Formative Evaluation Plan

by
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ITDE 8001 CRN 22880
Introduction to Instructional Design

Nova Southeastern University
November 18, 2007
Summary

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1. Background
A driving school located in Gubbio is re-designing the structure of its courses because the current standard of future drivers’ ability does not include a crucial skill for the town: be able to install snow chains. The lessons purpose is to teach how to install snow chains. The learners are all people who are attending a course to obtain the driving license. The course is developed in paper-based material. The course will start on January 15th, 2008 and it is designed to be performed in 30 minutes.

2. Purpose
The purpose of this formative evaluation report is to pinpoint specific errors in the strategies and materials that will be used to train and evaluate students.

3. Method
- **Design:** the formative evaluation plan will be composed of three main steps, which will have different goals.
  - As a first step two interviews will be conducted: with a design expert and with a subject matter expert. These interviews will have the objective to understand whether the Instructional Analysis and the Assessment implementation have been conducted in the correct way. Furthermore, the design expert will be asked to evaluate our Instructional Strategy.
  - A second step will be to conduct a one-to-one evaluation with three different students, in order to understand if the course content and the assessment items have been developed appropriately.
  - A third step will be to conduct a small group evaluation, in order to acquire information on problematic areas of our instructional materials.

The formative evaluation will be performed through interview checklists and surveys. The overall plan of our formative evaluation plan is the Overall Plan Chart in Appendix A.

- **Design Expert Review.**
  - **Subjects:** Carlo Brunetti, our design expert, is an instructional designer with 15 years experience in designing and evaluating instructional courses. His educational background started with a Philosophy Degree at La Sapienza University in Rome and continued with a Master Degree in e-learning management at the University of Turin. He has worked for three of the main e-learning Italian companies and has thought e-learning evaluation processes at SDA Bocconi University in Milan for the last five years.
  - **Instruments:** The instrument used to structure this step of the formative evaluation is an interview checklist (see appendix C).
  - **Procedure:**
1. Discuss overall purpose, structure and format of course with Design Expert
2. Discuss specific purpose and planned outcomes of FE with Design Expert
3. Discuss FE procedure with Design Expert
4. Go over Instructional Analysis with Design Expert; ask Design Expert to write down reactions and record comments
5. Go over course material and assignments with Design Expert, ask Design Expert to write down reactions and record comments while reviewing course material and assignments
6. Go over instructional strategy with Design Expert; ask Design Expert to write down reactions and record comments
7. Interview the Design Expert according to the interview question checklist
8. Ask Design Expert if he has any additional comments, questions or recommendations
9. Thank Design Expert for time and effort

- **Subject Matter Expert Review.**
  
  o **Subjects:** Alberto Lo Monaco, the subject matter expert for the formative evaluation of our instruction, is an experienced driving school teacher since 1990. He has conducted oral lessons about safe driving under bad weather conditions for the Italian specialized review named Quattoruote, from 1995 to 1999. He is experienced in writing articles and instructional material on the subject, since he had many collaborations in the field with important publication companies in Italy and Switzerland.

  o **Instruments:** The instrument used to structure this step of the formative evaluation is an interview checklist (see appendix C).

  o **Procedure:**
    1. Discuss overall purpose, structure and format of course with SME
    2. Discuss specific purpose and planned outcomes of FE with SME
    3. Discuss FE procedure with SME
    4. Go over Instructional Analysis with SME; ask SME to write down reactions and record comments
    5. Go over course material and assessment criteria with SME; ask SME to write down reactions and record comments
    6. Interview the SME according to the interview question checklist
    7. Ask SME if he has any additional comments, questions or recommendations
    8. Thank SME for time and effort

- **One-to-One Review**
  
  o **Subjects:** The one-to-one review will be conducted in three different steps, with three different students previously enrolled in the driving school course. These three students will be chosen among the number of those who passed the course according the following rule:

    - a person who scored the best at the first attempt, who will be our “high achievement target”;
- A person who scored a medium result at the first attempt, who will be our “medium achievement target”;
- A person who failed the test at the first attempt and afterwards scored a medium result at the second attempt, who will be our “low achievement target”.

**Instruments**: The instrument used to structure this step of the formative evaluation is an interview checklist (see appendix C).

**Procedure**:
1. Discuss overall purpose, structure and format of course with learners
2. Discuss specific purpose and planned outcomes of FE with learners
3. Discuss FE procedure with learners
4. Ask the learners to carefully study the instructional material; ask the learners to write down reactions and record comments
5. Ask the learners to carefully consider the training aid; ask the learners to write down reactions and record comments
6. Ask the learners to perform the posttest; ask the learners to write down reactions and record comments
7. Interview the learners according to the interview question checklist
8. Ask each learner if he/she has any additional comments, questions or recommendations
9. Thank learners for time and effort

- **Single Groups Review**
  
  **Subjects**: The single groups review will be conducted on a target of three students enrolled in the driving school, by choosing them with the following rules:
  
  - They must be 18 to 25 years old;
  - They must include a person of both genders;
  - They must be enrolled in the driving school for the first time.

  **Instruments**: The instrument used to structure this step of the formative evaluation is a survey sheet (see appendix C).

  **Procedure**: Introduce briefly instructional material to the learners; introduce them the procedure and the objectives of the FE
  
  1. Ask the learners to carefully study the instructional material; ask the learners to write down reactions and record comments
  2. Ask the learners to carefully consider the training aid; ask the learners to write down reactions and record comments
  3. Ask the learners to perform the posttest; ask the learners to write down reactions and record comments
  4. Ask the learners to fill in the survey
  5. Ask each learner if he/she has any additional comments, questions or recommendations
  6. Thank learners for time and effort
- **Constraints:** During the planning and the implementation of this formative evaluation we have experienced constraints of human resources (only a person could be allocated to plan and to conduct interviews and surveys) and time (only two weeks time for the interviews).
Appendix A: Overall Plan
<table>
<thead>
<tr>
<th>Phase</th>
<th>Evaluator</th>
<th>Date</th>
<th>Target</th>
<th>Instruments</th>
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</thead>
<tbody>
<tr>
<td>• Expert Reviews</td>
<td>• Design Expert</td>
<td>• November 16</td>
<td>• Instructional Analysis</td>
<td>• Interview questions</td>
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<td>• Course material</td>
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<td>and assessment</td>
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<td>• Instructional Strategy</td>
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<td>• Subject matter expert</td>
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<td>• November 19</td>
<td>• Instructional Analysis</td>
<td>• Interview questions</td>
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<td>• Course material</td>
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<td>and assessment</td>
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<tr>
<td>• One-to-One Evaluations</td>
<td>• Student (High Achievement)</td>
<td>• November 21</td>
<td>• Course Content</td>
<td>• Interview questions</td>
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<td>• Assessments</td>
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<td></td>
<td>• Student (Middle Achievement)</td>
<td>• November 23</td>
<td>• Course Content</td>
<td>• Interview questions</td>
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<td>• Assessments</td>
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<td></td>
<td>• Student (Low Achievement)</td>
<td>• November 26</td>
<td>• Course Content</td>
<td>• Interview questions</td>
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<td>• Assessments</td>
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<tr>
<td>• Small Group Evaluations</td>
<td>• 20 Students</td>
<td>• November 28</td>
<td>• Problematic areas</td>
<td>• Performance posttest</td>
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<td>of instruction</td>
<td>• Survey</td>
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Appendix B: Specific Formative Evaluation Protocols
**DE Specific Formative Evaluation Protocol**

<table>
<thead>
<tr>
<th>Course:</th>
<th>001 – Installing snow chains</th>
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</thead>
<tbody>
<tr>
<td>Facilitator:</td>
<td>Gianluigi Traversini</td>
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<tr>
<td>Evaluator:</td>
<td>Design Expert (Dr. Carlo Brunetti)</td>
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<tr>
<td>Date:</td>
<td>November 16, 2007</td>
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</tbody>
</table>

Targets:
- Instructional analysis
- Course material and assessment
- Instructional Strategy

Technique:
- One-to-One (Design Expert) Formative Evaluation

Purpose:
- To verify validity of instructional goals and objectives, content matter, assessment criteria and instructional strategy

Questions:
- Does the instructional analysis identify the correct steps, sub-steps, sub-skills and entry behaviors?
  - Are materials appropriate for learners’ skills and background?
    - If not, what is missing or what should be changed?
  - Are the materials too easy to use, too difficult or adequate?
    - What part of the instructional material is too difficult?
    - What part of the instructional material is too easy?
- Are the materials written in a clear form?
- Is there a comprehensible hierarchical structure?
  - If not, where should the hierarchical structure be changed?
- Are the steps sequenced appropriately?
  - If not, how can they be properly sequenced?
- Can the material be managed efficiently in the manner they are mediated?
  - If not, how do you believe they can be mediated?
- Is the posttest and the corresponding performance criteria appropriate to evaluate achieved knowledge?
  - If not, why?
- Do you have any other comments, questions or recommendations?

Procedure:
- Discuss overall purpose, structure and format of course with Design Expert
- Discuss specific purpose and planned outcomes of FE with Design Expert
- Discuss FE procedure with Design Expert
- Go over Instructional Analysis with Design Expert; ask Design Expert to write down reactions and record comments
- Go over course material and assignments with Design Expert, ask Design Expert to write down reactions and record comments while reviewing course material and assignments
• Go over instructional strategy with Design Expert; ask Design Expert to write down reactions and record comments
• Interview the Design Expert according to the interview question checklist
• Ask Design Expert if he has any additional comments, questions or recommendations
• Thank Design Expert for time and effort

Materials:
• Hardcopy of Instructional Analysis
• Hardcopy of Instructional Treatment Plan and Assessment
• Hardcopy of paper-based instruction and training aid
SME Specific Formative Evaluation Protocol

Course: 001 – Installing snow chains
Facilitator: Gianluigi Traversini
Evaluator: SME (Dr. Alberto Lo Monaco)
Date: November 16, 2007

Targets:
- Instructional analysis
- Instructional material content
- Assessment

Technique:
- One-to-One (SME) Formative Evaluation

Purpose:
- To verify the appropriateness of the instructional analysis; to verify validity of instructional material content and to verify the assessment criteria

Questions:
- Do the Instructional Analysis identify appropriate skills and knowledge and are their relationships illustrated correctly?
- Does the course content matter cover the learning objectives?
- Are materials appropriate for the kind of learning outcomes?
  - If not, what is missing or what should be changed?
- Do the material include adequate instruction on the subordinate skills?
  - If not, what is missing or what should be changed?
- Are all skills sequenced logically?
  - If not, how can they be changed?
- Are the materials too easy to use, too difficult or adequate?
  - What part of the instructional material is too difficult?
  - What part of the instructional material is too easy?
- Are the materials written in a clear form?
- Do you believe there are unclear vocabulary entries?
  - If yes, which are the unclear vocabulary entries?
- Is there a hierarchical structure?
  - If not, where is the hierarchical structure wrong?
- Are the posttest and corresponding performance criteria appropriate to evaluate achieved knowledge?
  - If not, why?
- Do you have any other comments, questions or recommendations?

Procedure:
- Discuss overall purpose, structure and format of course with SME
- Discuss specific purpose and planned outcomes of FE with SME
- Discuss FE procedure with SME
- Go over Instructional Analysis with SME; ask SME to write down reactions and record comments
• Go over course material and assessment criteria with SME; ask SME to write down reactions and record comments
• Interview the SME according to the interview question checklist
• Ask SME if he has any additional comments, questions or recommendations
• Thank SME for time and effort

Materials:
  • Hardcopy of Instructional Analysis
  • Hardcopy of Instructional Treatment Plan and Assessment
  • Hardcopy of paper-based instruction and training aid
One-to-one *Specific Formative Evaluation Protocol*

<table>
<thead>
<tr>
<th>Course:</th>
<th>001 – Installing snow chains</th>
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</thead>
<tbody>
<tr>
<td>Facilitator:</td>
<td>Gianluigi Traversini</td>
</tr>
<tr>
<td>Evaluator:</td>
<td>Three selected learners</td>
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<tr>
<td>Date:</td>
<td>November 16, 2007</td>
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</tbody>
</table>

Targets:
- Course content
- Assessment

Technique:
- One–to–One Formative Evaluation

Purpose:
- To identify the most obvious errors in the instruction material, to obtain a first idea of performance level and of the learners’ reaction to the course

Questions:
- Is the predicted time of the training adequate?
  - If not, how much time do you think a student really needs in order to understand the materials?
- Have you found the material layout pleasant to you?
- Have you found the material motivating?
- Are all skills sequenced logically?
  - If not, how can they be changed?
- Does the material include adequate instruction on the subordinate skills?
  - If not, what is missing or what should be changed?
- Is the material too easy to use, too difficult or adequate?
  - What part of the instructional material is too difficult?
  - What part of the instructional material is too easy?
- Are the materials written in a clear form?
- Did you find unclear terms?
  - If yes, which are the unclear terms?
- Is the posttest well-expressed?
- Is the posttest too easy, too difficult or adequate?
  - What part of the posttest is too difficult?
  - What part of the posttest is too easy?
- Do you believe the training aid sheet is clear and handy to use?
- Do you believe the training aid sheet well resumes the print-based material?
- Is the material appropriate for your skills?
- Do you have any other comments, questions or recommendations?

Procedure:
- Discuss overall purpose, structure and format of course with learners
- Discuss specific purpose and planned outcomes of FE with learners
- Discuss FE procedure with learners
• Ask the learners to carefully study the instructional material; ask the learners to write down reactions and record comments
• Ask the learners to carefully consider the training aid; ask the learners to write down reactions and record comments
• Ask the learners to perform the posttest; ask the learners to write down reactions and record comments
• Interview the learners according to the interview question checklist
• Ask the learners if he has any additional comments, questions or recommendations
• Thank learners for time and effort

Materials:
• Hardcopy of paper-based instruction
• Hardcopy of plastic aid sheet
## Small Group Specific Formative Evaluation Protocol

<table>
<thead>
<tr>
<th>Course:</th>
<th>001 – Installing snow chains</th>
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<tbody>
<tr>
<td>Facilitator:</td>
<td>Gianluigi Traversini</td>
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<tr>
<td>Evaluator:</td>
<td>Selected group of target group learners (20 persons)</td>
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<td>Date:</td>
<td>November 16, 2007</td>
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</tbody>
</table>

**Targets:**
- Persistence of problematic areas in the instructional material
- Performance levels on posttest

**Technique:**
- Small group Formative Evaluation

**Purpose:**
- To verify validity of the instructional material in terms of performance results, learners motivation. It is also important to determine whether learners can use the instruction without interacting with the instructor

**Questions:**
- Is the time of the predicted training adequate?
  - If not, how much time do you think a student really needs in order to perform the instruction?
- Have you found the material layout pleasant to you?
- Have you found the material motivating?
- Are all skills sequenced logically?
  - If not, how can they be changed?
- Is the material too easy to use, too difficult or adequate?
  - What part of the instructional material is too difficult?
  - What part of the instructional material is too easy?
- Are the materials written in a clear form?
- Did you find unclear terms?
  - If yes, which are the unclear terms?
- Is the posttest well-expressed?
- Is the posttest too easy, too difficult or adequate?
  - What part of the posttest is too difficult?
  - What part of the posttest is too easy?
- Do you believe the training aid sheet is clear and handy to use?
- Do you believe the training aid sheet well resumes the print-based material?
- Is the material appropriate for your skills?
- Do you have any other comments, questions or recommendations?

**Procedure:**
- Introduce briefly instructional material to the learners; introduce them the procedure and the objectives of the FE
• Ask the learners to carefully study the instructional material; ask the learners to write down reactions and record comments
• Ask the learners to carefully consider the training aid; ask the learners to write down reactions and record comments
• Ask the learners to perform the posttest; ask the learners to write down reactions and record comments
• Ask the learners to fill in the survey
• Ask each learner if he/she has any additional comments, questions or recommendations
• Thank learners for time and effort

Materials:
• Hardcopy of paper-based instruction
• Hardcopy of plastic aid sheet
Appendix C: Copies of the evaluation instruments
**Design Expert Interview Questions**

Name and Surname:
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Title
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<table>
<thead>
<tr>
<th>Questions</th>
<th>Completely disagree</th>
<th>Disagree</th>
<th>Neither agree or disagree</th>
<th>Agree</th>
<th>Completely agree</th>
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<tr>
<td>Does the instructional analysis correctly identify steps and sub-steps?</td>
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<td>Does the instructional analysis correctly identify sub-skills?</td>
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<td>Does the instructional analysis correctly identify entry behaviors?</td>
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<td>Are materials appropriate for learners’ skills?</td>
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<td>Are the materials too difficult?</td>
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<td>Are the materials written in a clear form?</td>
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<td>Is there a hierarchical structure?</td>
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<td>Are the steps sequenced appropriately?</td>
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<td>Can the material be managed efficiently in the manner they are mediated?</td>
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<td>Is the posttest appropriate to evaluate achieved knowledge?</td>
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<td>Are performance posttest criteria appropriate to evaluate achieved knowledge?</td>
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**Subject Matter Expert Interview Questions**

Name and Surname:  
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Title  
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<tr>
<th>Questions</th>
<th>Completely disagree</th>
<th>Disagree</th>
<th>Neither agree or disagree</th>
<th>Agree</th>
<th>Completely agree</th>
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<tbody>
<tr>
<td>Does the Instructional Analysis identify appropriate skills and knowledge? Are their relationships illustrated correctly?</td>
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<td>Does the course content matter cover the learning objectives?</td>
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<td>Are materials appropriate for the kind of learning outcomes?</td>
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<td>Do the material include adequate instruction on the subordinate skills?</td>
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<td>Are all skills sequenced logically?</td>
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<td>Are the materials too difficult?</td>
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<td>Are the materials written in a clear form?</td>
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<td>Do you believe there are unclear vocabulary entries?</td>
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<td>Is there a clear hierarchical structure?</td>
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<td>Is the posttest appropriate to evaluate achieved knowledge?</td>
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<td>Are performance posttest criteria appropriate to evaluate achieved knowledge?</td>
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## One-to-One Interview Questions

Name and Surname: 
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Title 
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<table>
<thead>
<tr>
<th>Questions</th>
<th>Completely disagree</th>
<th>Disagree</th>
<th>Neither agree or disagree</th>
<th>Agree</th>
<th>Completely agree</th>
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<tbody>
<tr>
<td>Is the predicted time of the training adequate?</td>
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<td>Have you found the material layout pleasant to you?</td>
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<td>Have you found the material motivating?</td>
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<td>Are all skills sequenced logically?</td>
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<td>Are the materials written in a clear form?</td>
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<td>Do you believe there are unclear vocabulary entries?</td>
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<td>Is the posttest appropriate to evaluate achieved knowledge?</td>
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<td>Do you believe the training aid sheet is clear and handy to use?</td>
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<tr>
<td>Do you believe the training aid sheet well resumes the print-based material?</td>
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<tr>
<td>Is the material appropriate for your skills?</td>
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**Single Group Survey**

Name and Surname: 
………………………………………………………………………………
Title
………………………………………………………………………………

Please fill in the following survey, in order to give us precious information about the instruction that you have just experienced.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Completely disagree</th>
<th>Disagree</th>
<th>Neither agree or disagree</th>
<th>Agree</th>
<th>Completely agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the time of the predicted training adequate?</td>
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<td>Have you found the material layout pleasant to you?</td>
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<td>Have you found the material motivating?</td>
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<td>Is the instruction sequenced logically?</td>
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<td>Are the materials too difficult?</td>
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<td>Are the materials too easy?</td>
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<td>Are the materials written in a clear form?</td>
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<td>Did you find unclear vocabulary entries?</td>
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<td>Is the posttest well-expressed?</td>
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<td>Is the posttest too difficult?</td>
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