hoppe et al 1995; Lankshear 1993). They are however limited in terms of their ability to generalize findings to a whole population, mainly because of the small numbers of people participating and the likelihood that the participants will not be a representative sample. (Gibbs, 1998)

Nielsen argues:

“Although focus groups can be a powerful tool in system development, you shouldn't use them as your only source of usability data.” <http://www.useit.com/papers/focusgroups.html>).

Also, an interactive product is not a good subject for a focus group, because an interactive product with multiple user paths is inherently individualized. An interactive product is a different experience for each individual user. It adapts the sequence of content, the pace of delivery and the feedback, as well as other factors, to each individual. A focus group has one shared experience, and this is not the true nature of an interactive product.

In consideration of the citations (Gibbs and Nielsen), the focus group teleconference, conducted by Dr. Olivier with the Advisory Group of experts, was used to revise aspects of the basic design and content. These revisions will be incorporated into the production version, not the prototype itself. The method (pluralistic walkthrough) followed by group discussion was used with the focus group. Description of these methods of human computer interface (HCI) evaluation can be found in J. Nielsen & R. Mack (Eds.). (1994), *Usability Inspection Methods*, New York: Wiley.

Evaluation Survey Online

Based on input from the focus group, a literature review of human computer interaction (HCI) and user interface satisfaction literature, a survey instrument (see below) was designed to collect quantitative and qualitative data on the user's experience. A form (next page) collected the dimensions of the user's experience:

- Satisfaction
- Interface
- Learning Modules and Activities
- Learning
- Summative Comments and
- Personal/Demographic Identification

This form could be answered categorically by either clicking a “radio button” that allows only one response per question or by clicking one to many “check boxes” per question. Some of the questions allowed free-format textual comments to allow for explanations to categorical answers or where categorical answers were inappropriate.

Overall Reactions (3 questions)

1. I believe the online MTC course will meet the needs of learners.
 - Strongly Disagree
 - Disagree
 - Somewhat Disagree
 - Neutral
 - Agree
 - Somewhat Agree
 - Strongly Agree

2. I believe the online MTC course will be easy to use.
 - Strongly Disagree
 - Disagree
 - Somewhat Disagree
 - Neutral
 - Agree
 - Somewhat Agree
 - Strongly Agree

3. I believe that course participants will learn a great deal from the online MTC course.
 - Strongly Disagree
 - Disagree
 - Somewhat Disagree
 - Neutral
 - Agree
 - Somewhat Agree
 - Strongly Agree

Interface (6 questions)

4. It will be easy to find information course participants need..
 - Strongly Disagree
 - Disagree
 - Somewhat Disagree
 - Neutral
 - Agree
 - Somewhat Agree
 - Strongly Agree

5. The navigation (moving around) in the online program will be easy.
 - Strongly Disagree
 - Disagree
 - Somewhat Disagree
 - Neutral
 - Agree
 - Somewhat Agree
 - Strongly Agree

6. The organization of the information on the screens will be clear.
 - Strongly Disagree
 - Disagree
 - Somewhat Disagree
 - Neutral
 - Agree
 - Somewhat Agree
 - Strongly Agree

7. Course participants will like using the interface (menus, links, video windows, questions/feedback, etc.) of this online MTC program.
 - Strongly Disagree
 - Disagree
 - Somewhat Disagree
 - Neutral
 - Agree
 - Somewhat Agree
 - Strongly Agree

8. The online MTC course will have all the functions and capabilities course participants will need to facilitate learning.
 - Strongly Disagree
 - Disagree
 - Somewhat Disagree
 - Neutral
 - Agree
 - Somewhat Agree
 - Strongly Agree

9. Overall, course participants will be satisfied with this online course.
 - Strongly Disagree
 - Disagree
 - Somewhat Disagree
 - Neutral
 - Agree
 - Somewhat Agree
 - Strongly Agree

Learning Modules and Activities (9 questions)

10. Course participants will feel that the use of an online Course Forum (threaded discussion groups) will assist learning of the course content.
- Strongly Disagree
 - Disagree
 - Somewhat Disagree
 - Neutral
 - Agree
 - Somewhat Agree
 - Strongly Agree
11. Course participants will feel that the use of an online Examination will assist learning of the course content.
- Strongly Disagree
 - Disagree
 - Somewhat Disagree
 - Neutral
 - Agree
 - Somewhat Agree
 - Strongly Agree
12. Course participants will feel that the use of an online Schedule/Outline that includes all activities for the module will assist learning of the course content.
- Strongly Disagree
 - Disagree
 - Somewhat Disagree
 - Neutral
 - Agree
 - Somewhat Agree
 - Strongly Agree
13. Course participants will feel that the use of online Links to internet resources will assist learning of the course content.
- Strongly Disagree
 - Disagree
 - Somewhat Disagree
 - Neutral
 - Agree
 - Somewhat Agree
 - Strongly Agree

14. Course participants will feel that the use of an online Library of resource materials will assist learning of the course content.
- Strongly Disagree
 - Disagree
 - Somewhat Disagree
 - Neutral
 - Agree
 - Somewhat Agree
 - Strongly Agree
15. Course participants will feel that the use of online Key Points for each module will assist learning of the course content.
- Strongly Disagree
 - Disagree
 - Somewhat Disagree
 - Neutral
 - Agree
 - Somewhat Agree
 - Strongly Agree
16. Course participants will feel that the use of online module Quizzes that let the learner check their understanding will assist learning of the course content.
- Strongly Disagree
 - Disagree
 - Somewhat Disagree
 - Neutral
 - Agree
 - Somewhat Agree
 - Strongly Agree
17. Course participants will feel that the use of online Team Challenges for group problem solving and communication will assist learning of the course content.
- Strongly Disagree
 - Disagree
 - Somewhat Disagree
 - Neutral
 - Agree
 - Somewhat Agree
 - Strongly Agree

18. Course participants will feel that the use of online Simulation Labs that allow the learner to check their situational evaluation of challenging behaviour and decision making will assist learning of the course content.
- Strongly Disagree
 - Disagree
 - Somewhat Disagree
 - Neutral
 - Agree
 - Somewhat Agree
 - Strongly Agree

Learning Effects (7 questions)

19. The video clips (as seen in the Simulation Lab) will be very useful.
- Strongly Disagree
 - Disagree
 - Somewhat Disagree
 - Neutral
 - Agree
 - Somewhat Agree
 - Strongly Agree
20. The illustrations (as seen in the Quizzes) will be very useful.
- Strongly Disagree
 - Disagree
 - Somewhat Disagree
 - Neutral
 - Agree
 - Somewhat Agree
 - Strongly Agree
21. The Quiz questions and feedback will be very useful.
- Strongly Disagree
 - Disagree
 - Somewhat Disagree
 - Neutral
 - Agree
 - Somewhat Agree
 - Strongly Agree
22. The online program will provide enough information and examples for learners.
- Strongly Disagree
 - Disagree
 - Somewhat Disagree
 - Neutral
 - Agree
 - Somewhat Agree
 - Strongly Agree

23. The online program material will reflect the kinds of things child care workers are likely to need in their work.
- Strongly Disagree
 - Disagree
 - Somewhat Disagree
 - Neutral
 - Agree
 - Somewhat Agree
 - Strongly Agree
24. Learners will be able to apply learning from this online course to a child care job.
- Strongly Disagree
 - Disagree
 - Somewhat Disagree
 - Neutral
 - Agree
 - Somewhat Agree
 - Strongly Agree
25. The techniques and materials used in the online program will maintain a learner's interest and motivation.
- Strongly Disagree
 - Disagree
 - Somewhat Disagree
 - Neutral
 - Agree
 - Somewhat Agree
 - Strongly Agree

Summative Comments (3 questions)

26. Anything else you would care to comment upon:

Text Box

27. What will be the best aspect of this online course?

Text Box

28. What will be the worst aspect of this online course?

Text Box

Personal Information (3 questions)

29. I would rate my experience in using computers as:

- Inexperienced/None
- Novice
- Experienced
- Expert

30. I would describe my experience in using online learning (computer-based eLearning) as:

- Inexperienced/None
- Limited
- Experienced

31. My occupation/profession is:

- Child Care Centre Worker
 - Child Care Centre Supervisor
 - Child Care Educator
 - Child Care Professional Organization
 - Full time parent/homemaker
 - Other
- Text Box

32. My name (optional) is:

Text Box

33. My email address (optional) is:

Text Box

Quantitative Analysis

During early May, 2004 an invitation to view a guided tour (<http://216.220.41.3/MTC/video/mtcGuidedTour.htm>) of the site and complete an evaluation questionnaire was sent to approximately 650 individuals who might have an interest in the content.

Website logging indicated that 60 users viewed the guided tour and completed the questionnaire.

The information collected by the online survey is found on the following pages. The qualitative analysis (textual comments entered to questions 26 - 28 and 31 - 33) follows this section.

In the data (Questions 1 - 25) below, the data values are:

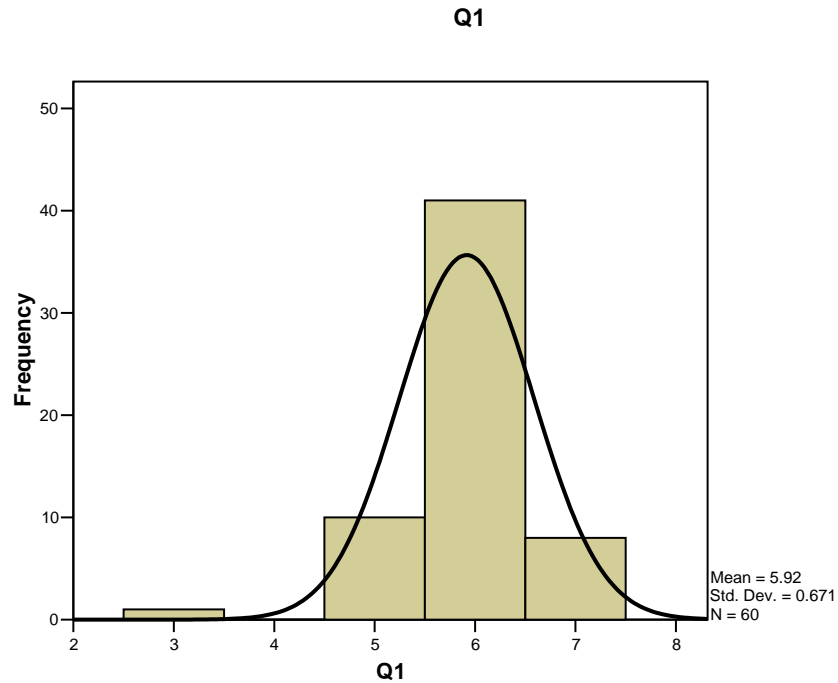
1. Strongly Disagree
2. Disagree
3. Somewhat Disagree
4. Neutral
5. Somewhat Agree
6. Agree
7. Strongly Agree

Frequency histograms are given (below) for: the response distributions to each question, number of respondents, mean and standard deviation. Negatively skewed distributions were anticipated; therefore standard deviation and mean may not be the "best" measures. Modes (most frequent response) will most often be used in discussing the results.

All statements in this group were stated positively; therefore higher values indicate strong agreement in a positive sense.

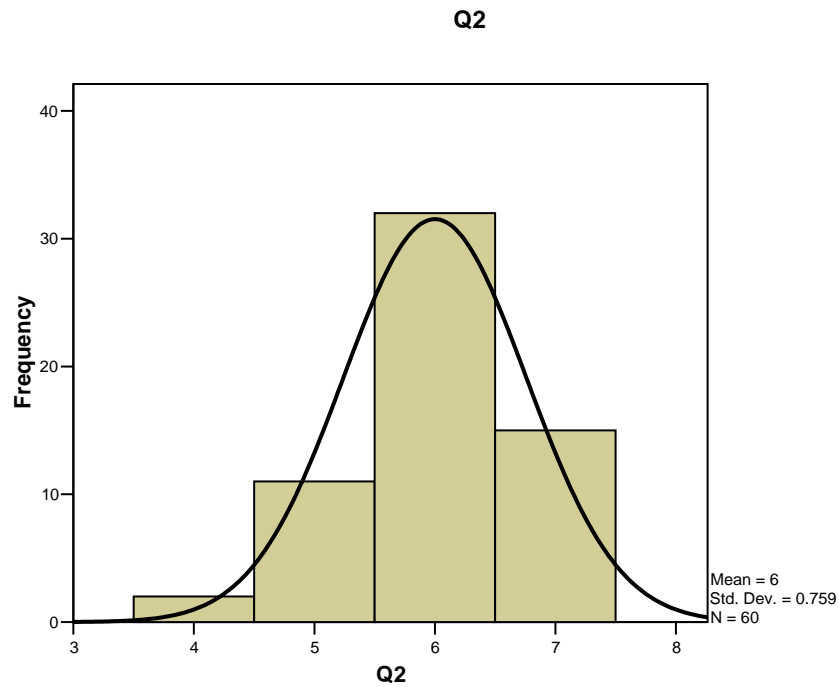
Overall Reactions (3 questions)

1. I believe the online MTC course will meet the needs of learners.



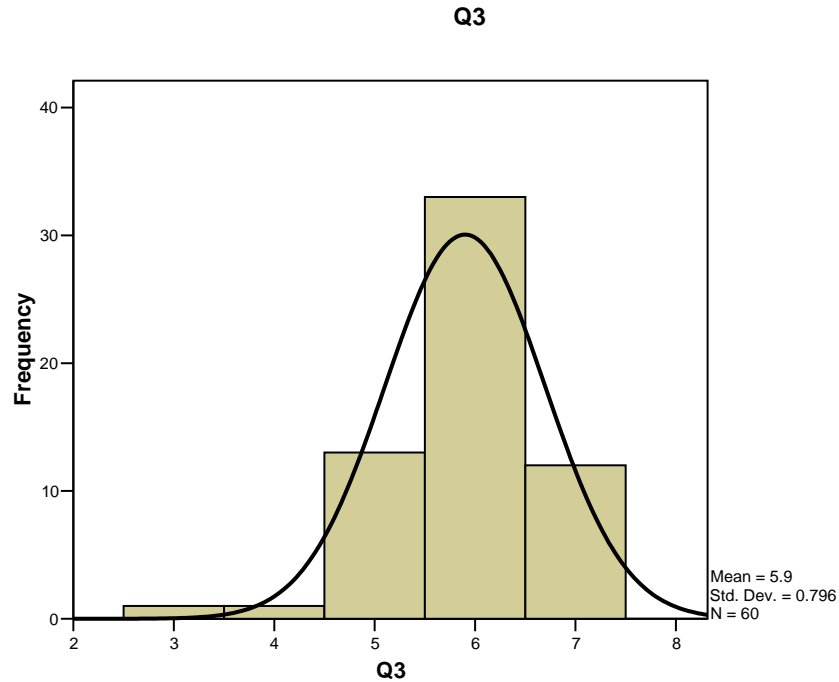
Most (68%) respondents AGREED (mode = 6) with this statement. This valuation most likely reflects the excellent needs analysis in producing the *Meeting the Challenge* booklet upon which this course will be based.

2. I believe the online MTC course will be easy to use.



Most (53%) respondents AGREED (mode = 6) with this statement. The student-user interface used in the design of the course is similar to other web-based learning delivery systems that have had years of development and revision. Any student having experience with online learning should feel comfortable with the Meeting the Challenge Online course.

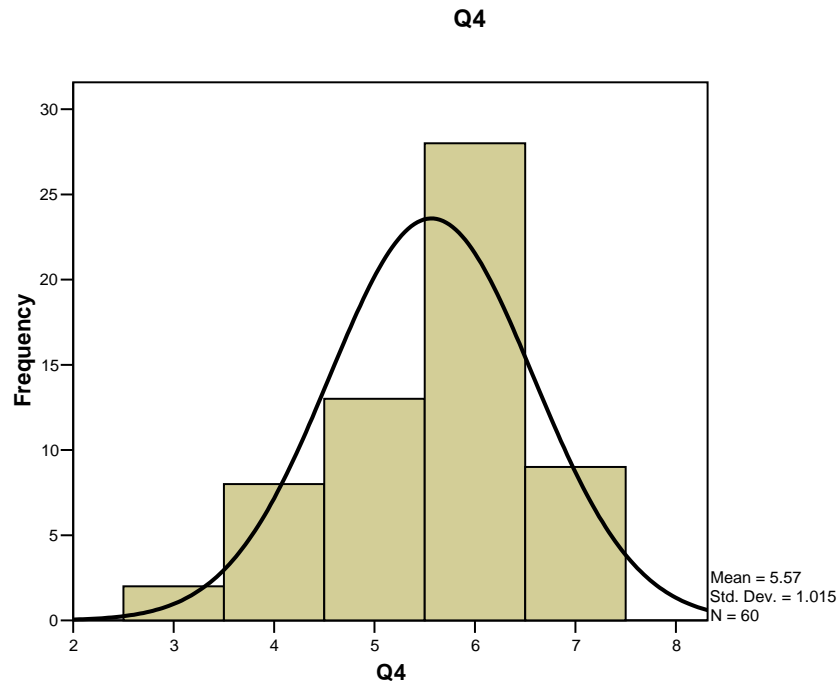
3. I believe that course participants will learn a great deal from the online MTC course.



Most (55%) respondents AGREED (mode = 6) with this statement. This agreement may reflect the view that the content has been covered adequately, again due to the content of the *Meeting the Challenge* booklet. As well, respondents made many positive remarks (Questions 26-28) about the interactivity and the expected positive benefits on learning outcomes.

Interface (6 questions)

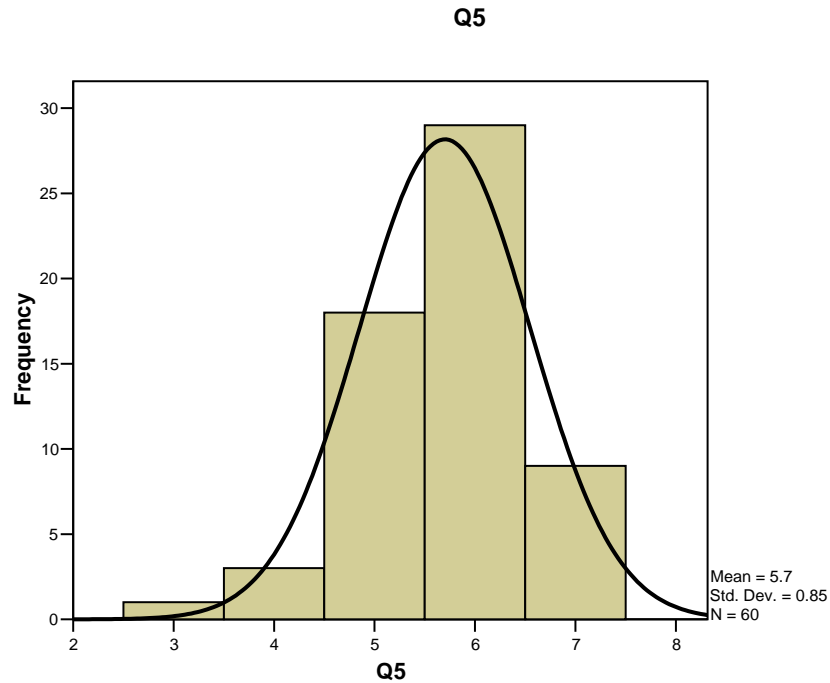
4. It will be easy to find information course participants need..



The largest percentage (47%) of respondents AGREED (mode = 6) with this statement. Again, the interface used in the design of the course is similar to other web-based learning delivery systems that have had years of development and revision. Any student having experience with online learning navigation should feel comfortable with the Meeting the Challenge Online course.

More usability testing will be done when the actual course is being piloted (field tested) ,and learners can report their actual experience rather than the data in this prototype survey that used an expert's perception based on only a guided tour, not actual use.

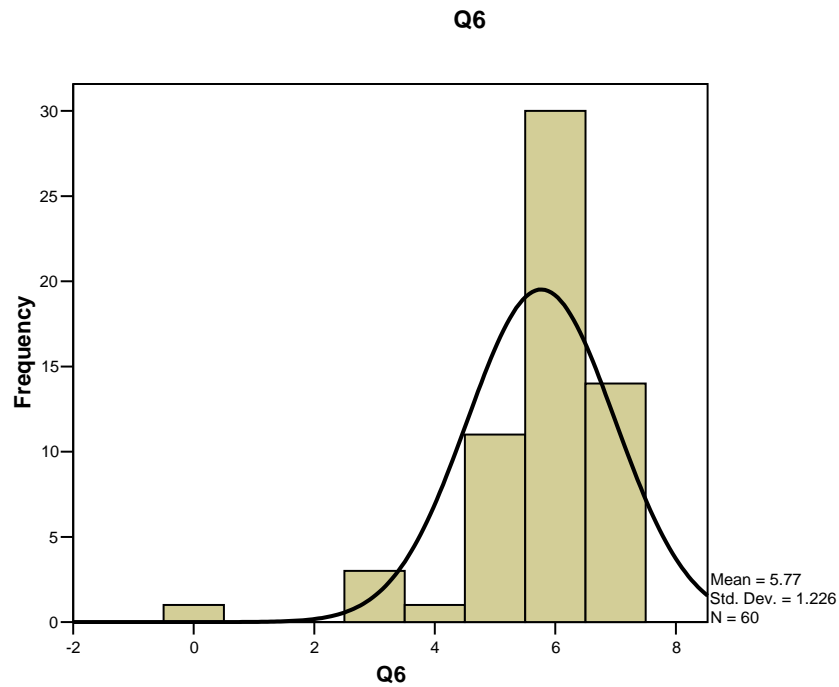
5. The navigation (moving around) in the online program will be easy.



The largest percentage (48%) of respondents AGREED (mode = 6) with this statement. The interface used in the design of the course is similar to other web-based learning delivery systems that have had years of development and revision. Any student having experience with online learning should feel comfortable with the Meeting the Challenge Online course.

More usability testing will be done when the actual course is being piloted (field tested) ,and learners can report their actual experience rather than the data in this prototype survey that used an expert's perception based on only a guided tour, not actual use.

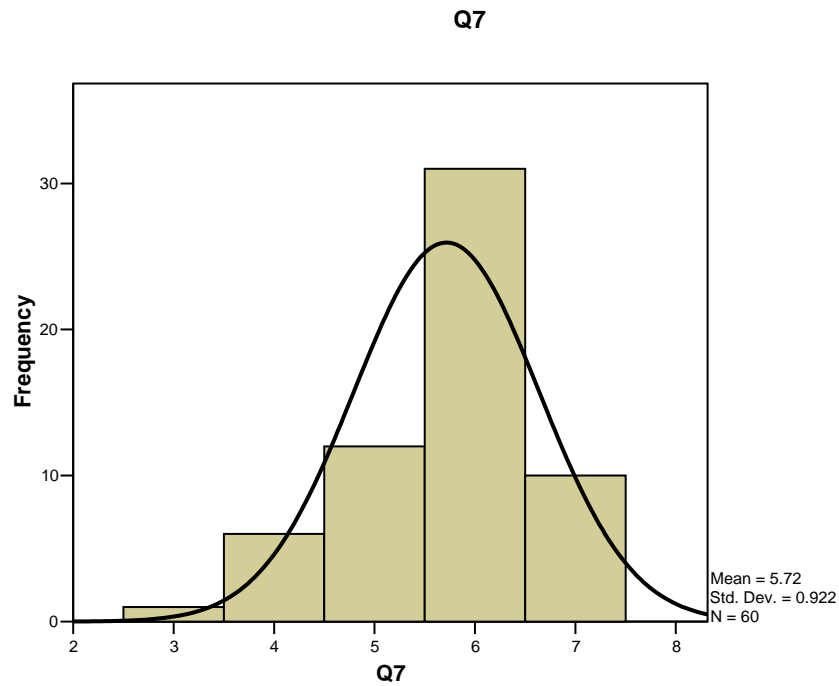
6. The organization of the information on the screens will be clear.



Most (50%) respondents AGREED (mode = 6) with this statement.

More usability testing will be done when the actual course is being piloted (field tested) ,and learners can report their actual experience rather than the data in this prototype survey that used an expert's perception based on only a guided tour, not actual use.

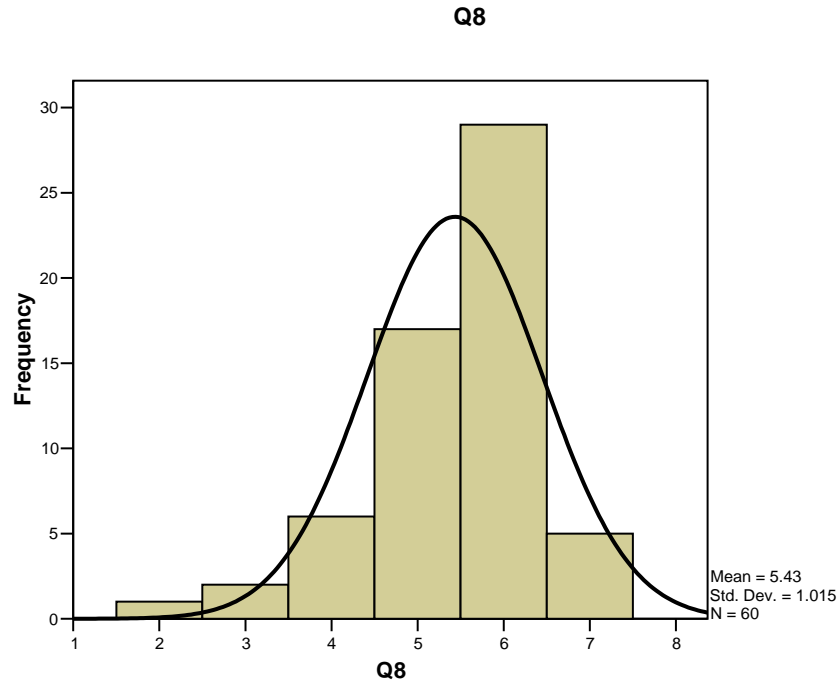
7. Course participants will like using the interface (menus, links, video windows, questions/feedback, etc.) of this online MTC program.



Most (52%) respondents AGREED (mode = 6) with this statement.

More usability testing will be done when the actual course is being piloted (field tested) ,and learners can report their actual experience rather than the data in this prototype survey that used an expert's perception based on only a guided tour, not actual use.

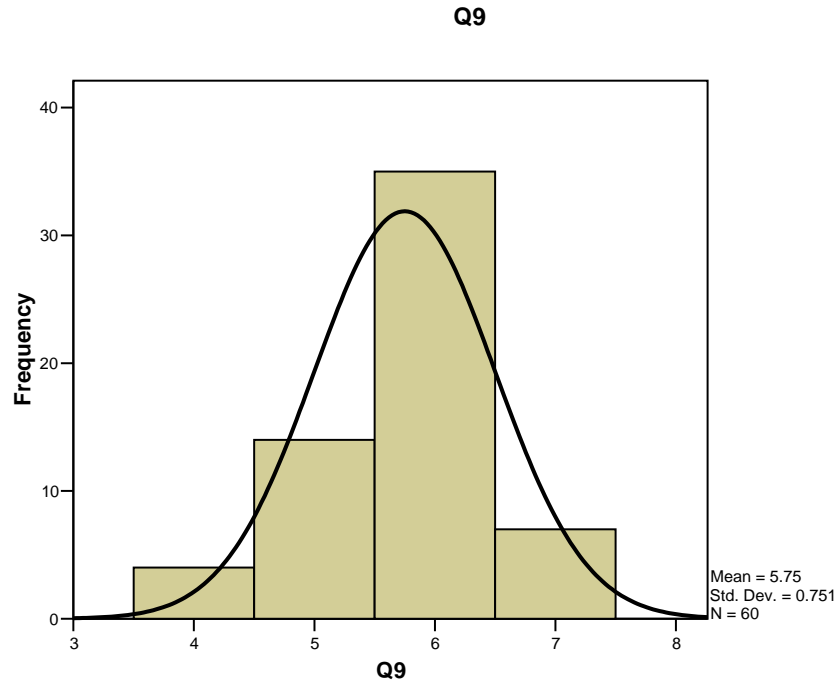
8. The online MTC course will have all the functions and capabilities course participants will need to facilitate learning.



The largest percentage (48%) of respondents AGREED (mode = 6) with this statement. The mean value; however is rounded off to a value of slightly agree. Perhaps the comments about the lack of face-to face course meetings in the open-ended questions (Questions 26-28) explains this slightly less positive rating.

The student-user interface used in the design of the course is similar to other web-based learning delivery systems that have had years of development and revision. Any student having experience with online learning should have all the functions and capabilities needed to facilitate learning

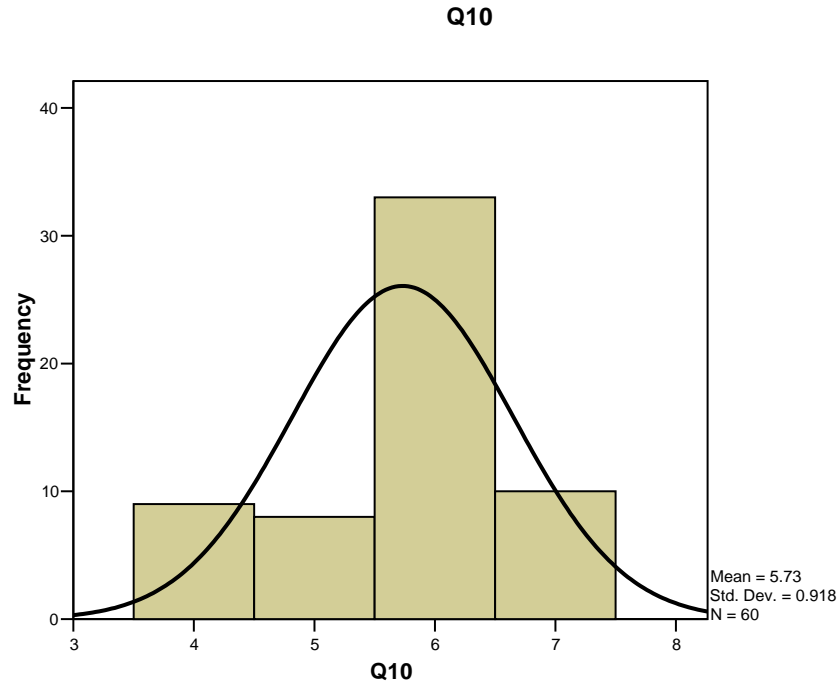
9. Overall, course participants will be satisfied with this online course.



Most (58%) respondents AGREED (mode = 6) with this statement. Given the previous responses this rating is not surprising.

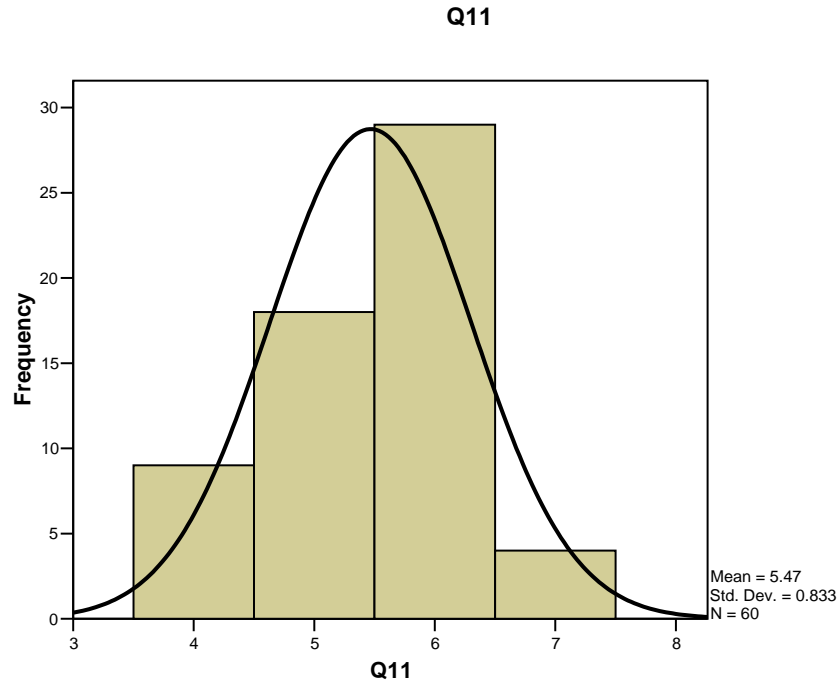
Learning Modules and Activities (9 questions)

10. Course participants will feel that the use of an online Course Forum (threaded discussion groups) will assist learning of the course content.



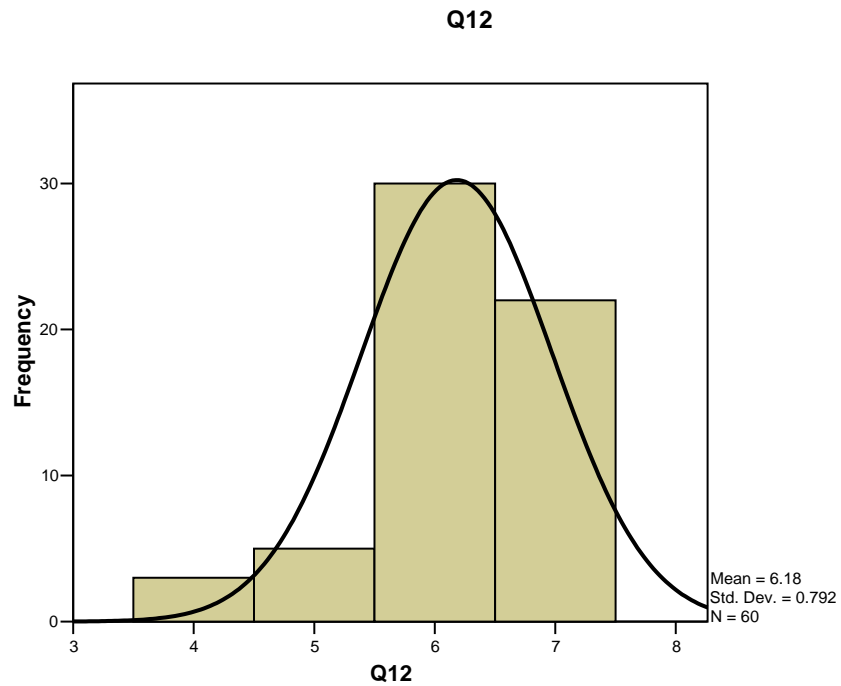
Most (55%) respondents AGREED (mode = 6) with this statement. In response to the open-ended questions (Questions 26-28) the inclusion of a discussion forum received positive comments.

11. Course participants will feel that the use of an online Examination will assist learning of the course content.



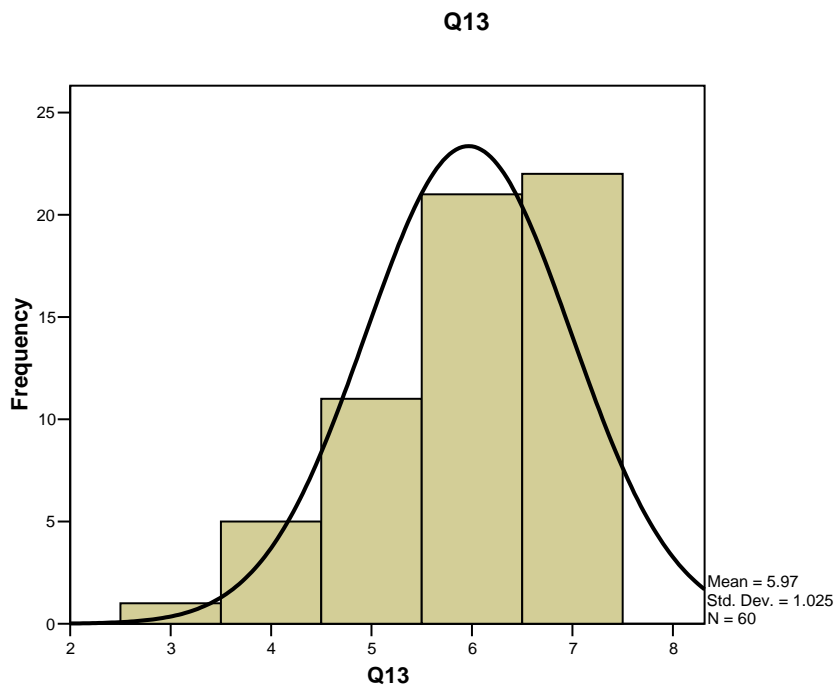
The largest percentage (48%) of respondents AGREED (mode = 6) with this statement; however the mean rated value of this question is rounded off to only slightly agree. The commonly held view of examinations is that the only value is for assigning of course marks, not to assist learning.

12. Course participants will feel that the use of an online Schedule/Outline that includes all activities for the module will assist learning of the course content.



Most (50%) respondents AGREED (mode = 6) with this statement. This feature of the menu system will become the centre of course activities when the course is produced. This modification to the prototype navigation design was also suggested by the focus group.

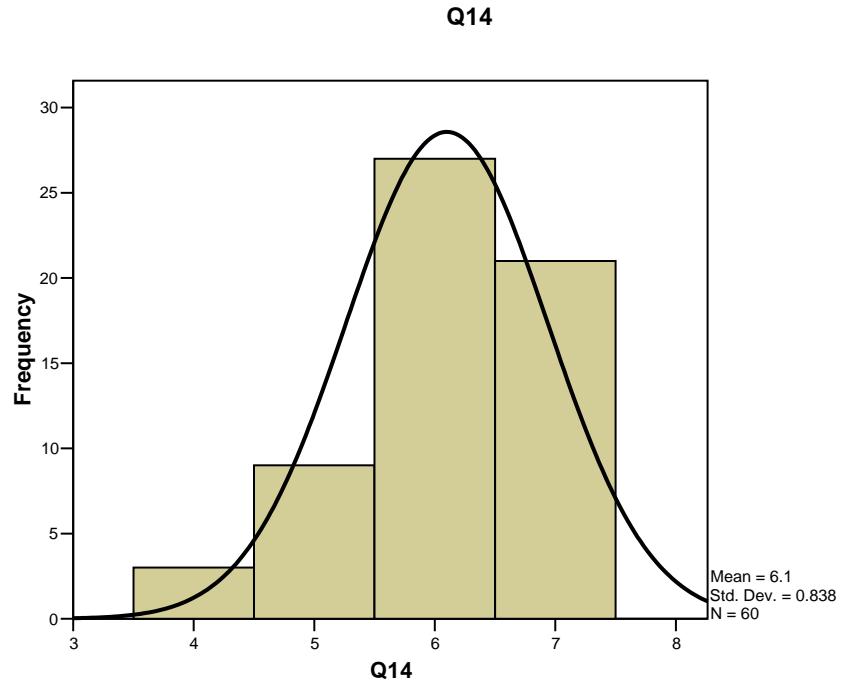
13. Course participants will feel that the use of online Links to internet resources will assist learning of the course content.



The largest percentage (37%) of respondents STRONGLY AGREED (mode = 7) with this statement.

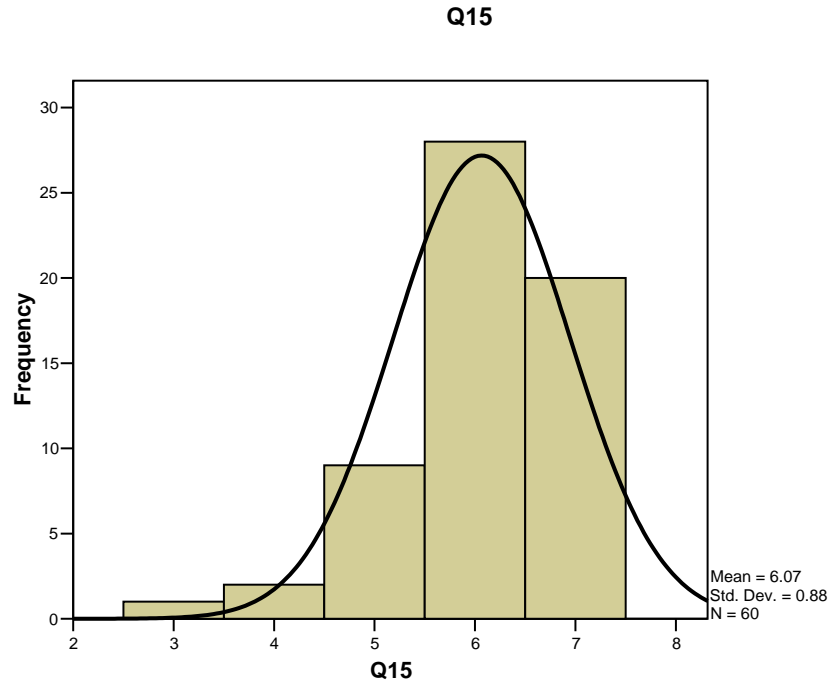
In response to the open-ended questions (Questions 26-28) the inclusion of a links feature received positive comments.

14. Course participants will feel that the use of an online Library of resource materials will assist learning of the course content.



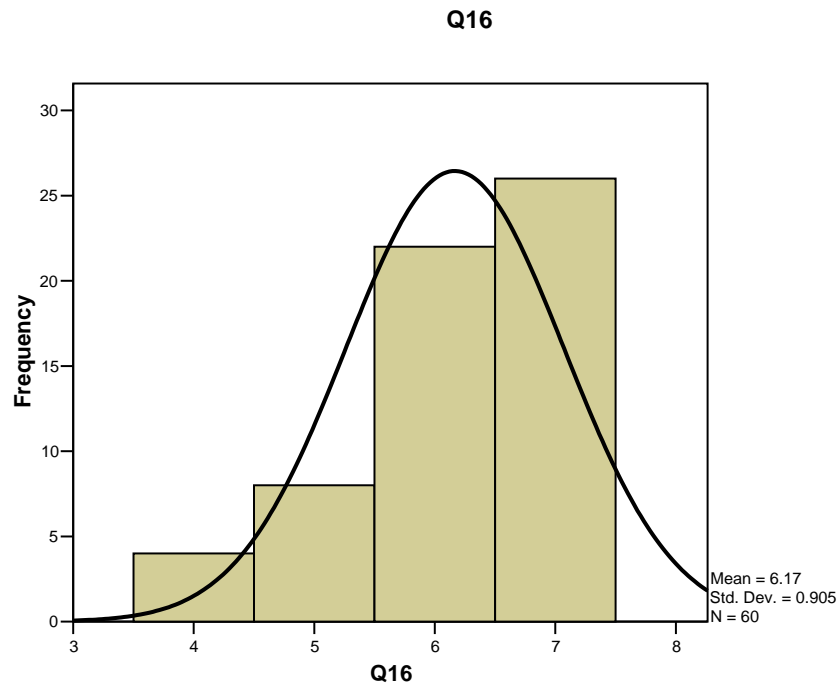
The largest percentage (45%) of respondents AGREED (mode = 6) with this statement. The Library page will be included in the course.

15. Course participants will feel that the use of online Key Points for each module will assist learning of the course content.



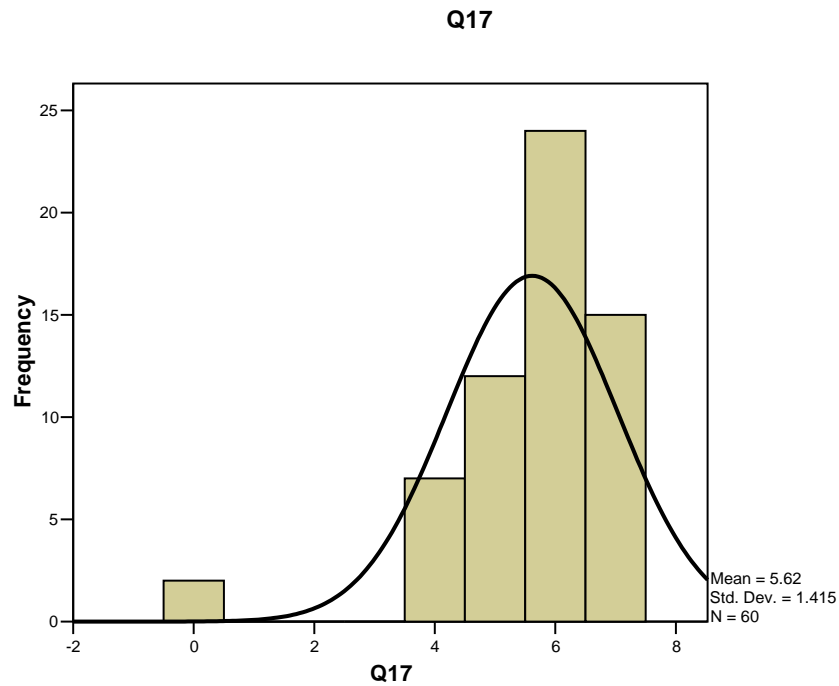
The largest percentage (47%) of respondents AGREED (mode = 6) with this statement. Key Points page will be included in the course.

16. Course participants will feel that the use of online module Quizzes that let the learner check their understanding will assist learning of the course content.



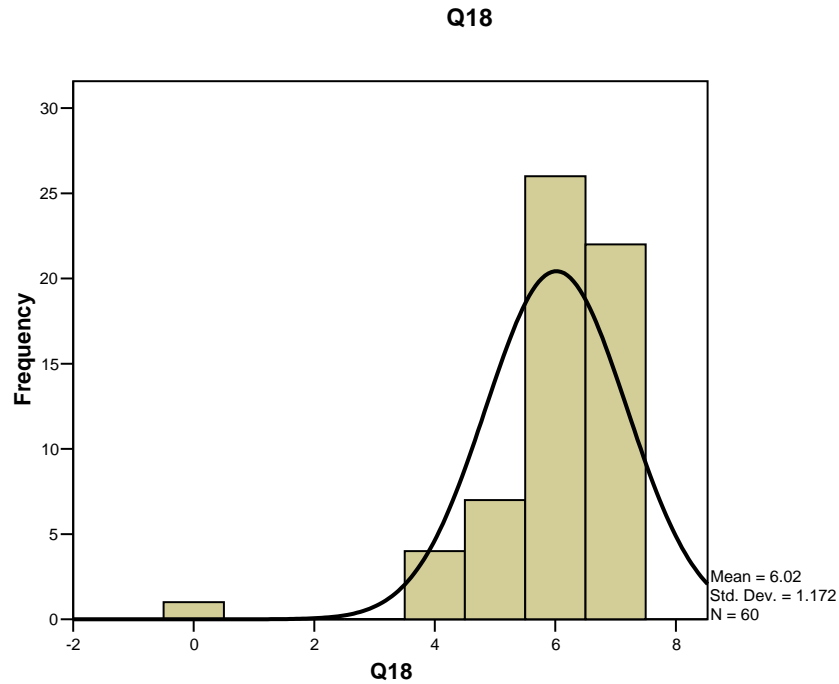
The largest percentage (43%) of respondents STRONGLY AGREED (mode = 7) with this statement. Apparently the evaluators felt that the use of interactive self-check quizzes is one of the strongest points of the course design (along with the use of video in the simulation lab). In response to the open-ended questions (Questions 26-28) the inclusion of quizzes received many positive comments.

17. Course participants will feel that the use of online Team Challenges for group problem solving and communication will assist learning of the course content.



The largest percentage (40%) of respondents AGREED (mode = 6) with this statement. Team Challenges for group problem solving and communication will be included in the course.

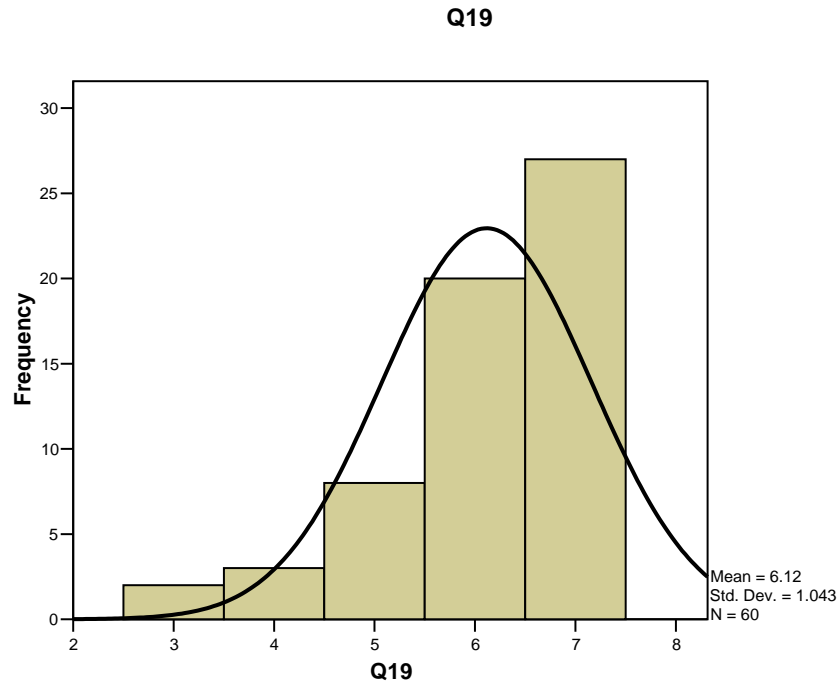
18. Course participants will feel that the use of online Simulation Labs that allow the learner to check their situational evaluation of challenging behaviour and decision making will assist learning of the course content.



Most respondents AGREED (43%, mode = 6) or STRONGLY AGREED (37%, mode = 7) with this statement. The use of the Simulation Lab, in addition to the Quizzes, appears to be among the strongest benefits of the course design.

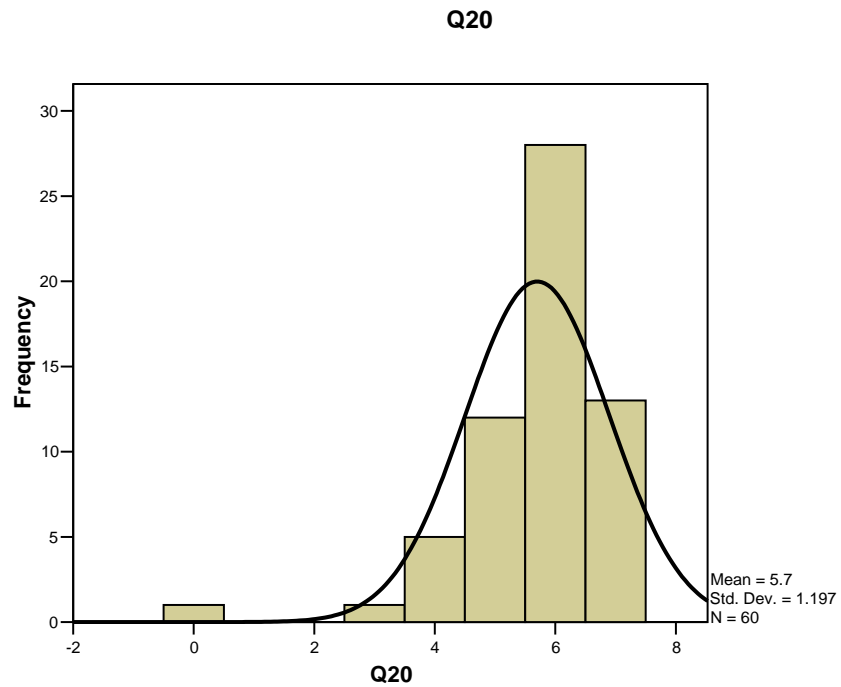
Learning Effects (7 questions)

19. The video clips (as seen in the Simulation Lab) will be very useful.



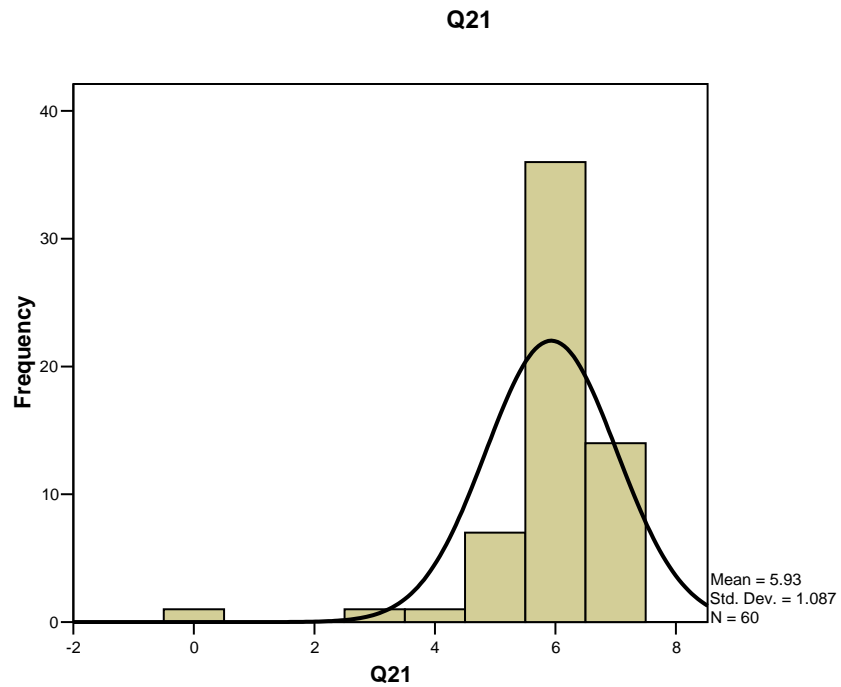
The largest percentage (45%) of respondents STRONGLY AGREED (mode = 7) with this statement. When combined with the 33% of respondents that agree with the statement, the use of the realistic video clips supporting student decision-making opportunities in the Simulation Lab is viewed as the strongest (78%) benefit of the course design.

20. The illustrations (as seen in the Quizzes) will be very useful.



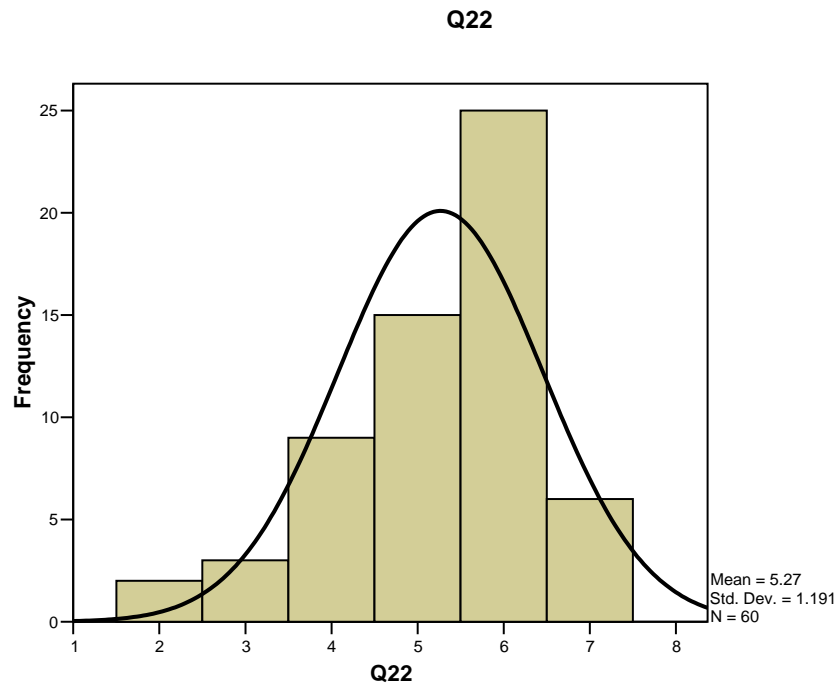
The largest percentage (47%) of respondents AGREED (mode = 6) with this statement. Illustration are well received as an element of the multimedia production.

21. The Quiz questions and feedback will be very useful.



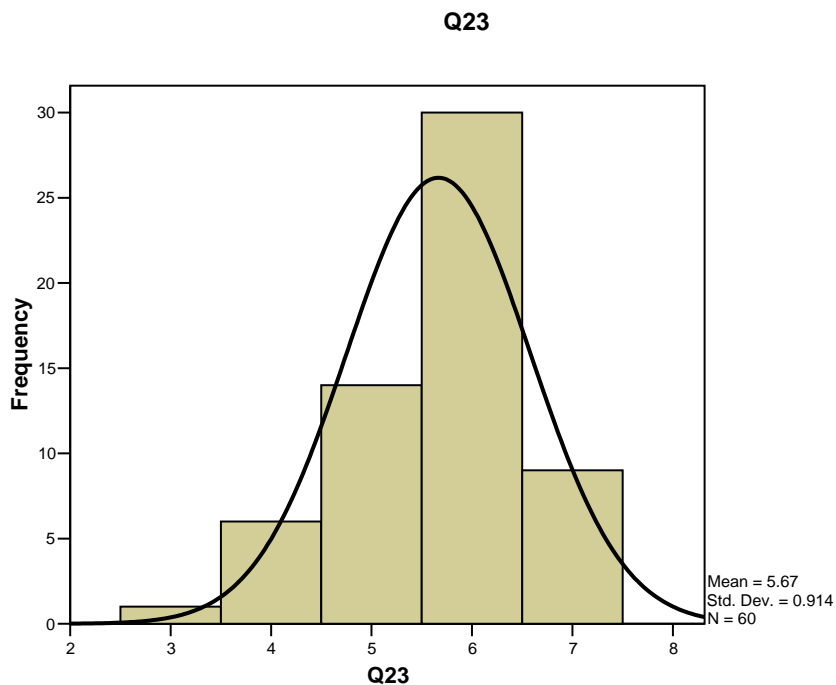
Most (60%) respondents AGREED (mode = 6) with this statement.
Self-check quizzes will be included in the course.

22. The online program will provide enough information and examples for learners.



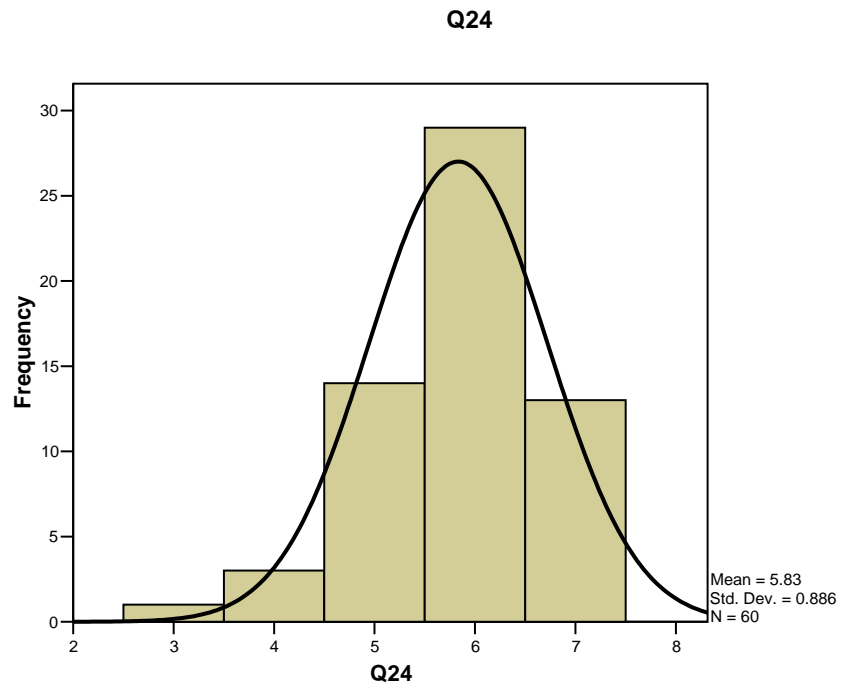
The largest percentage (42%) of respondents AGREED (mode = 6) with this statement.

23. The online program material will reflect the kinds of things child care workers are likely to need in their work.



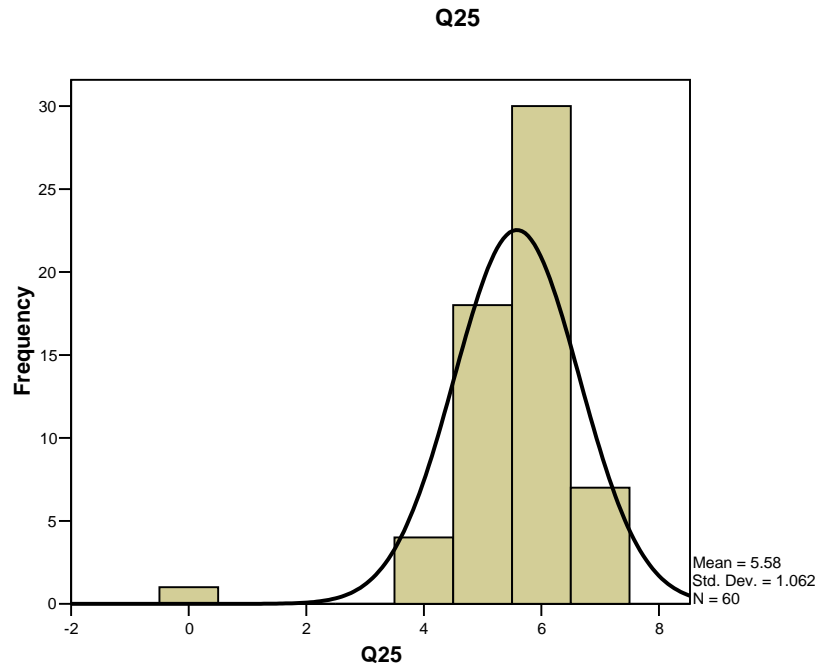
Most (50%) respondents AGREED (mode = 6) with this statement. This statement again reinforces the assumption that the *Meeting the Challenge* booklet, enhanced by the online features and interactivity, will provide child care workers the tools to be effective in their profession.

24. Learners will be able to apply learning from this online course to a child care job.



The largest percentage (48%) of respondents AGREED (mode = 6) with this statement. This outcome, transfer of training – the ability to apply training to on job performance is one of the most important outcomes of training/education.

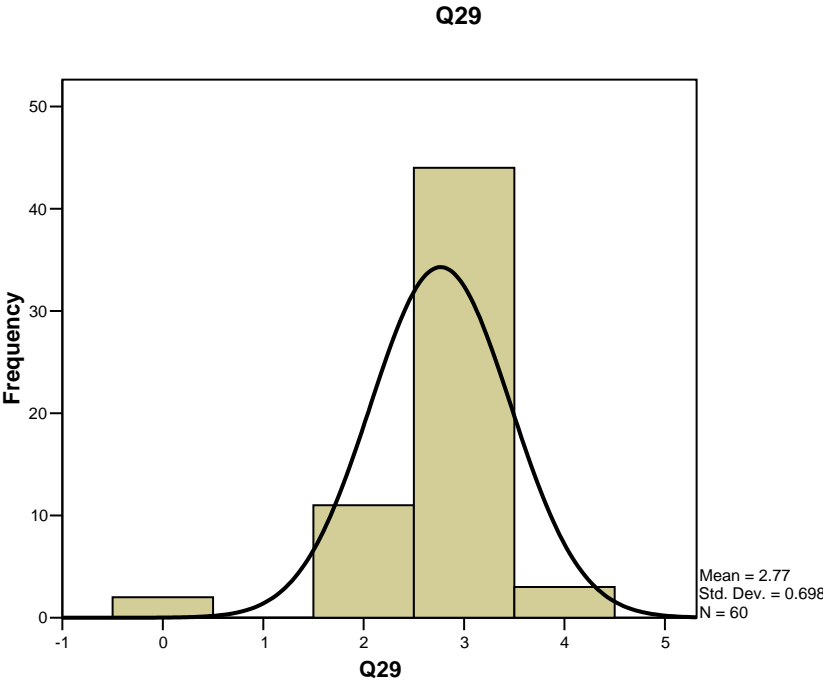
25. The techniques and materials used in the online program will maintain a learner's interest and motivation.



Most (50%) respondents AGREED (mode = 6) with this statement.

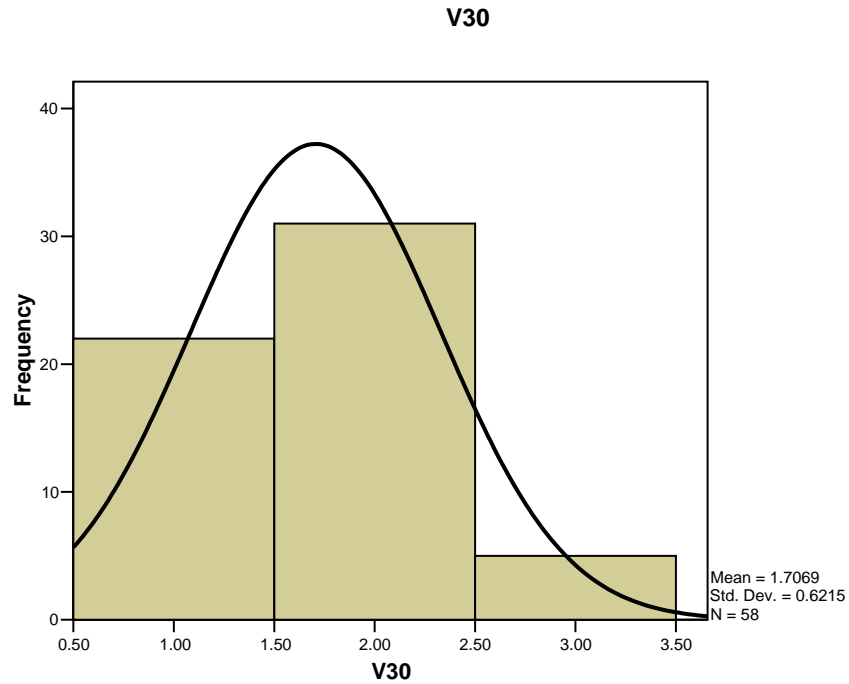
Personal Information (3 questions)

29. I would rate my experience in using computers as:



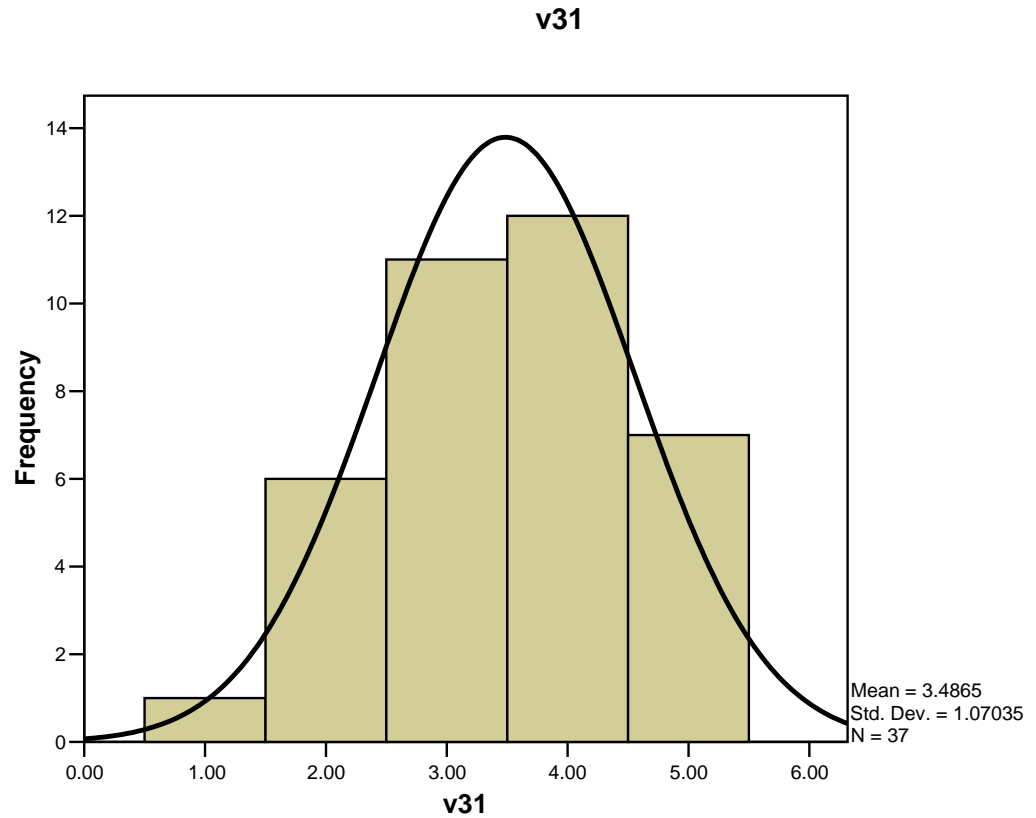
Most (73%) respondents rated themselves as experienced with computers. Only 18% rated themselves as novice/inexperienced and only 5% rated themselves as expert.

30. I would describe my experience in using online learning (computer-based eLearning) as:



With respect to online education, the majority of respondents (51%) rated themselves as having limited experience; 36% rated themselves as inexperienced and 9% rated themselves as experienced.

31. My occupation/profession is:



LEGEND

1. Child Care Centre Worker
2. Child Care Centre Supervisor
3. Child Care Educator
4. Child Care Professional Organization
5. Full time parent/homemaker
6. Other

Note: this question allowed individual evaluators to enter more than one classification. Also a number of individuals responded to the other by entering their classification (see question 31), and that number is not shown in this graph. Of the 60 respondents to the survey only 37 individuals classified themselves in these categories.

Qualitative Analysis

Questions 26 - 28

The comments entered into the text boxes for questions 26 –28 gave the respondents an opportunity to enter an additional comments. The comments to those questions are found below. Exact responses as keyed by the respondents are used and are not corrected in any way.

The reader is cautioned not to place too much emphasis on any single comment. People will comment idiosyncratically and for various reasons.

Most emphasis should be placed on the quantitative tendencies (central tendencies) found in the previous section. These tendencies were in general very positive with the most frequent response at least agreeing with each statement.

Question 26: Anything else you would care to comment upon:

- 34 It is difficult for me to answer some of your questions because I was not able to get into the program and work it to answer your questions properly. From what I can see it seems to be user friendly and a great topic - is this something you are sharing with the colleges - ECE program - they do not seem to teach enough about behaviour management and challenging behaviors.
- 35 The video clips were very dark. And the prototype went very quickly.
- 36 This looks like a very user friendly way to educate ECE's, parents etc.
- 37 no response
- 38 Loved the course and the delivery very useful and user friendly.
- 39 It was hard to accurately assess as the full screen was not available- the band across the top prevented viewer from seeing questions for example There seemed to be limited materials in the library and from their titles I did not see the connection How were the texts incorporated I suspect a participant would need a relatively capable computer to use effectively- mine-3 years old was very slow
- 40 no response

- 41 no response
- 42 no response
- 43 no response
- 44 I was very interested in learning more about this exciting new opportunity. Is there a way you will be able to link with us to let us know when the course becomes available? As an agency interested in "Best practices" we would be very interested in keeping on top of this initiative. I can see this as a wonderful opportunity for some of our staff and for many of the people we support through our services. As Program Manager I would be able to share information with all departments here at Childreach. Please keep us informed!
Anne McKay amckay@childreach.on.ca
- 45 ability to read and comprehend material would be imperative in this course also computer knowledge material looks interesting
- 46 Nothing can be more meaningful than actually taking part in a conflict resolution. It's one thing watching something on a computer or TV. but actually having to work through a problem and interact with care givers, parents and children is another story. Perhaps having something more interactive with others, like the students actually going to a centre in their community and having to implement what they have studied would be a strong bonus to this course.
- 47 no response
- 48 Good job. I like the new look with larger font, different colours etc. The graphic at the top left of the home page looks as if it has been stretched sideways - could it be resized narrower? I would prefer to see 'Exams' further down in the menu - not ahead of course content, quizzes etc. I tend to think in a linear way and as if items are ranked by importance or chronological order. As I mentioned before, I think the word 'schedule' is not where students would expect to find the course outline. Some of the comments I sent earlier still apply as possible ideas for the final version - having links at the quiz answers to the actual chunk of text or study that the answer comes from, for example. Good luck with the next phase!
- 49 This is a wonderful opportunity to develop skills in a topic that we need very badly.
- 50 I feel the online course is a wonderful approach to the child care workers as it will be to parents. I do feel the child care worker still requires a lot of hands on approaches and needs

- to be in the field to actually see these presentations work.
I do agree this is a great beginning.
- 51 no response
- 52 no response
- 53 Looks Great!
- 54 It looks fabulous! I can't wait till it is up and running!
- 55 Will course material reflect both center based child care as well as family child care?
- 56 Course participants will need to have a good understanding of how to use the internet to be able to focus on the lessons.
- 57 no response
- 58 no response
- 59 no response
- 60 I could not see all of the examples, and so I stated neutral to these questions on the questionnaire.
- 61 Each learner should be encouraged to have an on site mentor to communicate with as well. CCA's sometimes are reluctant to ask for help and some lacking computer skills may struggle as I have in the past.
- 62 I'm wondering when this course will be made available? I would be interested in the opportunity to be involved. If there is a waiting list for the program and if so is it possible to be included on the list? Is there any cost associated with the course other than cost of textbooks? Looks exciting. Great topic to address online as you will get such a wide variety of participant experience, potentially from across the country. With group work, video clips, mini quizzes, reading materials in hard copy and online, there is a wide variety of materials to hold interest and allow participants to experience success through a variety of learning materials and styles.
- 63 no response
- 64 Looks like a well put together course. I love the real live situations. Looks great and I think it will be very useful.
- 65 I feel that there is plenty of resources and material available on the internet and this course is put together nicely.
- 66 no response
- 67 Hi, It was a little difficult to evaluate this course without some more concrete examples of the program contents.
- 68 - video clips would be more useful if they were of children-quiz gives only your score - is there a way to go back to see which answers were incorrect and why?- is there a way to monitor examinations? Overall looks very interesting!

- 69 no response
- 70 no response
- 71 no response
- 72 THIS IS A TERRIFIC IDEA.WHOEVER PUT IT TOGETHER SHOULD BE COMMENDED.
- 73 no response
- 74 I like the overall format, an easy flow for the uninformed computer user, or those of us with limited knowledge. A great opportunity for a home child care provider to increase their knowledge on a challenging topic. What is the cost? Would the library be available to all who touch on this site or would they have to be participating in the course? I am looking forward the course launch! Andrea Gingras
- 75 .
- 76 no response
- 77 The main concern is the capabilities of participants having enough computer knowledge to be able to fully access all they need to do. The other problem with computers is the interaction of real people.
- 78 I particularly like the use of video clips. How much learning and value gleaned from a course is always up to the individual participant, the more you put in the more you get out. However, in this brief glimpse of the course, it seems to me that the opportunity is available for each participant to do lots of learning.
- 79 What a great initiative.
- 80 no response
- 81 Good first draft! Two considerations: * the action bar at the bottom of the screen...in many pages on the site the action bar overlaps content and consequently interferes with reading/understanding the print. * the "speaker"/"voice"...if used in a tutorial or to guide learning must allow for a slower pace, to allow new learners to have time to engage, assimilate info and act. Current pace is too fast and I am comfortable using/reading/writing/ composing on a computer. *Page size on site is a little to large for small monitor screens. this means that one must scroll down approx. 10-15 lines to see bottom of page and action bar. This is awkward. Resize design and place action bar on the right side of screen rather than bottom.
- 82 Difficult to access as the view of the course content was very brief

- 83 From the research around on-line courses it shows that the success rates are very low. I believe this is a great start however feel hands on experience is essential. Possibly this could be used for a bare minimum standard to be an assistant in a centre but not to work on your own. Practical experience is essential.
- 84 no response
- 85 I had some difficulty viewing and navigating and for some students this could cause some frustration. Some sort of intro to studying online to ensure everyone fully understands how to access everything and who to call for clarification.
- 86 I have taken online courses at the university, none were this interactive, which I'm sure will be of great support to the student. When I used a CD-Rom that was supplied with a text book, I liked the quizzes to test my knowledge, I found them to be useful study tools. Having taught students between the ages of 18 - 45, I know that the technology will appeal to the younger learners, and I believe they will likely engage in the "chat" or course forum as you have named it, not sure about the over 30 crowd though. The younger student will attempt to do things the fastest way possible, so I see that the links to other resources may not be well used by those in that crowd, but likely be used by older users, those wanting to get more bang for their buck! Not sure as I skimmed through the pre-information, but is this a course that will be available for credit? Is there a cost to students? When will it be available? It's excellent! Way to go!
- 87 no response
- 87 no response
- 88 Overall the course looks informative and user friendly.. As I moved through the program with the narrator I was struck by how user friendly it is. I have no experience taking an on-line course so was impressed by the very user friendly format for those who have little or a lot of experience with computers. In addition, those who may not have taken any course before are provided with easy access to the additional resources they would benefit from. Throughout the evaluation I mainly responded with Strongly Agree and Agree. The exception was my Neutral position on how the student would FEEL about the forum, links, etc. My experience with distance students is that there is almost an even distribution of students who do or do not use these

- resources not so much because they do not feel they are useful but rather that they do not want to take the time to use them. These students are focused solely on finishing the course in the quickest rather than the most effective manner. However, I do believe they are useful tools for those who want to actually learn the material and am pleased to see their inclusion in the program. I also would suggest that the term " child care worker" be replaced with the national term the Federation uses for those who work in the world of early childhood care and education...."child care practitioner"
- 89 Being able to integrate child guidance principles and skills into practice is always the challenge for any worker. Developing effective listening and communication skills is a significant asset for workers in helping children understand boundaries, their own behaviour and how they interact with others. For workers to develop new levels of competence they would need to have the motivation or desire to learn, have many opportunities to practice and use new skills, and have a mentor or someone to reflect and discuss situations that they encounter. It is more difficult to develop positive child guidance skills in isolation, when working alone, without support and feedback. Looks like a great learning opportunity. I can see this as a strong support for parents and caregivers.
- 90 no response
- 91 It was very difficult to answer survey based on material I saw however it looks like there was great potential for learning.
- 92 Difficult to answer questions on learning effects when do not know all the content. Research has shown that live simulations using actors to reproduce real life situations is VERY effective in promoting student's development of interpersonal communication skills. However, research has not yet shown that there is a direct application to changing an individual's work behaviors. Student feedback from this portion of the course would be very interesting.
- 93 I feel it's as good as an e-course can be; however I've found from experience that people make changes best in how they understand and really help children develop empathy and self-control, which is the purpose of any guidance training, by watching someone doing it right. Having the information in their heads is surely necessary and having it there enables a person to more easily move to changing

behavior. The modeling piece is crucial, and I'll be surprised if the e-learning can really be effective without it.

94 no response

Question 27: What will be the best aspect of this online course?

34 Again, difficult to answer because I could not get into the actual program to see how things connect. Visual and verbal cues work well, simulations are a good idea. Is there the opportunity to be on a chat line with other people taking the online course?

35 Will reach family child care practitioners who work in isolation perhaps with small children at home who are unable to get out and take evening or weekend professional development classes.

36 The ability to do the work and then quiz yourself for comprehension and understanding before doing exams is very useful.

37 quizzes and various video examples.

38 ease of access

39 Sophisticated interactive component Use of multimedia

40 no response

41 no response

42 Availability at a time totally convenient to learner.

43 accessibility

44 Accessibility

45 accessibility ability to start any time

46 The real life photos, and links students can use

47 The resources and availability are the best aspects of this course.

48 Easy access (although having a group cohort follow the course all at once and participate in the team challenges etc. seems like an excellent idea, I would think there would be a need for home study access at any time). The course focuses on a few main ideas to help child care workers respond to challenging situations rather than confusing them with too much information.

49 that students can work on the course without leaving their workplaces or home.

50 no response

51 no response

52 The convenience of doing it online - with relevant, useful information pertaining to the childcare field.

- 53 no response
- 54 The fact it is internet based and individuals can participate independently at their leisure.
- 55 Accessible at all times.
- 56 Being able to take the course, exams, and correspond with others in the childcare field without leaving my home.
- 57 no response
- 58 no response
- 59 Visual clips, ability to watch over again, organization of course content.
- 60 The video clips will be an excellent learning tool, as it will put the participant "in" the moment, but able to separate from it to be objective on techniques or results.
- 61 ability to do it on their own time - but within set limits
- 62 Availability of instructor, course materials, input from and discussion with other students (widens the scope and quality of information beyond your own personal experiences) and resources which compliment the program all online, for participants convenience.
- 63 In-home learning opportunities for busy people.
- 64 Video clips and the team challenges
- 65 The best aspect of this course is that it could facilitate training for a infinite number of people who require training in child care for career or personal use. It could be used to help families who are high risk and need information ASAP. It also could be presented to families in hospitals and therefore used as a preventative measure.
- 66 no response
- 67 I think the online team challenges would be the best aspect, as participants will be working in a field that involves extensive human interaction. The online team challenges allow for this while studying long-distance. Also, many people learn best when they are able to have the feed-back of a group.
- 68 Accessibility!
- 69 no response
- 70 the level of interaction
- 71 no response
- 72 PROBABLY THE IDEA THAT YOU CAN ACCESS EVERYTHING ON-LINE.THE COURSES,THE EXAMS AND THE LIBRARY.YOU CAN ALSO ASK FOR HELP IF YOU NEED IT.
- 73 no response

- 74 From a home child care perspective, I would have to say, the chance to increase my knowledge on the topics presented in an environment where I can be available to my family.
- 75 I like the course forum and the team challenge aspects. I think it offers the opportunity to learn from each other and to understand the importance of team dynamics
- 76 no response
- 77 The availability of the program to anyone who has a computer to be able to do it on their own time.
- 78 The course looks very well organized with everything available on-line including library, text ordering, exams, etc.
- 79 The fact that it is online and accessible.
- 80 Accessibility for students who don't have access to post secondary education in their community.
- 81 Content
- 82 videos and modeling of caregiver behavior
- 83 I think the best aspect will be the video's and the contact system for "real people" to discuss the course will be the strongest benefits of this course.
- 84 People will have access to information that will promote quality child care.
- 85 To be able to work from home and to fit into your schedule
- 86 Having a more "universal" classroom to share and support with.
- 87 Ability to deliver a course at a distance Ability to take a course at a distance and to take the course at a convenient time relative to your own personal schedule.
- 88 Thank you for creating this online program...Canadian written and created, representing an issue that continues to "challenge" those who work with young children. I see this course as being useful for those who have little to no training in the field, as well as, a valuable refresher for those whose training was years gone by..
- 89 Case Study, scenarios, and the video clips to actually see and hear those scenarios and alternate ways of dealing with them would be a very strong component. As always, peer support and the opportunity to connect with other parents or caregivers is a needed part. I don't understand yet how the group work or team work would happen but could see a mentoring benefit to having the opportunity to work in small groups with increased flexibility in the timelines. It usually takes more time when group work happens, and just making that accommodation with time would contribute to

- more interaction together. It just takes a while to feel comfortable together before work and tasks can be agreed on and accomplished.
- 90 Easy access for all learners.
 - 91 relatively accessible
 - 92 no response
 - 93 Great information. Easy to use. Encouragement. Discussions with peers. Available to caregivers, parents, everyone.
 - 94 Accessibility to rural learners.

Question 28: What will be the worst aspect of this online course?

- 34 Not being able to talk to other people who are taking the course -
- 35 no personal contact
- 36 no response
- 37 no response
- 38 no response
- 39 Quality of users computer
- 40 no response
- 41 no response
- 42 Learner has to discipline themselves and be highly motivated.
- 43 That their is no hands on, I like to interact with people
- 44 Not being available to those who are not able to access a computer
- 45 computer skills and reading accuracy
- 46 The lack of actually interacting with people, children and parents in the field
- 47 Trying to coordinate the team work would be the worst aspect of this course. I am not implying it should be removed though.
- 48 Getting people signed up for particular dates to go through the course at the same time; having to change the dates in the course schedule; getting students to understand how to use the shared bulletin board and understanding the different options (I remember 3 were listed, but I didn't get a sense of the differences between them). There is a risk that the content doesn't try to get under the skin of the child enough and the focus is more on behaviour management than on understanding, compassion. Also, I think the

- information on working with parents needs to be sensitively handled to that it is very positive.
- 49 No personal contact with other students or teachers.
- 50 no response
- 51 no response
- 52 Navigation may be confusing for some people.
- 53 no response
- 54 I expect there will be a long response time for questions individuals may have regarding course content.
- 55 no response
- 56 Not being able to physically practice the techniques with an instructor during the course -- although it will be possible to try them out with the kids I work with.
- 57 no response
- 58 no response
- 59 Some participants may be intimidated if lacking in computer skills or confidence.
- 60 I worry about the participants' knowledge of computers and using online courses having an effect on what they can get out of the training.
- 61 not being recognized by provincial authorities
- 62 I don't see one.
- 63 Not meeting with/talking with people face to face. To find people who are committed and comfortable in doing an online course. E.C.E.'s traditionally enjoy people contact.
- 64 Exploring the websites
- 65 The only con I can find with this course is the lack of human contact could spur lack of motivation for some. For someone pursuing a career not really, but an at risk parent may not stick with it.
- 66 no response
- 67 It's hard to say with little example, but the quizzes could present problems in that they may allow a person to know if they are basically on track, but would not necessarily show them why they are or whether there is a sufficient depth of understanding. Many people can recite information but work in human service fields is very subjective and global and requires a strong understanding of the connections between information.
- 68 Perhaps cost? (no idea of cost to participant)participants without high speed internet may have a frustrating time with it
- 69 no response

- 70 Couldn't find one
- 71 no response
- 72 THAT NOT EVERYONE HAS ACCESS TO A COMPUTER AND WOULD BE MISSING OUT ON THIS.
- 73 no response
- 74 Worst is a strong adjective
- 75 No one really likes exams, but I think they are a necessary component.
- 76 no response
- 77 The potential of computer problems that may hinder the participants in completing the program.
- 78 I suspect, like other on-line courses the difficulty will be with establishing a sense of "community" between people that don't see each other. Will there be enough discussion to keep everyone engaged? Some will want to post responses quickly and others will be slow.
- 79 no response
- 80 no response
- 81 Navigation and time sensitive moderator/tutorial guide. Pacing will be an issue. Once student is very comfortable then movement through can be faster. How can the speed be altered by user?
- 82 no hands on coaching
- 83 The lack of practical experience. Childcare Educators need to deal with situations immediately and need to gain this experience practically. Many areas/regions/practices and Theories differ from region to region. Practice is the best way to learn this.
- 84 it moves too fast
- 85 Anxious about using the computer correctly and efficiently
- 86 Trying to get someone on the course forum, often when I log into things like this, no one else is on and that's frustrating. I like the idea of having a time when people are most likely to log on, it gives you a chance to schedule things out.
- 87 The lack of face to face contact and class discussion and participation. The inability to respond to questions, comments, etc. that are presented spontaneously in class and can be use as teachable moments.
- 88 I cannot think of a worst aspect of the course itself. My response is related to the worst case scenario regarding those who take the course. The reality is that there will be individuals whose main motivation to take this course may

have little to do with wanting to provide improved care for young children. They may instead be more interested in building their resume, fulfilling a condition of employment or a performance appraisal goal expected by the employer. Therefore, the worst aspect of this course is that the opportunity to learn and apply best practice will not be reflected in the work of these individuals with young children. I therefore, support rigorous evaluation criteria to dissuade those who do not come to the course fully committed.

- 89 Participants need a lab or situation in which to practice and apply their learning. Whether that is with their own children, someone they care for, a centre where they work, or a gathering of family members, children, a church group, what ever. They need to have daily or at least weekly contact with children of many ages to practice and apply the concepts being taught. They also would benefit from a local or on line mentor to reflect with or debrief with on a regular basis or as needed. Even better if it is someone who observes them with children regularly. Valuing children and being respectful of their individual needs and strengths should be included as basic assumptions from the very beginning. Maybe some tips on how to make this online learning more effective for the participant.
- 90 Lack of face to face interactions. For some learners this is extremely important -- especially for learners that aren't as familiar with computer learning.
- 91 isolating no face to face contact with other learners.
- 92 no response
- 93 The cost. No guarantee of application of theory to practice or did I miss something?
- 94 internet problems, disconnecting etc

Questions 31 - 33

Question 31 allowed the respondent to provide occupational/professional classifications for those categories not anticipated in the check boxes. Questions 32 and 33 – Personal Information (names and Email addresses) are not reported.

Question 31: My occupation/profession is:

- 34 Program Director
- 35 no response
- 36 no response
- 37 Project coordinator
- 38 child care administration
- 39 professor
- 40 no response
- 41 no response
- 42 no response
- 43 Executive Director
- 44 Program Manager for Childreach (an Early Childhood Development and Parenting Centre) and home of an Ontario Early Years Centre. We joined with the Early Childhood Education Resource Centre in 1997 and continue to support the childcare community.
- 45 Director
- 46 Executive Director
- 47 Family Child Care provider.
- 48 Staff at national family support organization.
- 49 no response
- 50 no response
- 51 director
- 52 no response
- 53 no response
- 54 Executive Director of a Child Care Centre and Early Childhood Educator
- 55 Home Visitor with a Family Child Care Agency
- 56 Licensed Family Childcare Provider (this should be included in the list)
- 57 no response
- 58 no response
- 59 no response
- 60 no response

- 61 no response
- 62 Family Child Care Provider Family Child Care Training Program Facilitator (Volunteer) Family Child Care Network Coordinator (Volunteer)
- 63 part-time Community College E.C.E. faculty Consultant for families and children with special needs
- 64 trainer
- 65 no response
- 66 no response
- 67 Parent educator
- 68 no response
- 69 no response
- 70 no response
- 71 no response
- 72 no response
- 73 home childcare provider
- 74 home child care provider
- 75 no response
- 76 no response
- 77 no response
- 78 no response
- 79 no response
- 80 no response
- 81 no response
- 82 no response
- 83 no response
- 84 no response
- 85 no response
- 86 Child Day Care Coordinator (licensing)
- 87 no response
- 88 no response
- 89 Family Child Care Agency Coordinator
- 90 no response
- 91 Early years Centre Director
- 92 no response
- 93 no response
- 94 no response

Recommendations

Recommendations were also received from the Advisory Committee members under separate cover. Their recommendation correspond with those of the online respondents, and differ only in detail.

The production version of the course needs the following design modifications:

Instructional Design

Basically all comments about the design of the instructional elements were rated positively; therefore there will be no major change in the instructional design of the production course. Continued prominent use of Quizzes and video-based Simulation Labs, because of the extremely high ratings given by the evaluators, will be followed.

Navigation

The navigational elements and usability received positive comments; however, based on a few open-item comments and comments from the Advisory committee, the menu items in the left menu will be slightly redesigned placing more emphasis on the Schedule element as the centre of the course.

Multimedia

Where feasible and within budgetary constraints, use realistic video clips and multimedia elements for presentation of simulation laboratory situations.