

BigTime Telecom, Inc.
Training & Education Center

Creating Web Content and Information Structure

Field Trial Report

August 20, 1996

Field Trial Date, Length and Location	September 4-6, 1996 (three days), Chicago area training center
Project Team and Roles	Instructor: Marc Antony (teach the field trial) Instructional Designer: Jerry Oehler (monitor the field trial)
Data Collection Techniques	For each lesson, students completed a skill self-assessment prior to the lesson and again after the lesson; in each case these were based on the lesson objectives. The student's evaluated their skills on a scale as follows: (Astounding) 6 5 4 3 2 1 (None) Also included in the end-of-lesson portion was a lesson evaluation questionnaire (LEQ) that dealt with the usefulness, overall understanding, etc. At the end of the course, we had planned to use the standard corporate end-of-course questionnaires, but they didn't arrive. Also, at the end of the course we held a short debriefing session.
Criterion for Success	We were looking for the students as a group to achieve a two-category jump on the above self-rating scale on 90% of the objectives. We did it this way because of the wide variation in entry skill among the students.
Course Effectiveness	The course was very effective in spite of the fact that the criterion for success was not quite met; it was actually 1.9 categories of improvement on the average. This is because one student already had experience at most of the skills of the course and that student couldn't achieve a two-category increase in knowledge/skill. This brought the average down to below the criterion. Without this student's scores included the overall average learning was 2.3 categories of improvement. Both averages are shown in the appendix for each evaluation item. Most of the time students A, B, D, and E achieved above the criterion except when the student already knew the subject matter; see the appendix for details. T The overall length was 2.75 days, close to the estimated length of 3.0 days.
Field Trial Results by Lesson	<p>Lesson 1: Introduction to the Course This was a simple introduction that gave the background and impetus for the rest of the course. This worked well as evidenced by how it was able to be referred to in later lessons. There were no exercises in this lesson. Average learning was only 1.3 self-rating categories of improvement (not counting Student C). The estimated duration was 30 minutes; the actual duration was 55 minutes. The materials were excellent overall with only minor changes or corrections needed.</p> <p>Lesson 2: Needs, Uses, and Costing This was the first roll-up-your-sleeves lesson. There were three exercises, each building on the solution to the previous exercise. This was the most difficult</p>

lesson, yet it worked well and allowed everyone to successfully complete the exercises. Average learning was 3.4 self-rating categories of improvement. The materials were excellent overall with only minor changes or corrections needed. The estimated duration was 240 minutes; the actual duration was 295 minutes.

Lesson 3: Determining Site Content (including Legal Issues)

This was an easy hands-on lesson; it was necessary to include because the legal issues needed to be covered. It had one exercise. Again, the lecture-demonstration was effective at explaining the technical details of this language, and the students proceeded smoothly through the exercise. Average learning again was only 1.1 self-rating categories of improvement because most of the students already knew the legalities of Web content. Again, the materials were excellent overall with only minor changes or corrections needed. The estimated duration was 90 minutes; the actual duration was 90 minutes.

Lesson 4: Site Mapping

This lesson was very interactive in both lecture and exercises; it has three exercises. The lecture and the exercises worked well together to cause learning. Student D rated himself as outstanding on the pre-lesson assessment, and so had a 0 gain in learning. Without students C and D the average learning was 2.8 self-rating categories of improvement. Again, the materials were excellent overall with only minor changes or corrections needed and the slides were too dark and too small. The estimated duration was 120 minutes; the actual duration was 105 minutes.

Lesson 5: Site Page Design

This lesson was easy; the primary purpose was to give the students practice at actually doing design for a real Web site. It had only one exercise. The lecture and exercise worked well to get the point across. Average learning (without Student C) was 2.6 self-rating categories of improvement. Again, the materials were excellent overall with only minor changes or corrections needed. The estimated duration was 80 minutes; the actual duration was 72 minutes.

Lesson Six: Storyboarding

This lesson again covered a relatively simple concept; the primary purpose was to give the students practice at actually doing storyboarding for a real Web site. The instructors and the training materials worked well. Average learning was 2.0 self-rating categories of improvement, which goes along with their lack of pre-requisites. Again, the materials were excellent overall with only minor changes or corrections needed. The estimated duration was 60 minutes; the actual duration was 69 minutes.

Lesson 7: Construction

This was expected to be the most complicated and most enjoyable lesson, and it proved to be so. This is where it all came together and the Web pages got

produced. Average learning was 3.2 self-rating categories of improvement. Again, the materials were excellent overall with only minor changes or corrections needed. The estimated duration was 240 minutes; the actual duration was 180 minutes.

Lesson 8: Beta Testing

This lesson had the students evaluating a real Web site for errors; the errors had been intentionally introduced and included coding errors as well as design errors. There was little lecture; most of the time the students implemented the prior learning of the course. Average learning was 3.3 self-rating categories of improvement, but mostly because they enjoyed doing the beta testing. Again, the materials were excellent overall with only minor changes or corrections needed. The estimated duration was 90 minutes; the actual duration was 73 minutes.

Recommendations	Recommended changes are as follows:		
	What	Who	When
	Make corrections to copy and slides	Jerry	9/15/96
	Add a game on legalities	Jerry	9/15/96

Appendix

The following pages present the tabulated data.

Creating Web Content & Information Structure Student and Lesson Measures

Lesson 1 Pre/Post Survey: Introduction to Course

1. Pre/post skill level on the lesson objectives:

- a. Given examples of real Web sites, identify good and not-so-good features of Web sites.
- b. List the steps in the process to develop a Web site.

Pre-lesson skill					Post-lesson skill					Gain				
A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
2	4	4	4	4	4	4	4	5	5	2	0	0	1	1
1	1	3	5	3	4	2	3	5	5	3	1	0	0	2

Average w/o Student C	Average
1.0	0.8
1.5	1.2
Average 1.3	Average Learning 1.0

2. Student opinion on lesson content

- a. Objectives accurately describe lesson \leftarrow 6 - 5 - 4 - 3 - 2 - 1 \rightarrow Objectives did not accurately describe lesson

5	5	3	5	5
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4.6
- b. Very useful on job \leftarrow 6 - 5 - 4 - 3 - 2 - 1 \rightarrow Not useful on job

5	5	4	4	5
---	---	---	---	---

4.6
- c. Well sequenced \leftarrow 6 - 5 - 4 - 3 - 2 - 1 \rightarrow Poorly sequenced

5	5	3	5	5
---	---	---	---	---

4.6
- d. Media helpful \leftarrow 6 - 5 - 4 - 3 - 2 - 1 \rightarrow Media not helpful

5	5	5	5	5
---	---	---	---	---

5.0
- e. Too easy (3.5 is ideal) \leftarrow 6 - 5 - 4 - 3 - 2 - 1 \rightarrow Too difficult

4	4	4	5	3
---	---	---	---	---

3.9
- f. Comments: E) Not sure that objectives were verbally stated; but spelled out well in SG

3. Student opinion on lesson presentation

- a. Too little detail (3.5 is ideal) \leftarrow 6 - 5 - 4 - 3 - 2 - 1 \rightarrow Too much detail

4	4	4	5	
---	---	---	---	--

4.1
- b. Too slow a pace (3.5 is ideal) \leftarrow 6 - 5 - 4 - 3 - 2 - 1 \rightarrow Too fast a pace

4	4	5	5	
---	---	---	---	--

4.4
- c. Comments:

4. Student opinion on exercises

- a. Very relevant to job \leftarrow 6 - 5 - 4 - 3 - 2 - 1 \rightarrow Not relevant to job

5	5	3	5	
---	---	---	---	--

4.5
- b. Too easy (3.5 is ideal) \leftarrow 6 - 5 - 4 - 3 - 2 - 1 \rightarrow Too difficult

4	4	4	4	
---	---	---	---	--

3.9

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c. Adequate resources available to use ← 6 - 5 - 4 - 3 - 2 - 1 → Inadequate resources available to use

4	4	4		
---	---	---	--	--

- - - - - 3.8

d. Directions clear ← 6 - 5 - 4 - 3 - 2 - 1 → Directions unclear

4	4	4		
---	---	---	--	--

- - - - - 3.8

e. Comments:

D) need to spend more time on process, less on critiquing sites.
 D) SG pages should cover major categories of Web applications: info,
 cust. svc., E.C., software distribution, training delivery

Average Opinion 4.3

Lesson 2 Pre/Post Survey: Needs, Uses, and Costing

1. Pre/post skill level on the lesson objectives:

- a. Determine the client's needs for a Web site based on client literature and answers to questions.
- b. Specify the appropriate Web site uses for this client.
- c. Develop a project time estimate and rough budget for a new Web site implementation.

Pre-lesson skill					Post-lesson skill					Gain				
A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
1	1	3		1	3	4	5		5	2	3	2		4
1	1	3		1	4	5	5		5	3	4	2		4
1	1	3		1	5	4	4		5	4	3	1		4

Average w/o Student C	Average
3.0	2.8
3.7	3.3
3.7	3.0
Average 3.4	Average Learning 3.0

2. Student opinion on lesson content

- a. Objectives accurately describe lesson ← **6 - 5 - 4 - 3 - 2 - 1** → Objectives did not accurately describe lesson

5	5	4	5	6
---	---	---	---	---

- - - - - **5.0**
- b. Very useful on job ← **6 - 5 - 4 - 3 - 2 - 1** → Not useful on job

4	5	4	5	3
---	---	---	---	---

- - - - - **4.2**
- c. Well sequenced ← **6 - 5 - 4 - 3 - 2 - 1** → Poorly sequenced

4	5	4	5	6
---	---	---	---	---

- - - - - **4.8**
- d. Media helpful ← **6 - 5 - 4 - 3 - 2 - 1** → Media not helpful

4	5	4	4	4
---	---	---	---	---

- - - - - **4.1**
- e. Too easy (3.5 is ideal) ← **6 - 5 - 4 - 3 - 2 - 1** → Too difficult

4	4	4	4	4
---	---	---	---	---

- - - - - **3.9**
- f. Comments:
 E) Exercise was easy to work through and understand.
 E) The model for developing a budget can be applied to other types of projects.

3. Student opinion on lesson presentation

- a. Too little detail (3.5 is ideal) ← **6 - 5 - 4 - 3 - 2 - 1** → Too much detail

4	4	4	5	4
---	---	---	---	---

- - - - - **4.1**
- b. Too slow a pace (3.5 is ideal) ← **6 - 5 - 4 - 3 - 2 - 1** → Too fast a pace

5	4	4	4	4
---	---	---	---	---

- - - - - **4.2**
- c. Comments:

4. Student opinion on exercises

- a. Very relevant to job ← **6 - 5 - 4 - 3 - 2 - 1** → Not relevant to job

4	5	4	4	3
---	---	---	---	---

- - - - - **4.0**

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b. Too easy (3.5 is ideal) ← **6 - 5 - 4 - 3 - 2 - 1** → Too difficult

4	4	4	4	4
---	---	---	---	---

- - - - - 3.9

c. Adequate resources available to use ← **6 - 5 - 4 - 3 - 2 - 1** → Inadequate resources available to use

4	4	4	5	5
---	---	---	---	---

- - - - - 4.3

d. Directions clear ← **6 - 5 - 4 - 3 - 2 - 1** → Directions unclear

4	4	5	3	5
---	---	---	---	---

- - - - - 4.1

e. Comments:
 D) Needs are only externally focused; what about Intranet
 D) Media creation/digitization needs to be a separate line of plan
 D) Substitute "function" for "use"

Average Opinion 4.2

Lesson 3 Pre/Post Survey: Determining Site Content

1. Pre/post skill level on the lesson objectives:

- a. Determine the text and graphics that will be used to create the client's Web site.
- c. State common-language versions of copyright law, including: the requirements to copyright intellectual property, the rights of the copyright owner, the requirements to use copyrighted material, and consequences for copyright violations.
- d. State common-language versions of trademark law, including: the requirements for a trademark and consequences for a trademark violation.
- e. State common-language versions of the impact of the telecom reform bill on the Internet.
- f. Define "libel" and "slander" in common language.

Pre-lesson skill					Post-lesson skill					Gain				
A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
1	4	3	3	5	3	5	5	4	5	2	1	2	1	0
1	3	3	3	5	3	5	4	4	5	2	2	1	1	0
1	4	3	3	5	3	5	4	4	5	2	1	1	1	0
1	3	3	3	5	3	5	4	3	5	2	2	1	0	0
1	3	3	3	5	3	5	4	4	5	2	2	1	1	0

Average w/o Student C

1.0

1.3

1.0

1.0

1.3

Average 1.1

Average Learning 1.1

Average

1.2

1.2

1.0

1.0

1.2

2. Student opinion on lesson content

- a. Objectives accurately describe lesson ← **6 - 5 - 4 - 3 - 2 - 1** → Objectives did not accurately describe lesson

4	6	4	5	5
---	---	---	---	---

 - - - - - **4.7**
- b. Very useful on job ← **6 - 5 - 4 - 3 - 2 - 1** → Not useful on job

3	6	4	5	4
---	---	---	---	---

 - - - - - **4.4**
- c. Well sequenced ← **6 - 5 - 4 - 3 - 2 - 1** → Poorly sequenced

4	5	4	5	5
---	---	---	---	---

 - - - - - **4.5**
- d. Media helpful ← **6 - 5 - 4 - 3 - 2 - 1** → Media not helpful

4	5	4	5	5
---	---	---	---	---

 - - - - - **4.5**
- e. Too easy (3.5 is ideal) ← **6 - 5 - 4 - 3 - 2 - 1** → Too difficult

4	4	4	4	4
---	---	---	---	---

 - - - - - **3.9**
- f. Comments:

3. Student opinion on lesson presentation

- a. Too little detail (3.5 is ideal) ← **6 - 5 - 4 - 3 - 2 - 1** → Too much detail

4	4	4	5	4
---	---	---	---	---

 - - - - - **4.1**
- b. Too slow a pace (3.5 is ideal) ← **6 - 5 - 4 - 3 - 2 - 1** → Too fast a pace

4	4	4	5	4
---	---	---	---	---

 - - - - - **4.1**

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c. Comments:

4. Student opinion on exercises

a. Very relevant to job ← 6 - 5 - 4 - 3 - 2 - 1 → Not relevant to job

3	5	4	5	4
---	---	---	---	---

- - - - - 4.2

b. Too easy (3.5 is ideal) ← 6 - 5 - 4 - 3 - 2 - 1 → Too difficult

4	4	4	5	4
---	---	---	---	---

- - - - - 4.1

c. Adequate resources available to use ← 6 - 5 - 4 - 3 - 2 - 1 → Inadequate resources available to use

4	5	4	5	5
---	---	---	---	---

- - - - - 4.5

d. Directions clear ← 6 - 5 - 4 - 3 - 2 - 1 → Directions unclear

4	5	4	4	5
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- - - - - 4.3

e. Comments:

Average Opinion 4.3

Lesson 4 Pre/Post Survey: Site Mapping

1. Pre/post skill level on the lesson objectives:

- a. Create a site map for this client's new Web site.
- b. Design a key-page navigation structure for this client's new Web site.
- c. Determine page-specific links for this client's new Web site.

Pre-lesson skill					Post-lesson skill					Gain				
A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
1	1	3	6		3	4	4	6		2	3	1	0	
1	1	3	6		3	4	4	6		2	3	1	0	
1	2	3	6		5	5	4	6		4	3	1	0	

Average w/o Student C and D

Average

2.5

1.5

2.5

1.5

3.5

2.0

Average 2.8

Average Learning 1.7

2. Student opinion on lesson content

- a. Objectives accurately describe lesson ← **6 - 5 - 4 - 3 - 2 - 1** → Objectives did not accurately describe lesson

4	5	4	6	
---	---	---	---	--

4.8
- b. Very useful on job ← **6 - 5 - 4 - 3 - 2 - 1** → Not useful on job

4	5	4	6	
---	---	---	---	--

4.6
- c. Well sequenced ← **6 - 5 - 4 - 3 - 2 - 1** → Poorly sequenced

4	5	3	6	
---	---	---	---	--

4.4
- d. Media helpful ← **6 - 5 - 4 - 3 - 2 - 1** → Media not helpful

4	5	3	2	
---	---	---	---	--

3.4
- e. Too easy (3.5 is ideal) ← **6 - 5 - 4 - 3 - 2 - 1** → Too difficult

4	4	4	5	
---	---	---	---	--

4.1
- f. Comments:
 D) Pacing could have been faster.
 D) Use more Web pages as examples.
 D) Critique/analyze pages and create maps.

3. Student opinion on lesson presentation

- a. Too little detail (3.5 is ideal) ← **6 - 5 - 4 - 3 - 2 - 1** → Too much detail

4	4	4	4	
---	---	---	---	--

3.9
- b. Too slow a pace (3.5 is ideal) ← **6 - 5 - 4 - 3 - 2 - 1** → Too fast a pace

4	4	4	5	
---	---	---	---	--

4.1
- c. Comments:
 D) Do more site maps.

4. Student opinion on exercises

- a. Very relevant to job ← **6 - 5 - 4 - 3 - 2 - 1** → Not relevant to job

4	4	3	6	
---	---	---	---	--

4.1

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- b. Too easy (3.5 is ideal) ← 6 - 5 - 4 - 3 - 2 - 1 → Too difficult

4	4	4		
---	---	---	--	--

- - - - - 3.8
- c. Adequate resources available to use ← 6 - 5 - 4 - 3 - 2 - 1 → Inadequate resources available to use

4	5	4		
---	---	---	--	--

- - - - - 4.2
- d. Directions clear ← 6 - 5 - 4 - 3 - 2 - 1 → Directions unclear

4	5	2		
---	---	---	--	--

- - - - - 3.5
- e. Comments: Average Opinion 4.1

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4. Student opinion on exercises

a.	Very relevant to job	← 6 - 5 - 4 - 3 - 2 - 1 →	Not relevant to job		2	4	3			- - - - -	3.0
b.	Too easy (3.5 is ideal)	← 6 - 5 - 4 - 3 - 2 - 1 →	Too difficult		5	4	4			- - - - -	4.3
c.	Adequate resources available to use	← 6 - 5 - 4 - 3 - 2 - 1 →	Inadequate resources available to use		4	4	4			- - - - -	3.8
d.	Directions clear	← 6 - 5 - 4 - 3 - 2 - 1 →	Directions unclear		4	4	4			- - - - -	3.8

e. Comments:

Average Opinion 3.9

Lesson 6 Pre/Post Survey: Storyboarding a Web Site

1. Pre/post skill level on the lesson objectives:

- a. Lay out / design one of the web pages for this client. To do this, you will also be able to.
- b. Develop criteria for graphic content based on knowledge of implications.
- c. List and describe the main principles of Information Mapping®.

Pre-lesson skill					Post-lesson skill					Gain				
A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
1	1	3			3	3	4			2	2	1		
1	1	3			3	3	4			2	2	1		
1	1	3			3	3	3			2	2	0		

Average w/o Student C	Average
2.0	1.7
2.0	1.7
2.0	1.3
Average 2.0	Average Learning 1.6

2. Student opinion on lesson content

- a. Objectives accurately describe lesson ← 6 - 5 - 4 - 3 - 2 - 1 → Objectives did not accurately describe lesson

4	5	4		
---	---	---	--	--

- - - - - 4.2
- b. Very useful on job ← 6 - 5 - 4 - 3 - 2 - 1 → Not useful on job

4	4	4		
---	---	---	--	--

- - - - - 3.8
- c. Well sequenced ← 6 - 5 - 4 - 3 - 2 - 1 → Poorly sequenced

4	4	3		
---	---	---	--	--

- - - - - 3.5
- d. Media helpful ← 6 - 5 - 4 - 3 - 2 - 1 → Media not helpful

4	4	4		
---	---	---	--	--

- - - - - 3.8
- e. Too easy (3.5 is ideal) ← 6 - 5 - 4 - 3 - 2 - 1 → Too difficult

4	3	4		
---	---	---	--	--

- - - - - 3.5
- f. Comments:

3. Student opinion on lesson presentation

- a. Too little detail (3.5 is ideal) ← 6 - 5 - 4 - 3 - 2 - 1 → Too much detail

4	4	4		
---	---	---	--	--

- - - - - 3.8
- b. Too slow a pace (3.5 is ideal) ← 6 - 5 - 4 - 3 - 2 - 1 → Too fast a pace

4	3	4		
---	---	---	--	--

- - - - - 3.5
- c. Comments:

4. Student opinion on exercises

- a. Very relevant to job ← 6 - 5 - 4 - 3 - 2 - 1 → Not relevant to job

4	5	4		
---	---	---	--	--

- - - - - 4.2

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- b. Too easy (3.5 is ideal) ← **6** - **5** - **4** - **3** - **2** - **1** → Too difficult

4	3	4		
---	---	---	--	--

- - - - - 3.5
- c. Adequate resources available to use ← **6** - **5** - **4** - **3** - **2** - **1** → Inadequate resources available to use

4	3	4		
---	---	---	--	--

- - - - - 3.5
- d. Directions clear ← **6** - **5** - **4** - **3** - **2** - **1** → Directions unclear

4	3	4		
---	---	---	--	--

- - - - - 3.5
- e. Comments: Average Opinion 3.7

Lesson 7 Pre/Post Survey: Web Site Construction

1. Pre/post skill level on the lesson objectives:

- a. Program three linked pages for this Web site using PaintShop Pro, HotDog Pro, Netscape Navigatgor, and MapEdit.
- b. Explain the technical requirements for a "good" Web page, including: file size, file format, color depth, screen size, screen resolution, dithering, palette, and anti-aliasing.
- c. Set the PaintShop Pro color palette to the Netscape standard palette.
- d. Use JPEG & GIF compression techniques, image cropping, and image-size reduction to generate low-memory-size graphics for a Web page.
- e. Describe and create transparent GIF files.
- f. Describe and create interlaced GIF files.
- g. Describe and create progressive JPEG files.
- h. Create a Web page background pattern, both tiled and full-screen.
- i. Create graphics based typography, custom bullets and/or horizontal rules.
- j. Use tables to position content on a Web page.

Pre-lesson skill					Post-lesson skill					Gain				
A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
1	1	3			5	3	3			4	2	0		
1	1	3			5	3	3			4	2	0		
1	1	1			5	2	3			4	1	2		
1	1	3			5	4	3			4	3	0		
1	1	3			5	5	3			4	4	0		
1	1	3			5	5	3			4	4	0		
1	1	3			3	4	3			2	3	0		
1	1	4			3	3	4			2	2	0		
1	1	4			5	3	4			4	2	0		
1	1	4			5	5	4			4	4	0		

Average w/o Student C

3.0
3.0
2.5
3.5
4.0
4.0
2.5
2.0
3.0
4.0

Average

2.0
2.0
2.3
2.3
2.7
2.7
1.7
1.3
2.0
2.7

Average 3.2

Average Learning 2.2

2. Student opinion on lesson content

- a. Objectives accurately describe lesson ← **6 - 5 - 4 - 3 - 2 - 1** → Objectives did not accurately describe lesson
- | | | | | |
|---|---|---|--|--|
| 3 | 5 | 3 | | |
|---|---|---|--|--|
- b. Very useful on job ← **6 - 5 - 4 - 3 - 2 - 1** → Not useful on job
- | | | | | |
|---|---|---|--|--|
| 4 | 5 | 4 | | |
|---|---|---|--|--|
- c. Well sequenced ← **6 - 5 - 4 - 3 - 2 - 1** → Poorly sequenced
- | | | | | |
|---|---|---|--|--|
| 4 | 4 | 3 | | |
|---|---|---|--|--|
- d. Media helpful ← **6 - 5 - 4 - 3 - 2 - 1** → Media not helpful
- | | | | | |
|---|---|---|--|--|
| 4 | 5 | 4 | | |
|---|---|---|--|--|
- e. Too easy (3.5 is ideal) ← **6 - 5 - 4 - 3 - 2 - 1** → Too difficult
- | | | | | |
|---|---|---|--|--|
| 4 | 3 | 4 | | |
|---|---|---|--|--|
- f. Comments:

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3. Student opinion on lesson presentation

- a. Too little detail (3.5 is ideal) ← **6** - **5** - **4** - **3** - **2** - **1** → Too much detail

4	4	4		
---	---	---	--	--

- - - - - 3.8
- b. Too slow a pace (3.5 is ideal) ← **6** - **5** - **4** - **3** - **2** - **1** → Too fast a pace

4	3	4		
---	---	---	--	--

- - - - - 3.5
- c. Comments:

4. Student opinion on exercises

- a. Very relevant to job ← **6** - **5** - **4** - **3** - **2** - **1** → Not relevant to job

4	5	4		
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- - - - - 4.2
- b. Too easy (3.5 is ideal) ← **6** - **5** - **4** - **3** - **2** - **1** → Too difficult

4	3	4		
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- - - - - 3.5
- c. Adequate resources available to use ← **6** - **5** - **4** - **3** - **2** - **1** → Inadequate resources available to use

4	5	4		
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- - - - - 4.2
- d. Directions clear ← **6** - **5** - **4** - **3** - **2** - **1** → Directions unclear

4	4	3		
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- - - - - 3.5
- e. Comments: Average Opinion 3.8

Lesson 8 Pre/Post Survey: Beta Testing a Web Site

1. Pre/post skill level on the lesson objectives:

- a. Establish criteria for the beta test.
- b. Conduct a beta test of the client site.
- c. Correct all errors found during the test.

Pre-lesson skill					Post-lesson skill					Gain				
A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
1	2	3			5	5	4			4	3	1		
1	2	3			5	5	4			4	3	1		
1	3	3			5	5	4			4	2	1		

Average w/o Student C		Average
3.5		2.7
3.5		2.7
3.0		2.3
Average 3.3	Average Learning 2.6	

2. Student opinion on lesson content

- | | A | B | C | D | E | | |
|----|---|---|---|---|---|---|-----|
| a. | Objectives accurately describe lesson ← 6 - 5 - 4 - 3 - 2 - 1 → Objectives did not accurately describe lesson | | | | | | |
| | 4 | 6 | 4 | | | - | 4.5 |
| b. | Very useful on job ← 6 - 5 - 4 - 3 - 2 - 1 → Not useful on job | | | | | | |
| | 4 | 6 | 4 | | | - | 4.5 |
| c. | Well sequenced ← 6 - 5 - 4 - 3 - 2 - 1 → Poorly sequenced | | | | | | |
| | 4 | 6 | 5 | | | - | 4.8 |
| d. | Media helpful ← 6 - 5 - 4 - 3 - 2 - 1 → Media not helpful | | | | | | |
| | 4 | 6 | 5 | | | - | 4.8 |
| e. | Too easy (3.5 is ideal) ← 6 - 5 - 4 - 3 - 2 - 1 → Too difficult | | | | | | |
| | 4 | 4 | 5 | | | - | 4.2 |
| f. | Comments: | | | | | | |

3. Student opinion on lesson presentation

- | | | | | | | | |
|----|--|---|---|--|--|---|-----|
| a. | Too little detail (3.5 is ideal) ← 6 - 5 - 4 - 3 - 2 - 1 → Too much detail | | | | | | |
| | 4 | 4 | 4 | | | - | 3.8 |
| b. | Too slow a pace (3.5 is ideal) ← 6 - 5 - 4 - 3 - 2 - 1 → Too fast a pace | | | | | | |
| | 4 | 4 | 4 | | | - | 3.8 |
| c. | Comments: | | | | | | |

4. Student opinion on exercises

- | | | | | | | | |
|----|--|---|---|--|--|---|-----|
| a. | Very relevant to job ← 6 - 5 - 4 - 3 - 2 - 1 → Not relevant to job | | | | | | |
| | 4 | 6 | 4 | | | - | 4.5 |
| b. | Too easy (3.5 is ideal) ← 6 - 5 - 4 - 3 - 2 - 1 → Too difficult | | | | | | |
| | 4 | 4 | 5 | | | - | 4.0 |

Web Content Student Surveys

c. Adequate resources available to use ← 6 - 5 - 4 - 3 - 2 - 1 → Inadequate resources available to use

4	6	5		
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- - - - - 4.8

d. Directions clear ← 6 - 5 - 4 - 3 - 2 - 1 → Directions unclear

4	6	5		
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- - - - - 4.8

e. Comments: Average Opinion 4.4

Overall Averages

w/o Student C	2.5	Overall Learning	1.9
		Overall Opinion	4.1