



IONIAN TECHNOLOGIES LTD

Internal Evaluation of the WBT Training Courses



IONIAN TECHNOLOGIES LTD

Internal Evaluation of the WBT Training Courses

© IONIAN TECHNOLOGIES LTD
93 Riga Feraiou Str, GR-26221, Patras, Greece
Phone +302610242670 • Fax +302610242671

Table of Contents

1. Executive Summary	2
1.1 Purpose of the report	2
1.2 Evaluation methodology	2
2. Evaluation Results	3
2.1 Course : Introduction to ODL	3
2.2 Course : Information Technology in Education	5
2.3 Course : Learning in Adult Education	6
2.4 Course : Adult's Psychology	8
2.5 Course : Pedagogy for e-Learning – Fundamentals of Instructional Design	10
2.6 Course : Pedagogy for e-Learning – Fundamentals of Training and Evaluation	12
2.7 Course : Tutorial Action	14
2.8 Course : Pedagogy of Communication in Formation	16
2.9 Course : Adults with Special Education Needs (SEN)	17
2.10 Course : PC Basics	18
2.11 Course : Using the Internet and Web Site Management	20
2.12 Course : Web Designing and Use of Web Page Tools	21
2.13 Course : Graphic and Animation Tools	23
2.14 Course : Introduction to Streaming Technology	25
2.15 Course : Educational Software	27
2.16 Course : Web Based Course's Lifecycle	29
3. Overview of the rest parts of the Evaluation Questionnaire	31
4. General Overview of the course evaluation process	32
ANNEXES	32

1. Executive Summary

1.1 Purpose of the report

The purpose of this report is to provide an internal evaluation of the WBT Training Courses. It is a synthesis of the separate evaluations took place by the partners responsible in the consortium for that specific task. Those partners were different for every course module. The partner responsible for the development of the course did not take part in the evaluation process of its own course.

1.2 Evaluation methodology

The methodology followed can be characterised as effective and realistic as it was based on the selection of partners by the consortium decided in the relevant meetings. The evaluation based on a checklist developed

by IONIAN Technologies Ltd. On a 0-4 system of noting (0 – unsatisfactory 4 – excellent). The specific checklist, which can be found in the Annexes Part of this report, covered the whole platform and each separate subsystem. The parts consisting the questionnaire are :

- Course Objectives and Content
- Instructor and Peer Interaction
- Course Technology
- Course management and coordination
- Support services
- Open questions

The present evaluation report is based only on the parts Course Objectives and Content and Course Technology because these parts are directly relevant to the assessment of the courses themselves, their contents and quality. The rest parts are more relevant to the interconnection of the various facilities of the platform and were not evaluated in that part of the evaluation.

2. Evaluation Results

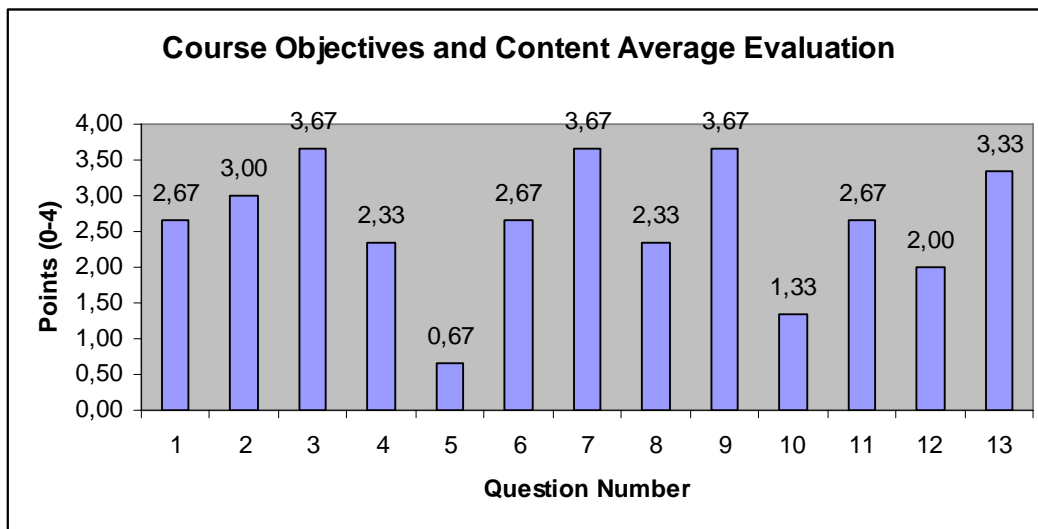
2.1 Course : Introduction to ODL

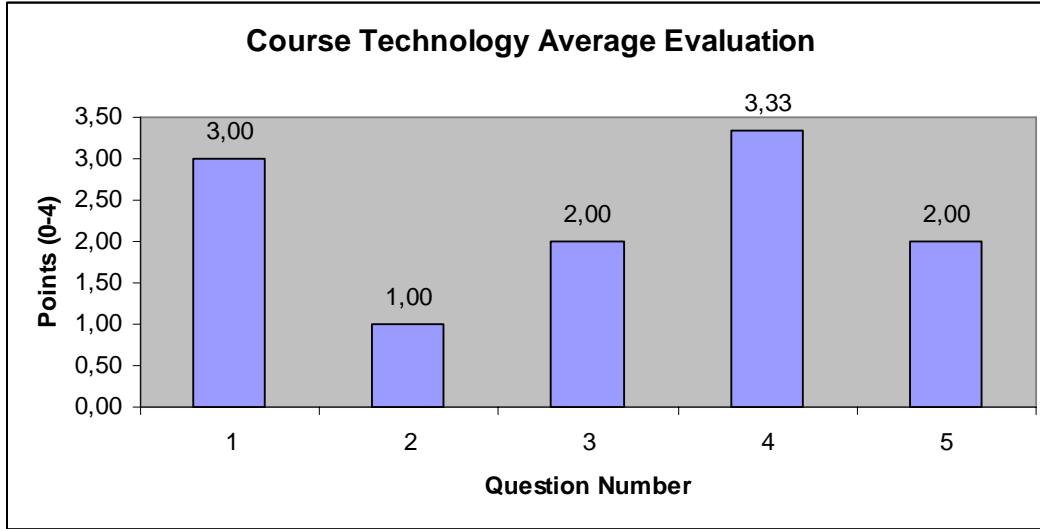
The course Introduction to ODL was developed under the coordination of the General Foundation of the Valladolid University and Elite Training and Development Ltd.

The course has the following objectives :

- To demonstrate the basic characteristics of a distance learning system
- To present good practices to implement distance learning systems (web based centered)

In the following chart are the average grades of the answers to the questions in the various parts of the Evaluation Questionnaire.





The general conclusion from the evaluation of that course is positive. The open questions at the end of the evaluation questionnaire identified that the content is written in a way suitable and readable. Some concerns rose about the evaluating questions inside the course and that they need to be updated or reworked. It brought also the feeling to the evaluators that they were repeated so the answers were known. Also the evaluators identified that they needed more multimedia content to be included. There was also a comment about the possibility of presentation of the pedagogical content of the course in a different way.

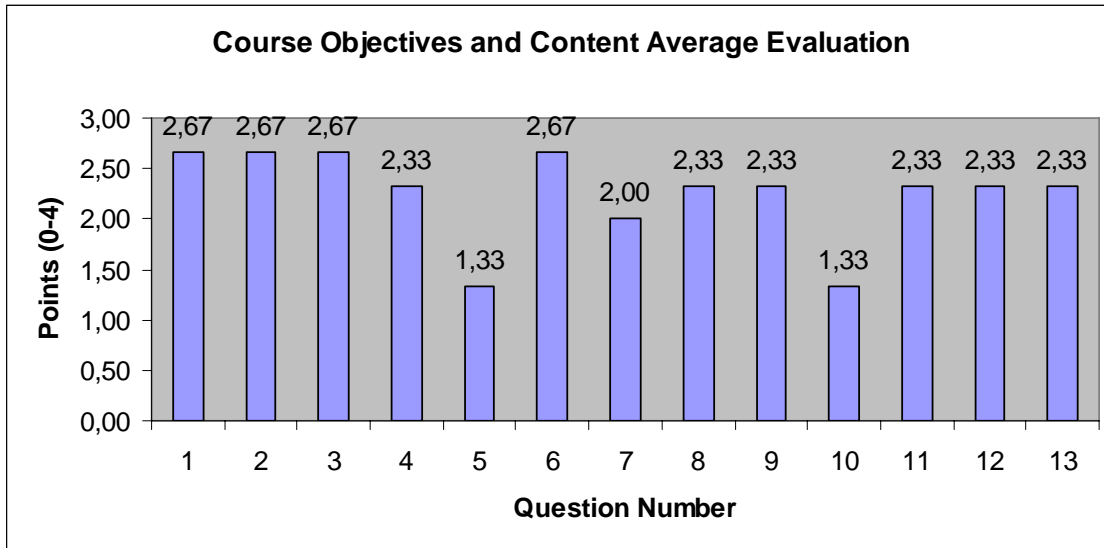
2.2 Course : Information Technology in Education

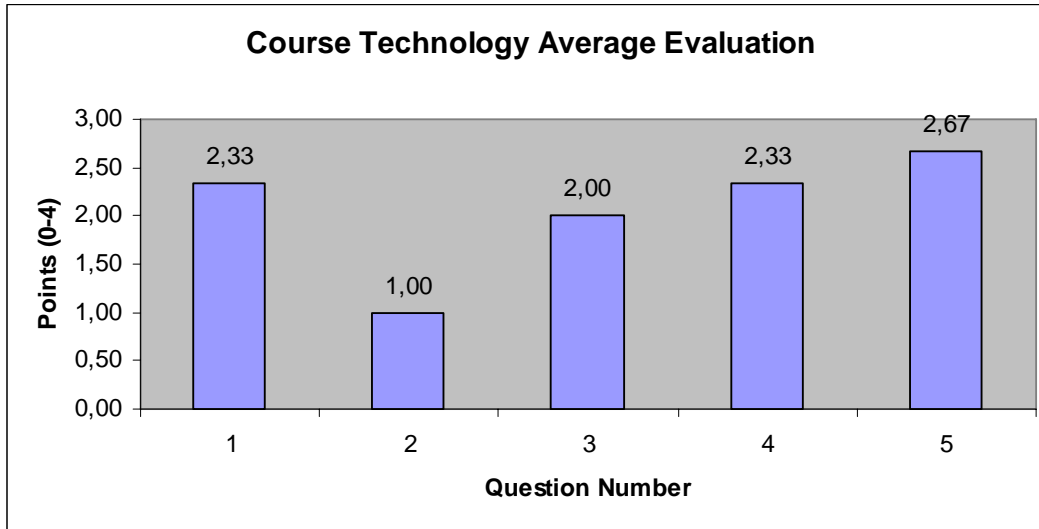
The course Information Technology in Education was developed under the coordination of the Foundation Radio ECCA.

The course has the following objectives:

- to seek out teaching strategies which maximize the opportunity to learn.
- to identify the characteristics of all the learning strategies which the course offers and the connections between them.
- to evaluate the possibilities, limitations and ways of applying each strategy offered by the course both individually and as a group.
- to develop skills which will allow educators to use all the strategies offered by the course effectively.
- to identify the key points and select the best strategies to improve current teacher training and increase its educational potential and quality.

In the following chart are the average grades of the answers to the questions in the various parts of the Evaluation Questionnaire.





The general conclusion from the evaluation of that course is positive. The open questions at the end of the evaluation questionnaire identified that the content is very well structured, clear and the instructions provided were according to expectations. There were also good comments about the audio and graphic resources provided which were quite good. Some concerns rose about specific parts of the material presented and that the course should contain more practical examples.

2.3 Course : Learning in Adult Education

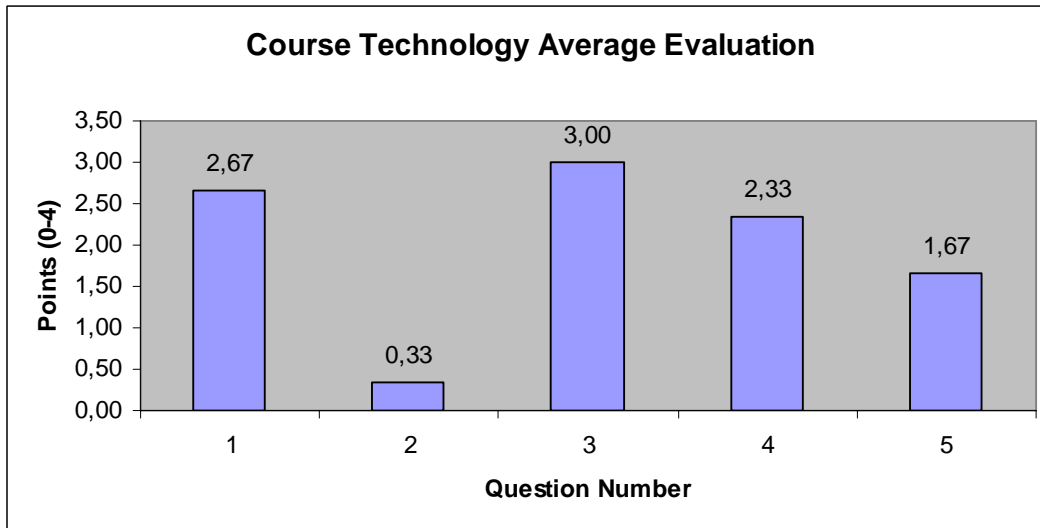
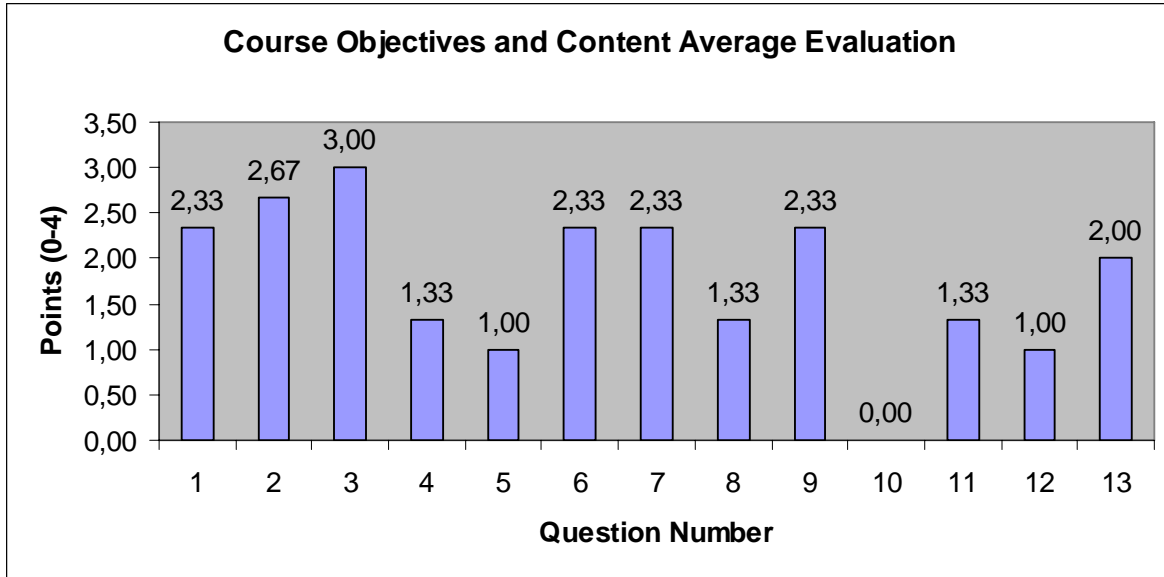
The course Learning in Adult Education was developed under the coordination of the Infinity Foundation Consultancy Ltd.

The course has the following objectives :

- to illustrate the way that a single course can be delivered with different proportions of face-to-face and online
- to support students in problematic situations
- to illustrate the difference between courses which are mainly based on content and pre-structured exercises, and those which give more emphasis to guiding learners through a process.

- to learn about the different assessment methods for the assessment of the kind of learning which takes place in the web-based learning environment

In the following chart are the average grades of the answers to the questions in the various parts of the Evaluation Questionnaire.



The overall impression of the evaluation of that course is that we have a very interesting and well structured course which needs more work in the section of questionnaires included. Another issue was also a problem based on answering the same questions before and after the course as well as the existence of wrong answers to specific questions which leads to a possible platform problem. It is worth noting here that in the above diagrams there was no score in the relevant questions due to the fact that we did not have answers from the evaluating partners.

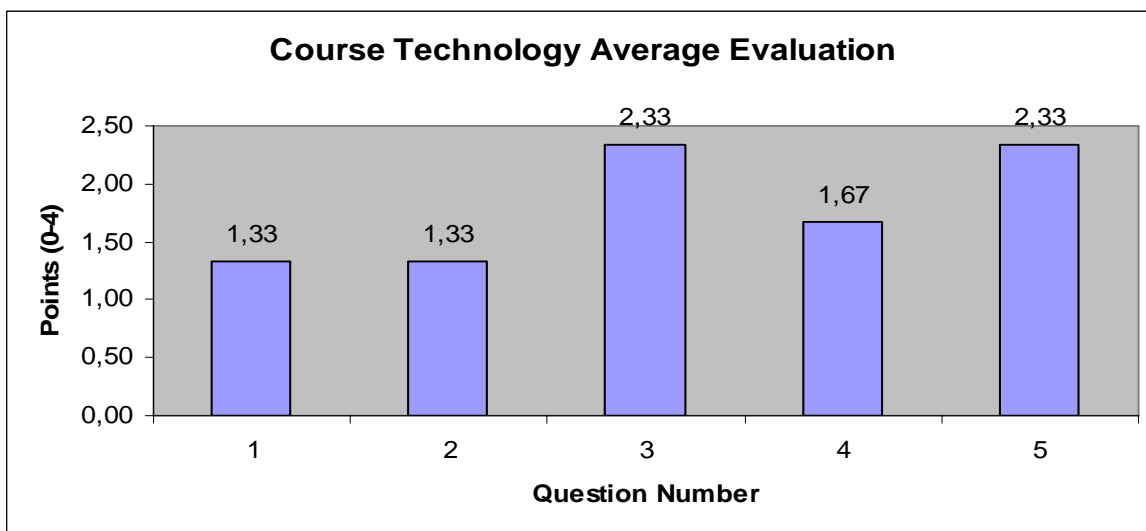
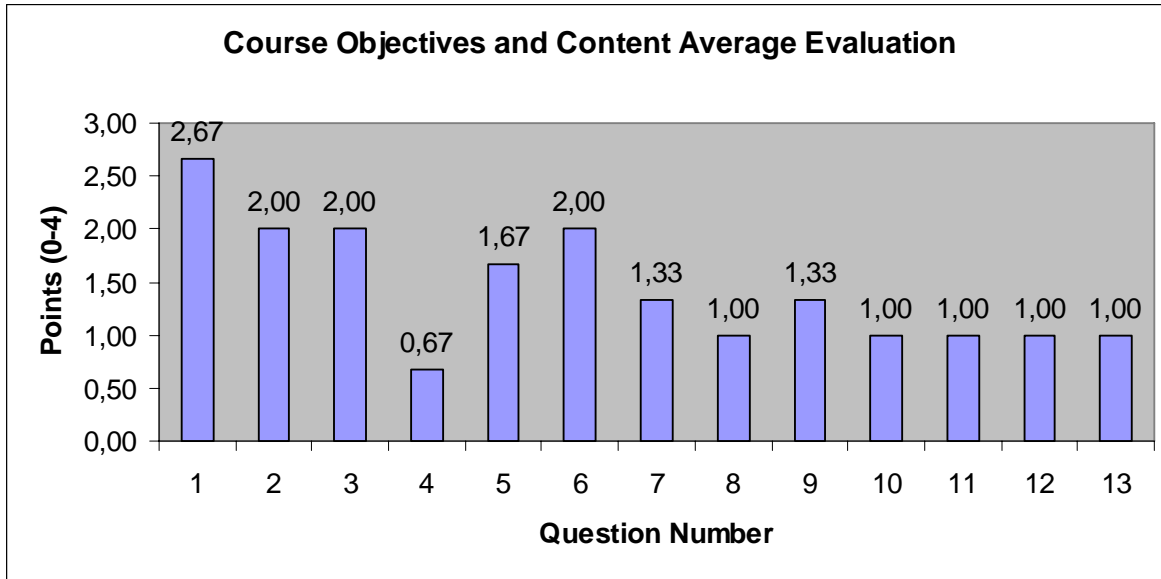
2.4 Course : Adult's Psychology

The course Adult's Psychology was developed under the coordination of the University Transilvania of Brasov.

The objectives of the course deal with :

- acquiring a knowledge system about the life-span development
- acquiring the most important theoretical perspectives of adult personality
- collecting and taking over information regarding the students' individual peculiarities Developing analysis and interpreting capacities of personality issues and their consequences on adult training
- supporting students for identifying the personal and professional development field
- the self-control regarding the interactions with other actors involved in the learning situation
- developing the students' self-knowledge, regarding the aspiration level, the life ideal
- enhancing students personal development projects
- self-evaluating the professional and personal progress (students and teachers)
- evaluating critically the entire activity of teacher/tutor in comparison to the professional deontology (teaching in the virtual space – electronic course, tutorial activity)
- acquiring a knowledge system about the learning psychology to the adult
- adult's learning theories description and their implications in the training process
- developing skills for analysis adult learning situations
- developing self-knowledge focused on the elements and characteristics of learning in the case of adults and disabled
- self-monitoring motivation for long-life learning
- administrating the personal time and stress
- developing capacity to differentiate andragogy and pedagogy
- describing the main methods and techniques for individual learning
- developing self knowledge, centered on the elements and characteristics of the learning process
- developing capacity to navigate, to select Website and to read intensive /extensive
- choosing learning strategies to each objective for getting the maximum educational effect
- using the ways to cooperating learning (information exchange, team problem solving etc)
- using and creating conceptual models (graphic representations of the relations between the concepts)
- using the results of evaluation for the learning self-control

In the following chart are the average grades of the answers to the questions in the various parts of the Evaluation Questionnaire.



Again here the course had a very positive evaluation. The content was evaluated as very well structured and informative. An issue rose about the absence of enough number of videos, maybe interviews, video clips, voice media but that did not alter the general image which concluded that the practice items and the tutorial activities were very good. There were two more issues rose by the evaluators that are the repetition of the same tests and the treatment of the pedagogical aspects of the course which should be different in order to be adapted to the needs of students. It is worth noting here that in the above diagrams there was no score or the score was too low in the relevant questions due to the fact that we did not have answers from the evaluating partners.

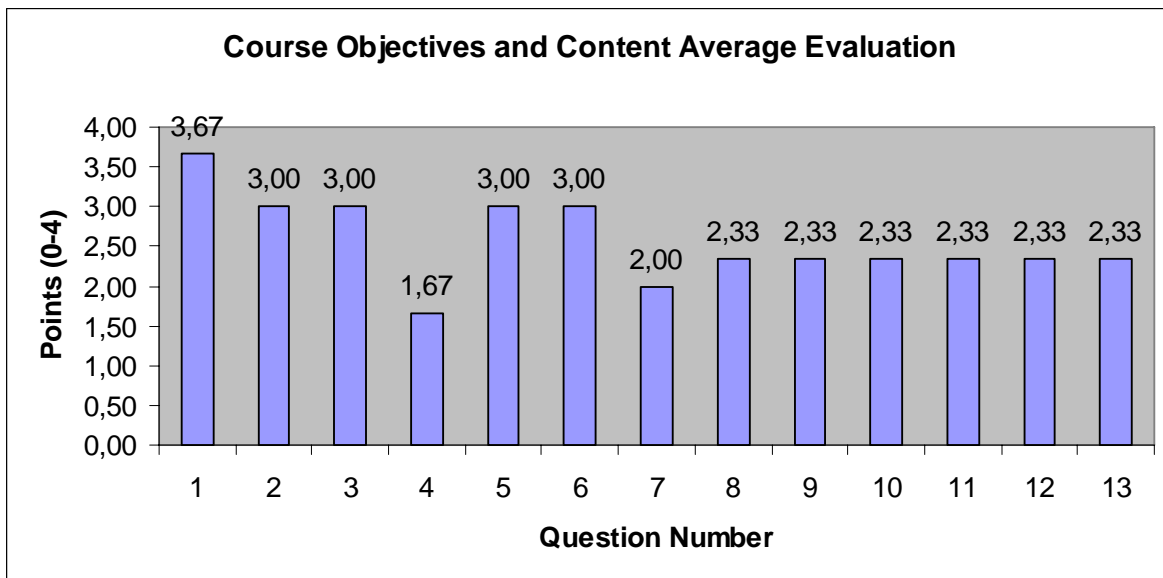
2.5 Course : Pedagogy for e-Learning – Fundamentals of Instructional Design

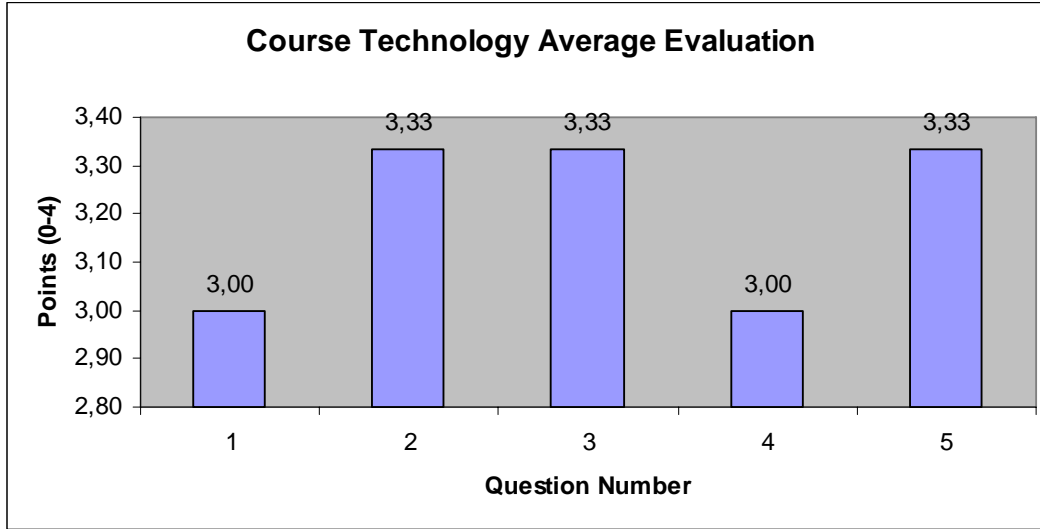
The course Pedagogy for e-Learning – Fundamentals of Instructional Design was developed under the coordination of the University Transilvania of Brasov.

The objectives of the course deals with the basic concepts (declarative knowledge) regarding curriculum, police curriculum, program of study, needs analysis for e-learning, and basic methods, techniques (procedural knowledge) adequate:

- acquiring knowledge over the curriculum, over the main curriculum components
- drawing the curriculum according to the European standards peculiar to e-learning
- adopting a prototype for drawing the electronic course
- selecting and defining goals for the subject approached
- establishing contents, knowledge, skills for course/modules
- establishing the necessary pre-acquisitions, the connections between courses/modules
- structuring the content modularly and integrating the modules
- designing the device for evaluating the learners' knowledge, the multimedia course
- drawing the design documents (programmes, course projects etc.)
- setting the technical demands regarding the materials
- drawing variants for presenting the same message in different forms, some variants for working appropriate to the individual peculiarities (learning style, special needs)
- drawing and integrating in the course unit the interactive elements for the learning control (fixation elements, evaluation, self evaluation etc.)
- indicating the additional information sources available on-line
- updating curriculum components /materials in view of improving them (course and resource design / accomplishment) as a results of the evaluations and self-evaluations
- acquire concept system specific to the instructional strategies
- perform training needs analysis
- select and determine aims, goals and behavioral objectives

In the following chart are the average grades of the answers to the questions in the various parts of the Evaluation Questionnaire.





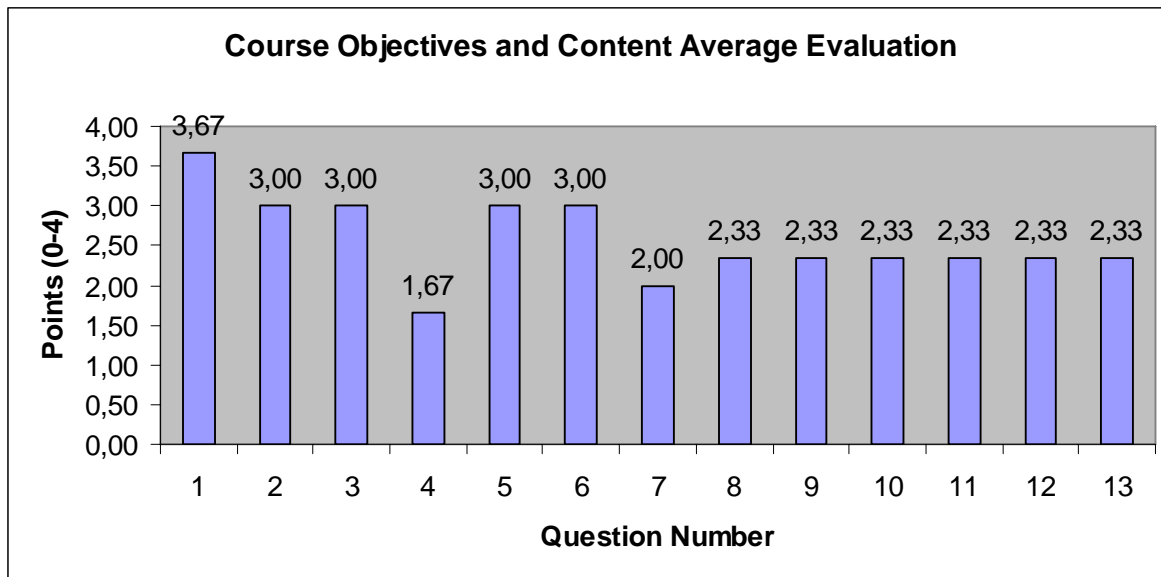
The overall impression of the evaluation of that course is that we have a very interesting and well structured course. An issue rose here had to do with the quite big content of the course which was 139 pages. The evaluators included two pedagogues who were satisfied by the course. The general note is that the course has good summaries, practice items and tutorial activity. It is worth noting here that in the above diagrams there was no score or the score was too low in the relevant questions due to the fact that we did not have answers from the evaluating partners.

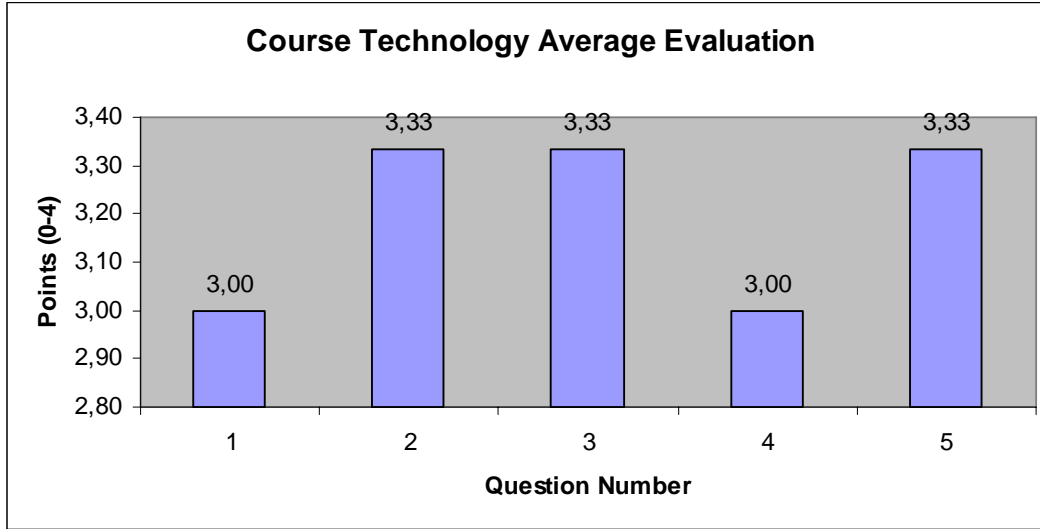
2.6 Course : Pedagogy for e-Learning – Fundamentals of Training and Evaluation

The course Pedagogy for e-Learning – Fundamentals of Training and Evaluation was developed under the coordination of the University Transilvania of Brasov and Witec Finland.

The objectives of the course deals with the basic concepts (declarative knowledge) regarding the instructional methodology and assessment theory for e-learning, and basic methods, techniques (procedural knowledge) adequate:

- choose and prepare the course contents for each unit/module. treat contents pedagogically: systematization, accessibility, conceptual models (graphic representations of the relations between the concepts)
- prepare and allocate appropriate multimedia elements
- establish the necessary pre-acquisitions, the connections with other courses and other internet resources (taking into account the access level)
- determine the mix of methods (self-study, web research, directed off-line activity, online group collaboration et.al)
- determine exercises, problem solving, evaluations in view of getting the maximum educational effect
- specifies the ways of offering interactivity
- drawing the algorithms for running through the course units
- ameliorate the course according to the multiple evaluation
- acquiring knowledge regarding the evaluation peculiarities, functions, strategies and methods
- developing the capacity of designing, devising, implementing evaluation tools.
- developing skills for mutual evaluation / self evaluation
- developing a pedagogical attitude which should valorize to support the student
- setting the evaluation objectives considering the decisions peculiar to every educational stage;
- setting the objectives to be evaluated, considering the decisions peculiar to every educational stage and the evaluation objectives;
- selecting/ drawing and applying some evaluation/self-evaluation tools (initial, dynamic and final) appropriate to a certain subject and to a certain learning stage;
- accomplishing meta-evaluation





The general conclusion from the evaluation of that course is positive. The open questions at the end of the evaluation questionnaire identified that the content is very well structured and clear and met the expectations of the learners. Some concerns rose about specific parts of the material presented and that the course should contain more practical examples. It is worth noting here that in the above diagrams there was no score or the score was too low in the relevant questions due to the fact that we did not have answers from the evaluating partners.

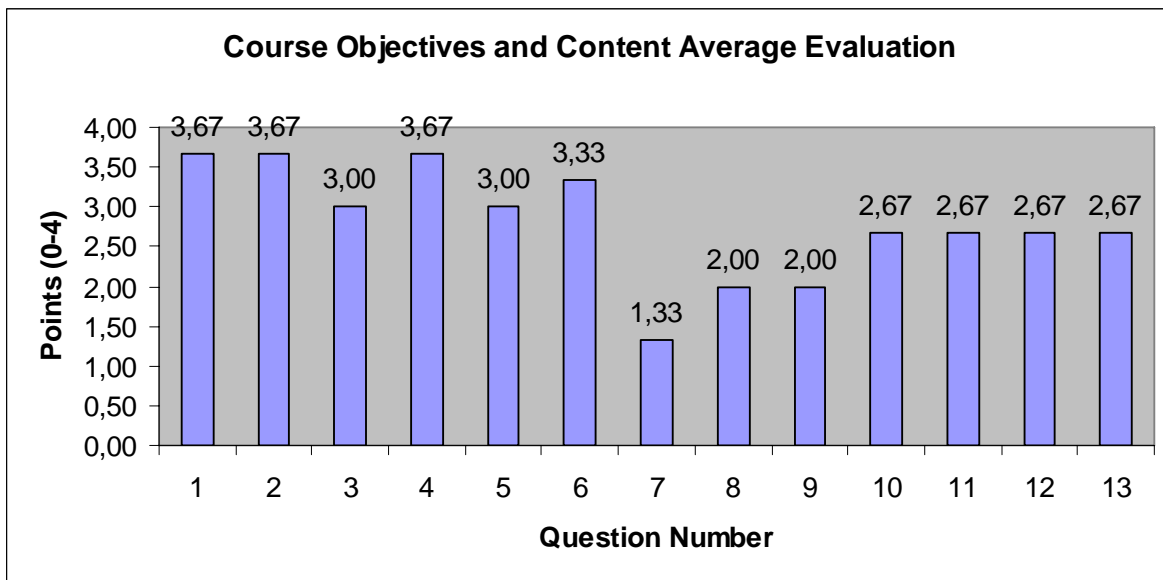
2.7 Course : Tutorial Action

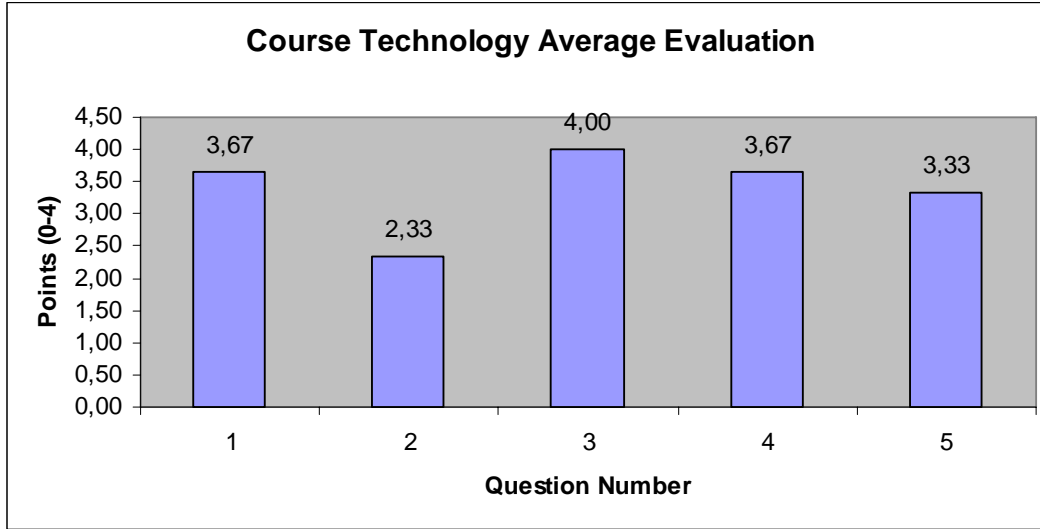
The course Tutorial Action was developed under the coordination of the Foundation Radio ECCA.

The objectives of the course are :

- to seek out teaching strategies which maximise the opportunity to learn.
- to identify the characteristics of all the learning strategies which the course offers and the connections between them.
- to evaluate the possibilities, limitations and ways of applying each strategy offered by the course both individually and as a group.
- to develop skills which will allow educators to use all the strategies offered by the course effectively.
- to identify the key points and select the best strategies to improve current teacher training and increase its educational potential and quality

In the following chart are the average grades of the answers to the questions in the various parts of the Evaluation Questionnaire.





The general overview we have from that evaluation is mixed. Although there is positive approach in what concerns the content and materials included in course, there are a number of suggestions of improvement in what concerns

- The absence of activities in the course
- Presence of supporting tools
- Problems with the answers to the evaluation questions
- Lack of practical contents

There were also some comments about the language of the course which according to the evaluators had long sentences and was full of unfamiliar terminology. It is worth noting here that in the above diagrams there was no score or the score was too low in the relevant questions due to the fact that we did not have answers from the evaluating partners.

2.8 Course : Pedagogy of Communication in Formation

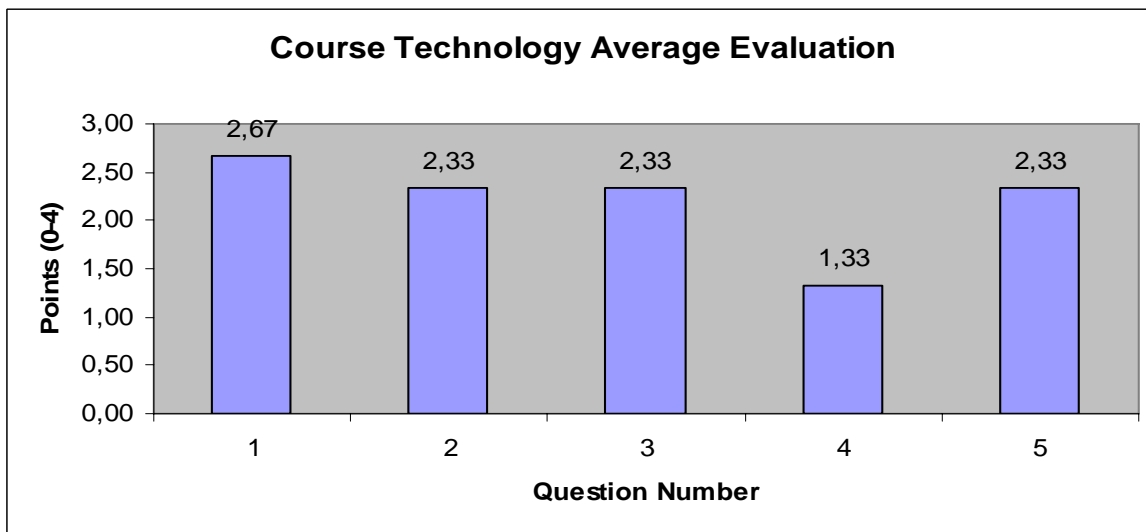
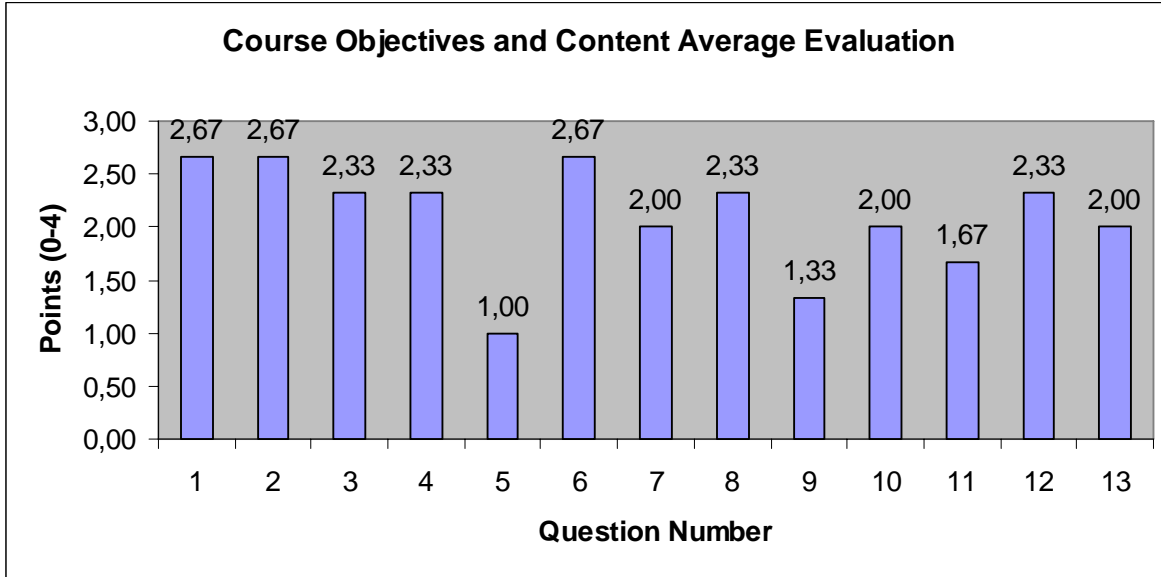
The course Pedagogy of Communication in Formation was developed under the coordination of the University Transilvania of Brasov.

The objectives of the course refer to:

- identifying the target population to be educated
- knowing the students
- administrating time (planning, the synchronizing and re-synchronizing the interventions during the course, the weight of interventions, initiating and ending the working sessions)
- drawing and delivering documents
- organizing, leading groups (arranging learners, defining roles, creating sub-groups, individual approach)
- enhancing the leader behavior
- defining the peculiarities regarding the target group
- defining the objectives clearly
- formulating some realistic and motivating expectations regarding the students
- identifying learning peculiarities and difficulties
- taking specific action to detect difficulties
- taking the necessary action to develop the students' self knowledge, centered on the elements and characteristics of the learning process in the case of the adults and disabled persons
- using efficiently and relevantly the resources available in electronic format
- enhancing the cognitive dissonance
- giving feed-back
- asking for evaluations and comments on courses
- taking over and interpreting the information obtained as a result of applying the evaluation tools in different education stages and of the tutorial activity
- the diagnosis in the different moments of the learning process of (the cognitive peculiarities, the students' abilities or difficulties in the learning process, the motivational-affective peculiarities that influence learning)
- creating the feeling of belonging to the virtual community
- maintaining the balance between the formal and the informal behaviors in view of allowing free expression
- enhancing group interactivity
- evaluating the efficiency and effectiveness of the tutorial activity
- to tie co-operation agreements

- to offer/market own course for other institutes

In the following chart are the average grades of the answers to the questions in the various parts of the Evaluation Questionnaire.



The overall evaluation of the course is positive. According to the answers to the open question in the end of the evaluation questionnaire, the course is very informative and useful for every pedagogical interaction. Some minor problems identified with the operation of the platform and especially with the assessment questions. Another aspect of the evaluation was the language of the course and the possibility to had been more simplified. It is worth noting here that in the above diagrams there was no score or the score was too low in the relevant questions due to the fact that we did not have answers from the evaluating partners.

2.9 Course : Adults with Special Education Needs (SEN)

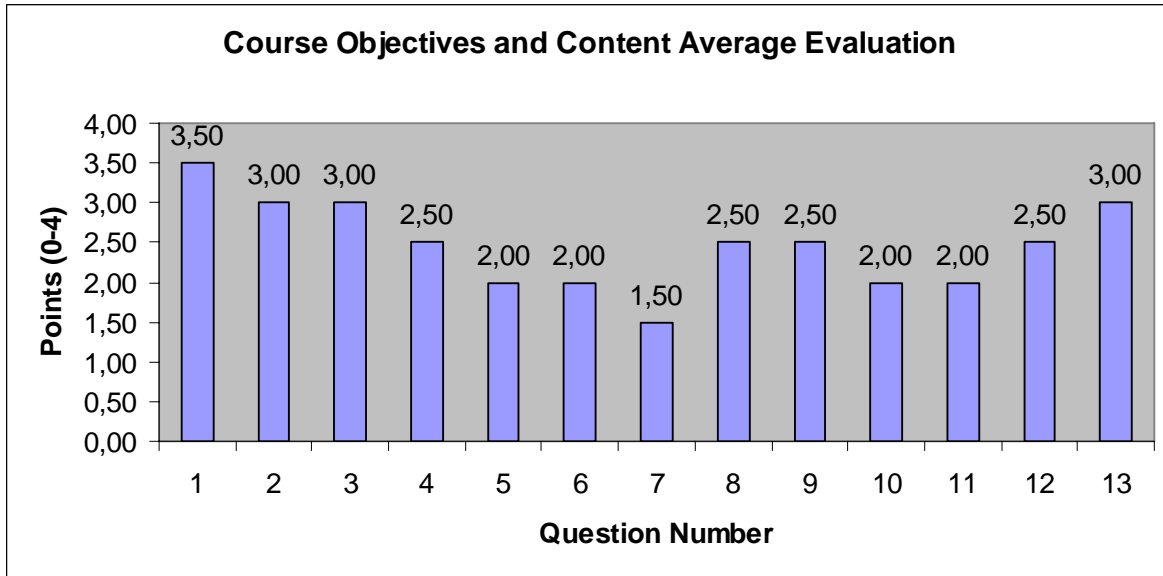
The course Adults with Special Education Needs was developed under the coordination of the University Transilvania of Brasov.

The objectives of the course refer to:

- pedagogical methods for effective web-based training of disabled persons

- specific ICT tools for web-based training of disabled people

In the following chart are the average grades of the answers to the questions in the various parts of the Evaluation Questionnaire.



The overall evaluation of this course was a little bit more problematic because of the absence of the relevant assessment questionnaires as well as other different kind of problems rose during the evaluation. Although the assessment was positive, some major concerns related to that course were about

- the limited time the evaluators had to assess the course
- some minor difficulties in the operation of the platform
- lack of previous knowledge about eLearning and similar operations

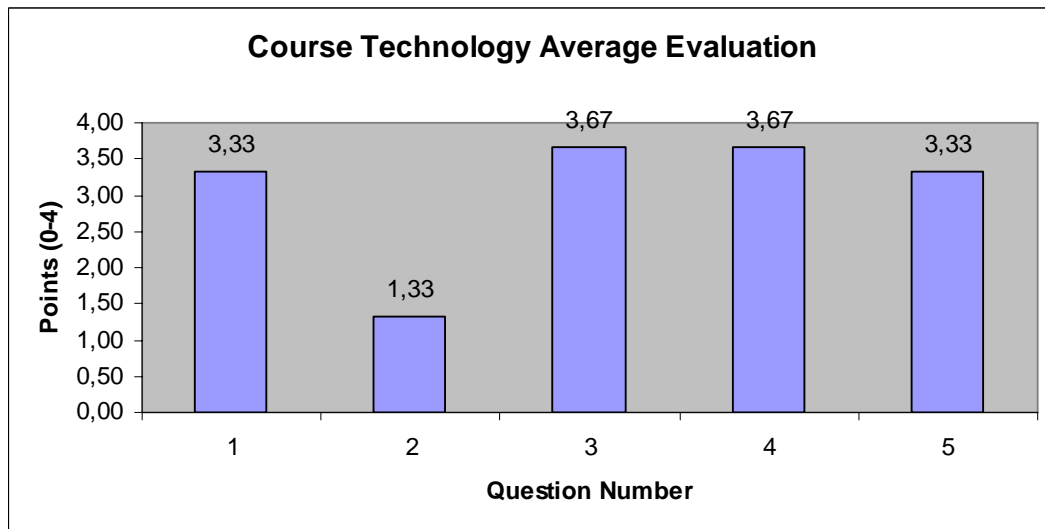
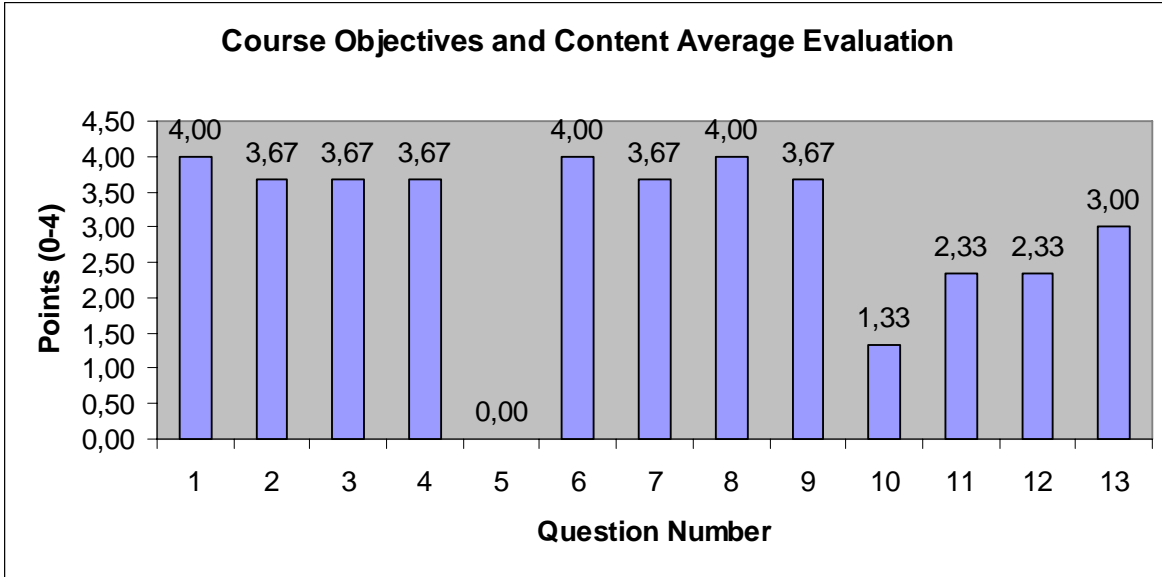
2.10 Course : PC Basics

The course PC Basics was developed under the coordination of the Tempo Training and Consulting.

The objectives of the course refer to:

- To present the basic facts about the use of a Personal Computer
- To demonstrate the basics behind word and database processing
- To present the basics of presentations using computer

In the following chart are the average grades of the answers to the questions in the various parts of the Evaluation Questionnaire.



The overall evaluation of the course is positive. According to the answers to the open questions in the end of the assessment, the course covers the main aspects of basic IT skills required for the target group in an easy and comprehensive manner. Another aspect of the evaluation was the practical approach of the course to the topics identified and the useful visual tools included in the course. Some minor problems identified with the operation of the platform and especially with the assessment questions. It is worth noting here that in the above diagrams there was no score or the score was too low in the relevant questions due to the fact that we did not have answers from the evaluating partners.

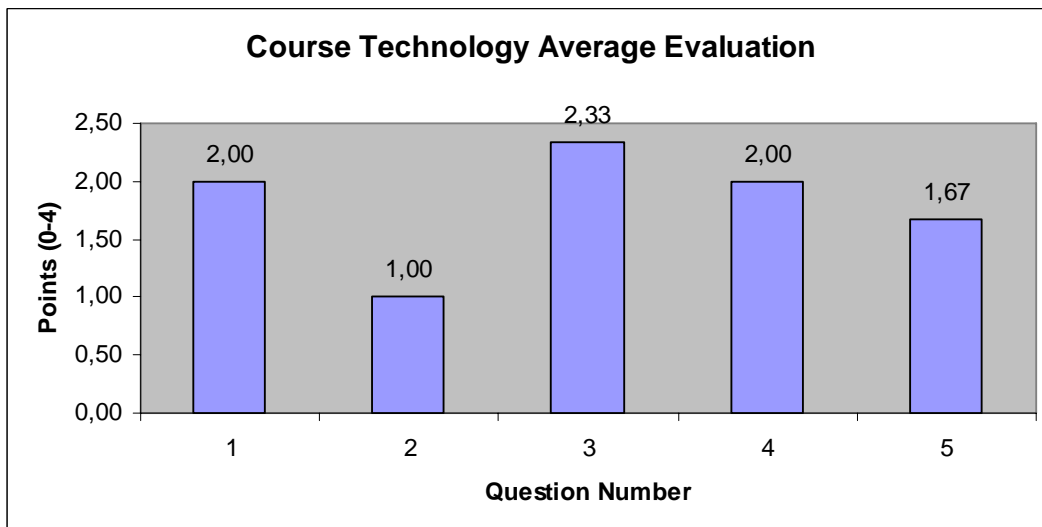
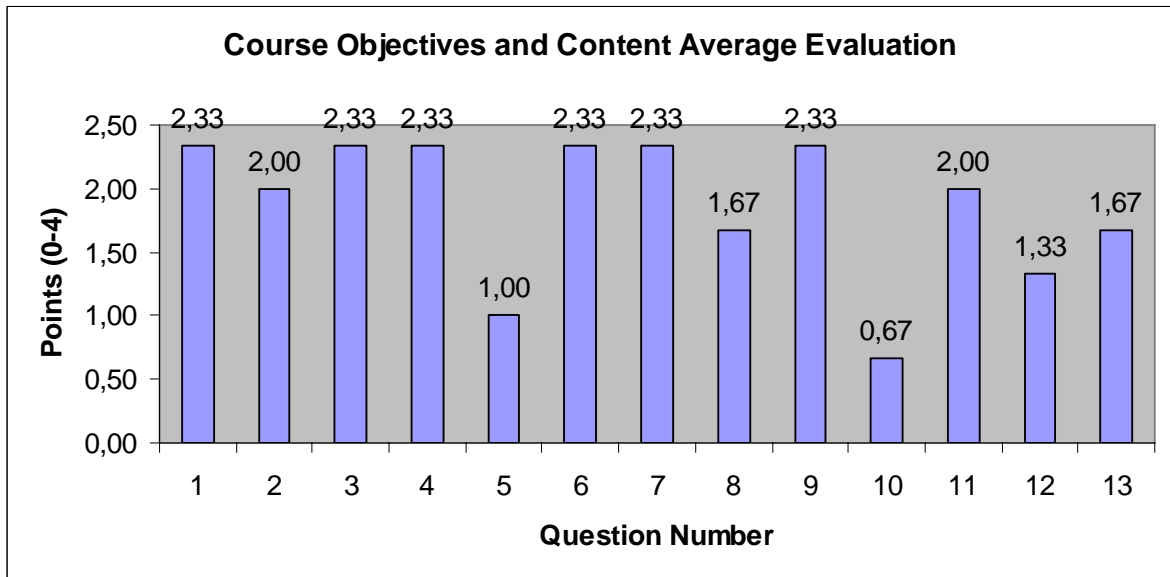
2.11 Course : Using the Internet and Web Site Management

The course Using the Internet and Web Site management was developed under the coordination of the General Foundation of the Valladolid University.

The objectives of the course are :

- to present a general overview of the Internet and the digital age, to know which are the different possibilities and the necessary equipment to have access to the Internet and to show the different and most common tools that are used in the Internet
- to provide a basic understanding of the use of the web file manager.
- to present the principles and tools for hosting, publishing, promoting and collect visitor data

In the following chart are the average grades of the answers to the questions in the various parts of the Evaluation Questionnaire.



The overall evaluation of the course is positive. According to the answers to the open questions in the end of the assessment, the course has a lot of good basic information written in a way that is easy and nice to read and understand. According also with the evaluation although some technical problems emerged during activating the users and classroom and individuals login, the users of this course were satisfied with the programme. There were some issues concerning the number of assessment questions which was claimed that they should be less. Another aspect of the evaluation was the successful practical approach of the course to the topics identified.

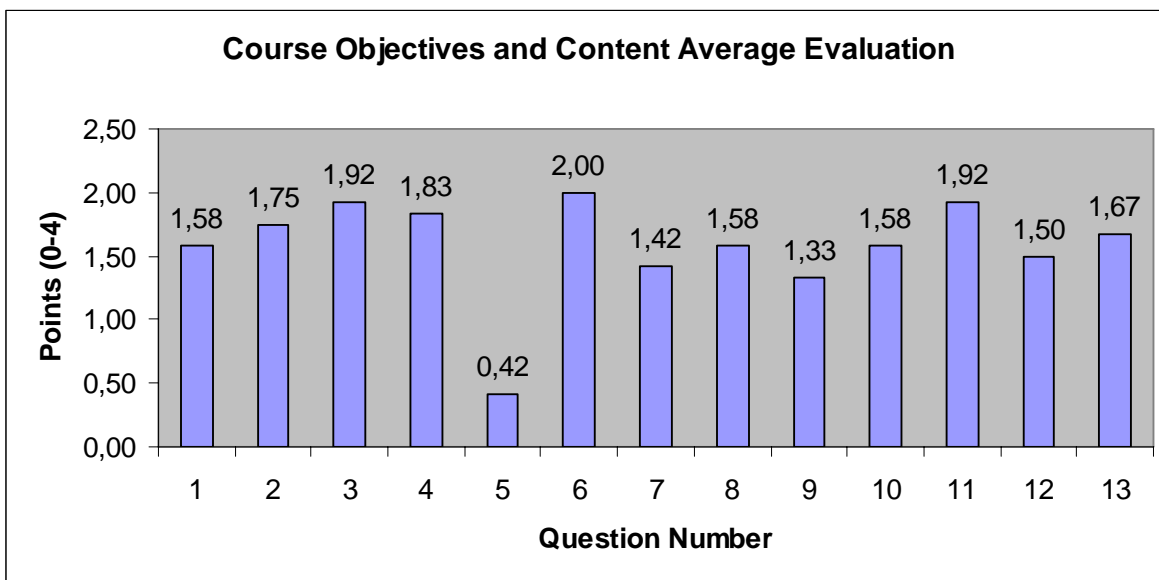
2.12 Course : Web Designing and Use of Web Page Tools

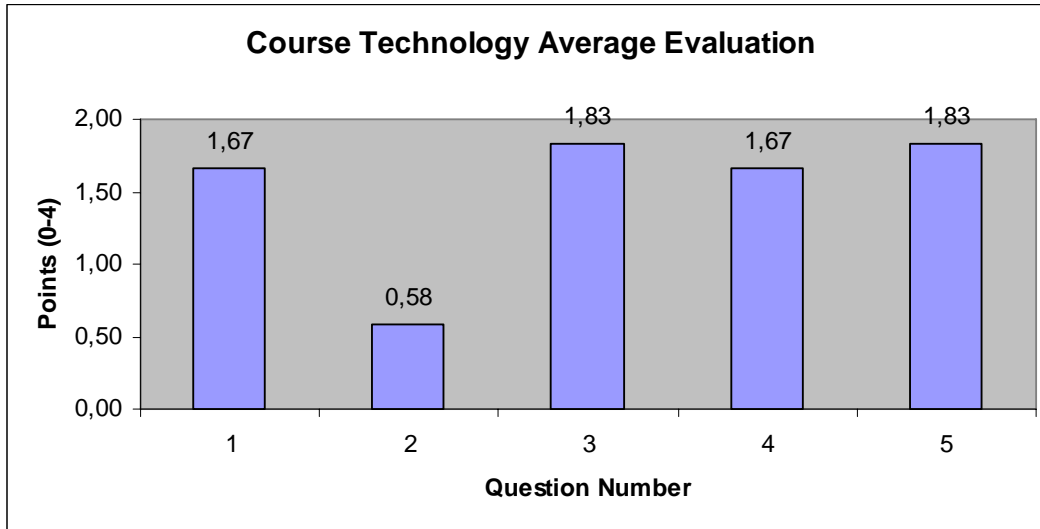
The course Web Designing and Use of Web Page Tools was developed under the coordination of the Ionian Technologies Ltd.

The objectives of the course are :

- to plan and analyze a first draft of the project web site
- the familiarization with the html basics and advanced topics important for the build of a web site
- to analyze and present the need of the design and usability
- the implementation of the publishing, as one ideal purpose of a web site project

In the following chart are the average grades of the answers to the questions in the various parts of the Evaluation Questionnaire.





The overall evaluation of the course is good. According to the answers to the open questions in the end of the assessment, the course has good and practical content and supported the web based trainer to acquire the appropriate IT skills. The presentation of the basic contents were sufficient as well as their interconnectivity. It is worth noting here that in the above diagrams there was no score or the score was too low in the relevant questions due to the fact that we did not have answers from the evaluating partners.

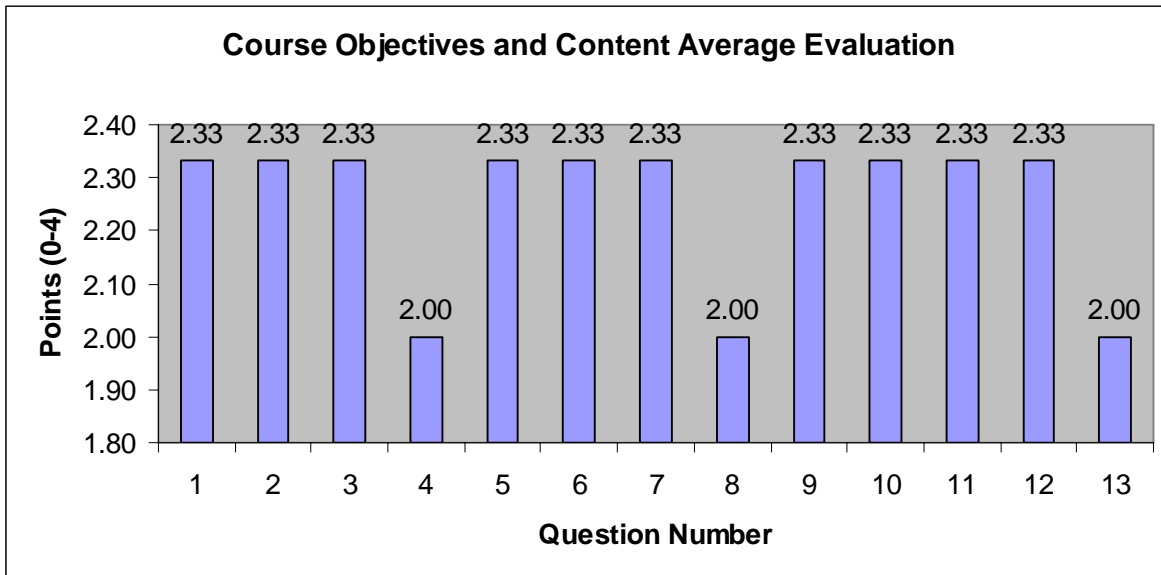
2.13 Course : Graphic and Animation Tools

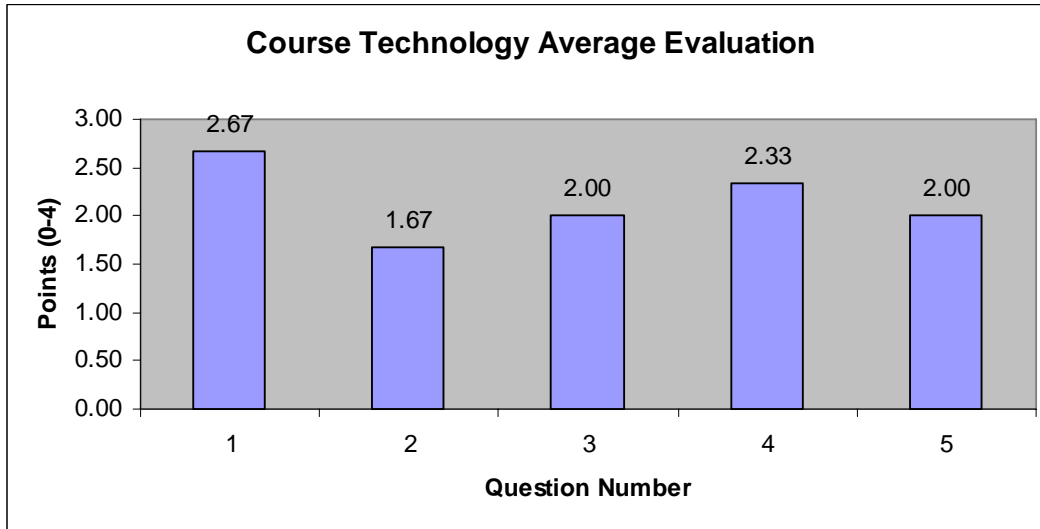
The course Graphics and Animation Tools was developed under the coordination of the Ionian Technologies Ltd.

The objectives of the course are :

- to prepare the trainee for the demanding business e-world and to teach and demonstrate various aspects of an e-commerce site
- to show the way a site can be unique and reflect the design goals of its developer
- to present the future trends in designing web sites by teaching CSS as well as the standardization procedure
- to present the build of a web site from scratch
- to present a number of technical aspects such as javascript and DHTML
- to familiarize the trainee with the in-depth use of Microsoft FrontPage as a tool for building web sites

In the following chart are the average grades of the answers to the questions in the various parts of the Evaluation Questionnaire.





The overall evaluation of the course is good. According to the answers to the open questions in the end of the assessment, the course has good and practical content and its quality quite good. Some of the users who tested it have experience in this field, because they work with computers. They were enthusiastic for testing and satisfied with the site in medium level. However, their opinions were very different in some points. The most important they noticed is that the tests do not always work well, and some options cannot be tested due to other software requirements which cannot be downloaded (maybe with the computers used).

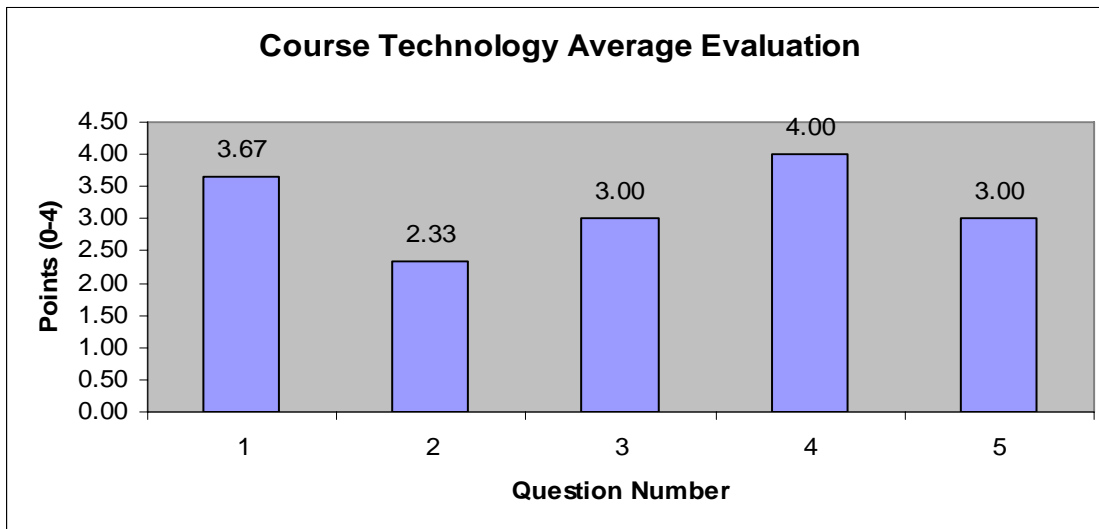
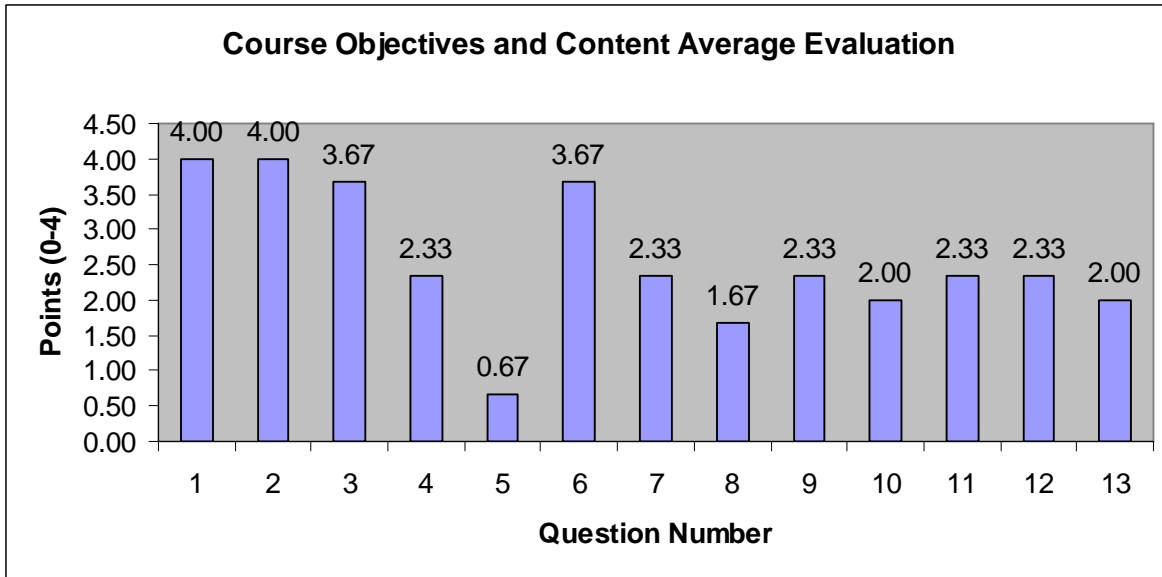
2.14 Course : Introduction to Streaming Technology

The course Introduction to Streaming Technology was developed under the coordination of the Visiolink Ltd.

The objectives of the course are :

- to learn the basics of streaming media.
- to have basic knowledge about streaming media technology
- to develop their skills to the level where they can create independently simple interactive internet enabled multimedia presentation based on streaming media technology

In the following chart are the average grades of the answers to the questions in the various parts of the Evaluation Questionnaire.



The overall evaluation of the course is positive. According to the answers to the open questions in the end of the assessment, the course is very good and easy to follow for trainees wishing to develop and/or improve their knowledge on streaming media. The course also offers the main concepts and applications, enabling trainees to develop their own presentations. There were also some comments for further improvement in the fields of audio media presentation, existence of content in different formats etc. It is worth noting here that in



the above diagrams there was no score or the score was too low in the relevant questions due to the fact that we did not have answers from the evaluating partners.

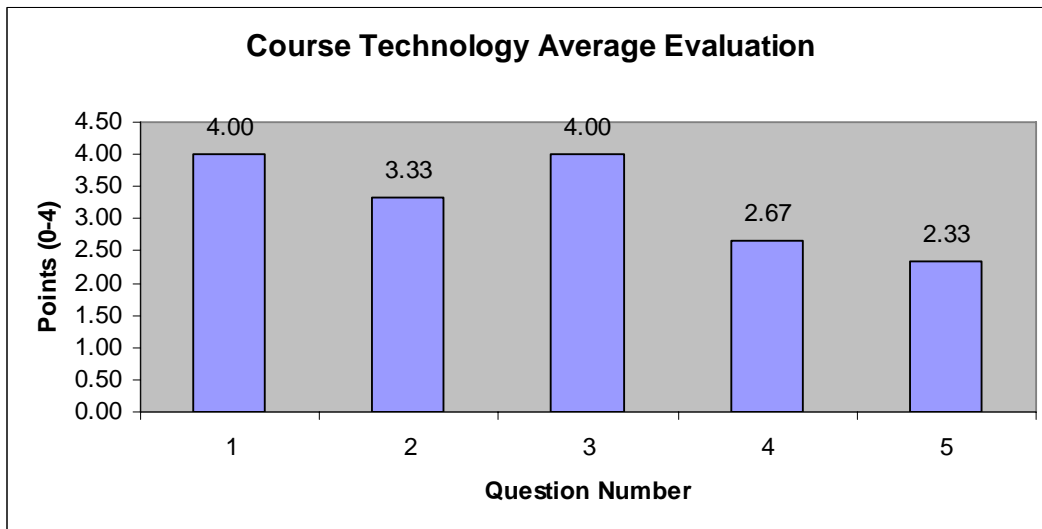
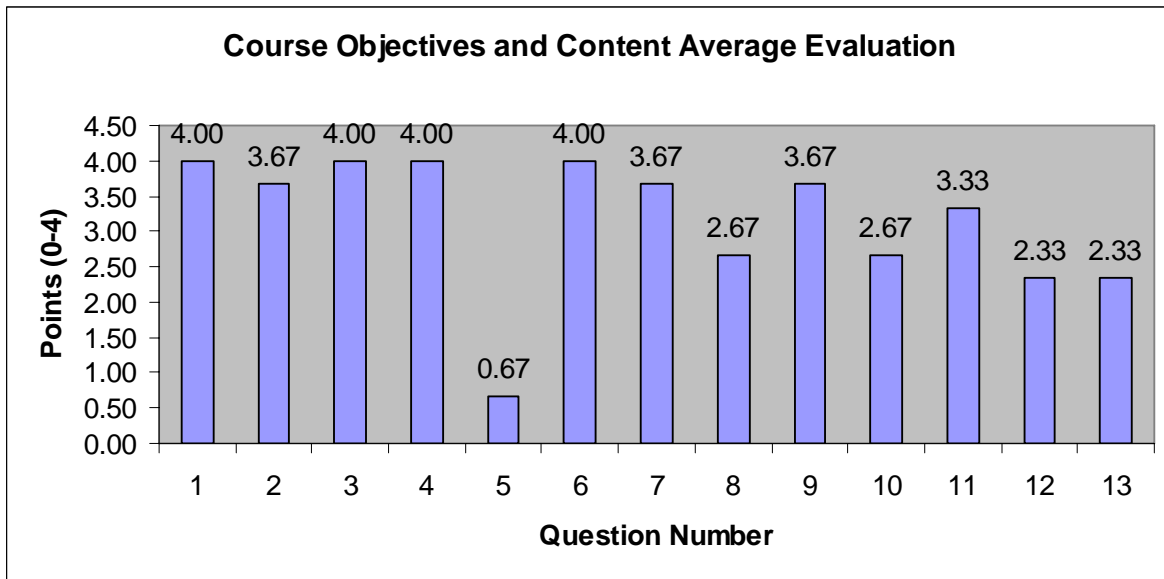
2.15 Course : Educational Software

The course Educational Software was developed under the coordination of the Elite Training and Development.

The objectives of the course are :

- to choose and use educational software
- to understand basic concepts
- to use Macromedia Authorware to develop courses

In the following chart are the average grades of the answers to the questions in the various parts of the Evaluation Questionnaire.



The overall evaluation of the course is positive. According to the answers to the open questions in the end of the assessment, this is a good and interesting course. The pictures also presented were helpful and showed how to do everything step by step. As some minor suggestions the evaluators identified that some post-assessment tests would be nice to have been after the modules and that it would be useful if the questions in the pre- and post-assessments were different from each other. Another suggestion was about the



presentation of more practical example or maybe links to other sites. It is worth noting here that in the above diagrams there was no score or the score was too low in the relevant questions due to the fact that we did not have answers from the evaluating partners.

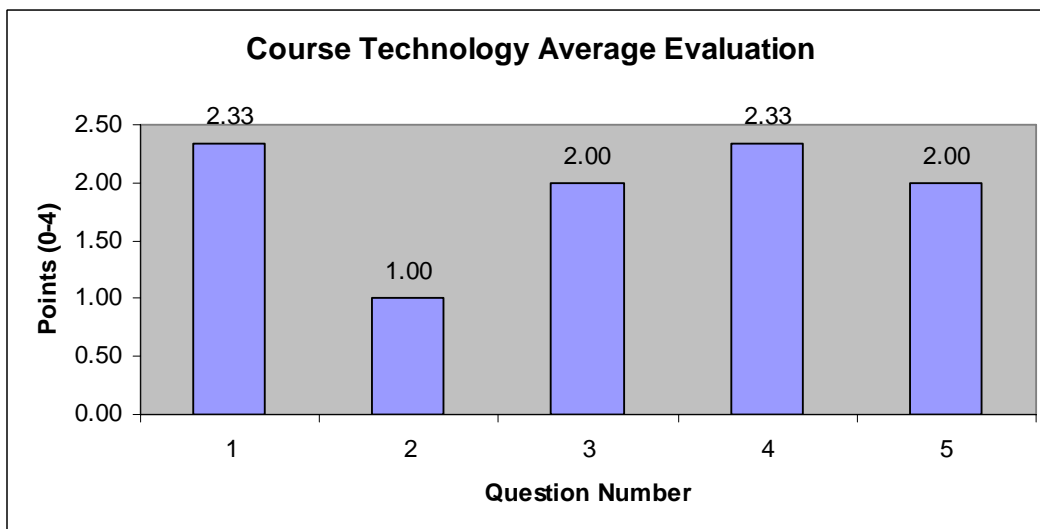
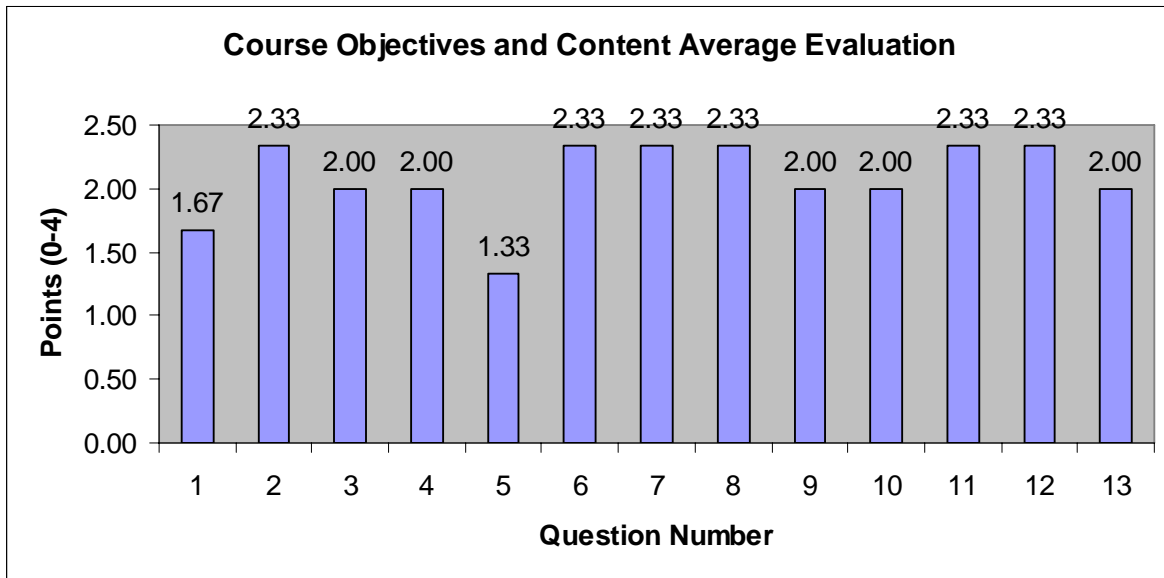
2.16 Course : Web Based Course's Lifecycle

The course Web Based Course's Lifecycle was developed under the coordination of the Transilvania University of Brasov.

The objectives of the course are :

- To use the IT acquirments from this site to develop WBT courses
- To use pedagogy acquirments from this site to develop WBT courses
- To develop a rigorous requirements analysis
- To evaluate the WBT course

In the following chart are the average grades of the answers to the questions in the various parts of the Evaluation Questionnaire.



The overall evaluation of the course is positive. The answers of the open ended questions identified the rich course content which is very helpful for web based trainers (at the beginning of their web based training activity, or even experienced ones). The practical examples as well as the evaluation questionnaires of the course were sufficient for the evaluators. It is worth noting here that in the above diagrams there was no score or the score was too low in the relevant questions due to the fact that we did not have answers from the evaluating partners.



3. Overview of the rest parts of the Evaluation Questionnaire

This part of the report will provide some general considerations about the aspects raised by the assessment questionnaire and were not directly involved to the evaluation of the 16 courses. Those parts are more closely related to the evaluation of the interconnection and general operation of the eLearning platform.

As a general overview the platform operated good and supported all 16 courses easily. Of course there were a number of issues raised during the evaluation of the web based trainers which are summarized as follows:

1. The platform is wide and complicated
2. Sometimes there are errors in the answers of the course evaluation questionnaires
3. There are in rare situations some problems in the text part of the course such as broken paragraphs, typographical mistakes etc.
4. Lack some important facilities such as "Forgotten passwords"
5. Suggestions for improvements in the communication tools
6. Problems using the chat module
7. Existence of PHP errors in very rare situations

The above mentioned issues are a matter of further improvement of the eLearning platform. It is also worth noting that the overall assessment is based on the personal view and opinions of the web based trainers who have different knowledge background and level of experience. That is why some times we received totally different answers to the same questions from different evaluating web based trainers.

4. General Overview of the course evaluation process

The evaluation of the 16 WBT course took place by a 6 part questionnaire, as well as a number of open questions examined and assessed all its sections from a technical and user perspective. The overall impression came out of the evaluation of the courses is positive. Although some minor problems identified about the contents or the tests inside the courses, those findings can not alter the general impression which is quite good for a broad training course pack like that of WBT.

We can provide some general considerations about the overall evaluation process and its findings which are

1. The accessibility of the platform is easy
2. The overall operation and function is sufficient with some space of further development especially in what concerns the answers to the tests where in some rare cases was no correct.
3. The level of compatibility and the absence of additional software requirements is a strong point for the platform
4. The content in all 16 courses was of high quality and the impression is that we the courses assist the trainees very much
5. The multimedia part of the courses was quite helpful in terms of quality
6. The content of the courses was written in a language which everyone can understand and benefited independently of the level of its knowledge

All previous conclusions characterize the positive image of the WBT 16 courses, in what concerns their content quality and quantity. They are also considered as the ground up for further development.

ANNEXES

Checklist for the Evaluation of the WBT online Courses

<i>Evaluation Category</i>	<i>Weight of Evaluation</i>
<i>Course Objectives and Content</i>	Scale of assessment (From 0 = unsatisfactory to 4 = excellent)
The objectives and requirements of the course were clearly stated.	0. 1. 2. 3. 4.
The course materials were logically and well organised and structured	0. 1. 2. 3. 4.
The course materials and contents of the course were clearly presented.	0. 1. 2. 3. 4.
Instructor-developed resources, Web Site, and printable materials were well designed and helpful.	0. 1. 2. 3. 4.

The Class Announcements web page kept me informed of course requirements and needs.	0.	1.	2.	3.	4.
The course contents follow the stated objectives	0.	1.	2.	3.	4.
I had the prerequisites knowledge and skills for this course	0.	1.	2.	3.	4.
The course activities gave me sufficient practice and feedback	0.	1.	2.	3.	4.
The difficulty level of this course is appropriate	0.	1.	2.	3.	4.
Time requirements are well structured	0.	1.	2.	3.	4.
Evaluation activities are appropriate for fully online instruction	0.	1.	2.	3.	4.
The course materials were relevant to my personal or professional needs	0.	1.	2.	3.	4.
The tests in this course were accurate and fair	0.	1.	2.	3.	4.
Enter your comments here...					

Evaluation Category	Weight of Evaluation				
Instructor and Peer Interaction	Scale of assessment (From 0 = unsatisfactory to 4 = excellent)				
The amount and quality of interaction with the instructor was sufficient to facilitate my learning.	0.	1.	2.	3.	4.
The amount and quality of interaction with other students was sufficient to facilitate my learning	0.	1.	2.	3.	4.
The instructor set appropriate deadlines and provided feedback on assignments and projects in a timely	0.	1.	2.	3.	4.
The instructor's communication skills.	0.	1.	2.	3.	4.
The instructor's organisation and preparation for class.	0.	1.	2.	3.	4.
The instructor's general level of enthusiasm.	0.	1.	2.	3.	4.
The instructor's teaching ability.	0.	1.	2.	3.	4.
The extent to which the instructor encouraged class participation.	0.	1.	2.	3.	4.
The in-person accessibility of the instructor outside of class.	0.	1.	2.	3.	4.
Instructional materials are easily accessible	0.	1.	2.	3.	4.
Enter your comments here..					

Evaluation Category	Weight of Evaluation				
Course Technology	Scale of assessment (From 0 = unsatisfactory to 4 = excellent)				
The layout of the course website was effective, easy to navigate and easy to use.	0.	1.	2.	3.	4.
The use of the web pages, forum, chat, Web Board (if applicable), CDs (if applicable), videotapes (if applicable), contributed to my understanding of the material.	0.	1.	2.	3.	4.



I experienced few, if any, problems with the technologies that were required for successful completion of this course.	0.	1.	2.	3.	4.
The quality of the course content, graphics and navigation	0.	1.	2.	3.	4.
Evaluation measures student progress toward the stated course goals and objectives	0.	1.	2.	3.	4.
Enter your comments here..					

Evaluation Category	Weight of Evaluation
Online Applications: COURSE MANAGEMENT AND COORDINATION	Scale of assessment (From 0 = unsatisfactory to 4 = excellent)
The following ONLINE applications are easy to use:	
Forum	0. 1. 2. 3. 4.
Chat	0. 1. 2. 3. 4.
Email (<i>Web-Based email</i>)	0. 1. 2. 3. 4.
Tutorials	0. 1. 2. 3. 4.
PowerPoint Player	0. 1. 2. 3. 4.
Audio Player	0. 1. 2. 3. 4.
Video Player	0. 1. 2. 3. 4.
Simulations	0. 1. 2. 3. 4.
Plug-ins (<i>Other than video or audio player</i>)	0. 1. 2. 3. 4.
The general conscientiousness of the class coordinator in delivering materials and solving technical problems	0. 1. 2. 3. 4.
Your possibility to access a library/external resources when and if needed	0. 1. 2. 3. 4.
Evaluation activities are appropriate for fully online instruction	0. 1. 2. 3. 4.
Enter your comments here..	

Evaluation Category	Weight of Evaluation
Support Services	Scale of assessment (From 0 = unsatisfactory to 4 = excellent)
The distance learning orientation provided useful information that contributed to my success in this course.	0. 1. 2. 3. 4.
The Computer Services staff was responsive and helpful.	0. 1. 2. 3. 4.
The Email (<i>web-based email</i>) tutorial was helpful in activating my email account.	0. 1. 2. 3. 4.
The testing procedures and environment in the Testing Center contributed to my success in the course tests.	0. 1. 2. 3. 4.
Enter your comments here..	

Open Ended Questions:

In what ways did the instruction that you received in this course meet your expectations?

--

What methods or activities aided your learning and mastery of the content presented in this course?

--

How would you suggest the instructor improve this course?

--

What other improvements would you recommend in this course?

--

What is least valuable about this course?

--

What is most valuable about this course?

--