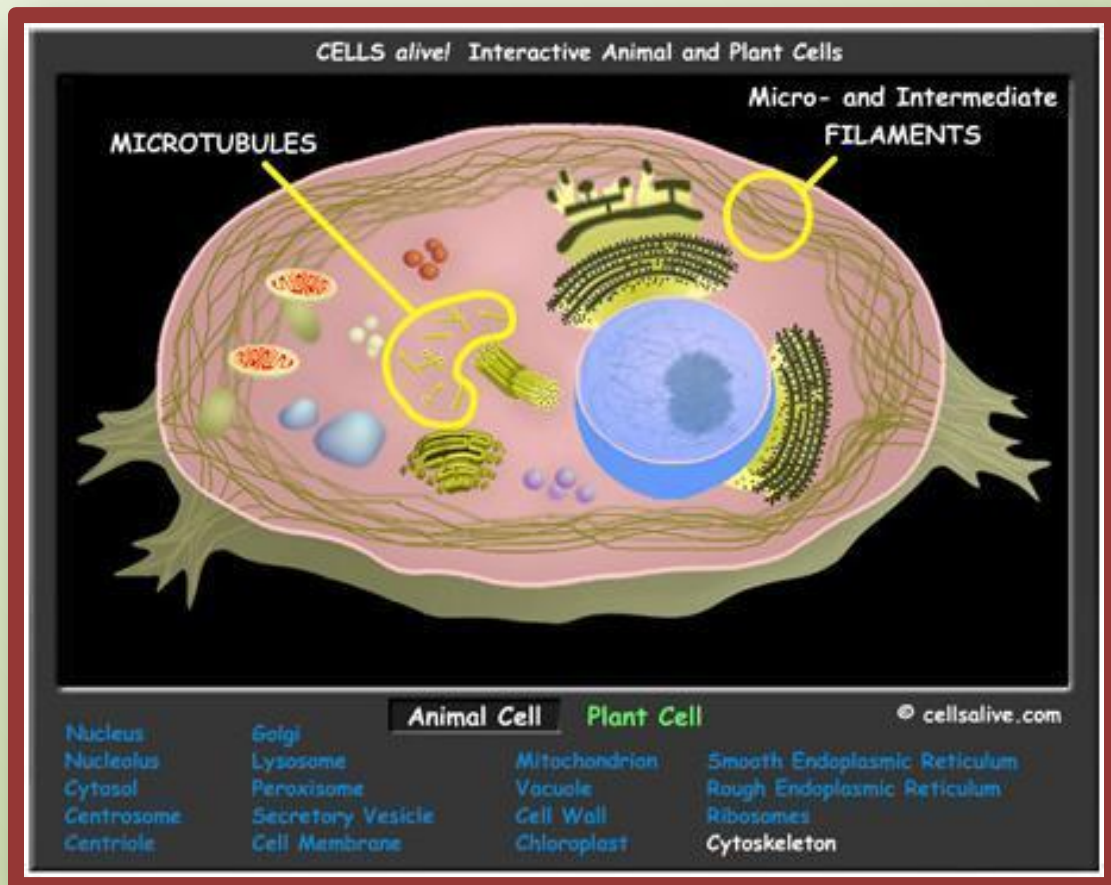


Evaluation of eLearning for Effective Practice

The Smiley Approach to the Cellular Basis of Life

Final Report



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Table of Contents

• Executive Summary	3
• Introduction	5
• Background	6
• Purpose	8
• Questions	8
• Methods	9
• Analysis of the result	11
○ Analysis of “face to face” interviews	12
▪ Interviews with BNI and Foundation student	12
▪ Interview with Lecturers	12
▪ Interviews with Educational Expert.....	13
▪ Interview with a Person with no Science Background	13
○ Analysis of the Online Survey.....	13
○ Discussion Board.....	16
• Discussion	17
• Conclusion	20
• Recommendations	21
• References	22
• Appendices	24
Figures	
○ Figure 1	14
○ Figure 2	14
○ Figure 3	15
○ Figure 4	15
○ Figure 5	16
○ Figure 6	24
○ Figure 7	24
○ Figure 8.....	25
○ Figure 9	26
○ Figure 10	26
○ Figure 11	27
○ Figure 12	28
Tables	
○ Table 1	12
○ Table 2	29

Executive Summary

This evaluation report was conducted at the Manukau Institute of Technology in Semester two, 2010 as part of the Evaluation of eLearning for Best Practice course, which is part of the Graduate Certificate in Applied eLearning. The report is comprised of an effectiveness evaluation for a few online lessons on Blackboard on eMIT designed by learning advisors at the Learning Support Centre at the Manukau Institute of Technology to assist Nursing and Foundation Studies students. The lessons described a brief depiction of a “[typical living cell](#)”. The lessons designed to illustrate a general structure and functions of the various parts that constitute the living cells. An approach named “[The Smiley Face Approach](#)” has been introduced to assist students to be able to remember, draw and label a living cell easily.

An effectiveness evaluation was required to evaluate how functional and how effective the students find the lessons, particularly the approach. Samples from different audiences were collected. These included students from Nursing and Foundation for Nursing, lecturers and experts in the fields of bioscience and e-learning. To conduct the evaluation, a number of methods and tools have been used. A discussion board was provided for participants to interact and provide feedback. An online survey was established for students and lecturers to complete, which advises the learning advisors how useful and how clear the lessons are. Individual interviews were also regularly conducted with Foundation and Nursing students who visit the LSC. Advisors and lecturers were also advised to provide feedback as appropriate. Experts at the Technology Learning Centre were also asked to provide feedback. The target audiences needed to enrol in the course so that they could take the survey and participate in the discussion board.

The vast majority of enrolled students surveyed expressed that the lessons were effective and helped them understand the lessons thoroughly. Furthermore, many of them believed that the approach was particularly useful and assisted them to remember the cellular contents efficiently. Experts at the Technology Learning Centre stated that the lessons were useful to Nursing students and the smiley face was an inventive approach to a difficult concept.

The highly positive feedback from users, lecturers and experts reflects the extent of the effectiveness and usefulness of the online lessons and the approach. However, certain recommendations were suggested to further improve the lessons. These include changes to the design such as Figures and colour and the inclusion of more interactive links and effective tools for collaboration, interactions and discussions. Advice and feedback from experts in the fields of e-learning and bioscience are also essential.

Introduction

Development of an online project about a topic of interest in a field of practice is required to complete the Graduate Certificate in Applied eLearning successfully. For this purpose a few online lessons have been developed on eMIT to support Nursing and Foundation students to have a better understanding of the cellular basis of life. The lessons examine a general overview of a [“typical living cell”](#) with regards to structure, types and functions. The main idea of the lessons is to do a step by step activity named [“the smiley face approach”](#).

Reeves and Hedberg (2003) state that a multiplicity of approaches is needed to create an effective educational product that delivers effective outcomes. They also indicate that both qualitative and quantitative methods of collecting information are needed to conduct an effective evaluation. However, a multiplicity of approaches can be time consuming and costly. Reeves and Hedberg (2003) believe that there are six facets of instructional product evaluation. These include needs assessment, formative evaluation during the design process, effectiveness evaluation, the overall impact of the e-learning package, how maintenance will be managed and finally a review of the total instructional process. However, the project of evaluation of the [\(Smiley Face Approach\)](#) focuses upon one aspect only and that is "effectiveness evaluation".

Summative evaluation plans comprise steps such as final result assessments, effectiveness evaluations, cost to benefit comparison, etc. Unlike with formative evaluation strategies, summative evaluation is executed at the very end of the project or

training (Rampur, 2010). Effective evaluation is conducted to determine whether the educational process is useful and identifies further steps for development.

Effectiveness evaluation of a course encompasses the evaluation of the whole package used to deliver the lessons. This can include the design and format that are followed to deliver the contents. It is also concerned with the accessibility, usability, navigation tools and tools used to induce interactions during the learning process.

This report reveals the result of an effectiveness evaluation conducted to evaluate the efficiency of an online project carried out as a requirement to complete the Graduate Certificate in Applied e-Learning at the Manukau Institute of Technology in 2010.

The evaluation can be described as an effectiveness evaluation of an existing eMIT online lesson.

The report describes the usefulness and effectiveness of a number of online lessons about the cellular basis of life designed for Foundation for Nursing and Nursing students at the Manukau Institute of Technology. The report also explores the various methods utilised to gather feedback, data and information to conduct the evaluation. Recommendations on how to improve and further develop the online lessons are also expressed.

Background

Learning advisors at the Learning Support Centre (LSC) offer assistance in a wide range of areas to help students progress in a friendly educational setting to be able to succeed and achieve academic goals independently. Foundation for Nursing students and to a lesser extent

first year Nursing students at the beginning of “Semester One”, receive a variety of scientific terms and do a number of complex topics.

A living cell can contain a variety of microscopic structures that cannot be found in other living cells. This is due to a number of factors including locations they are found in and function/s they are designed for (Marieb & Hoehn, 2010). This concept can be really perplexing for many students at the beginning of their academic study. This perplexity is particularly experienced by older students who have been away from school for a long time.

A simple approach has been developed to assist students to be able to draw and label a living cell effectively and easily. It also assists the students to have a better understanding of the living cells in terms of shape, structure and contents. The approach was named "The Smiley Face Approach" and has been perceived by many to be very easy, understandable and successful.

The materials included in these online lessons look at a general overview of a “typical living cell” in terms of structure, types and function. The lessons also examine the various parts of the cell and how the various organelles interact with each other to maintain best possible living circumstances of the cell and to provide optimal requirements of the various activities the cell performs.

The Course Lessons included:

- 1- How to describe and define terms
- 2- Overview of typical living cells
- 3- Structure of cells
- 4- The smiley face approach

- 5- Types of cells
- 6- External Resources:
 - a. Protein synthesis
 - b. Cell division

Students were encouraged to use the notes included in these online lessons together with their lecture materials and prescribed textbook.

The major aspect of the lessons named the “[Smiley Face Approach](#)” consisted of a number of interactive steps where students were instructed to draw a face with the aim of drawing a cell similar to **(Figure 6)**. Later, they are asked to add certain simple features such as moles and scars due to previous injuries. Other structures are added according to the instructions. Later, students are asked to label the various parts as instructed. Students are also encouraged to use a discussion forum designed to ask questions and to respond to each other as appropriate.

Purpose

The main purpose of this evaluation was to explore the extent of effectiveness of the e-learning component of the project including the smiley approach to illustrate the cellular basis of life.

Questions

1. How effective was the eLearning component of the project for learning in terms of usefulness, ease of access and engagement of students?
 - Sub-questions:
 - How beneficial did students find the lessons?

- How useful did the students find the materials and external links?
 - Which features did students believe were easy to navigate?
 - What worked very well?
 - How do the resources and activities influence the level of engagement by students?
 - Why was the topic “Cellular Basis of Life” important to students' learning?
 - Why is the timing of the online lessons important for students' learning?
2. What good practice can be identified and developed further to help others in the field of e-learning and related areas? (Winter, 2010).
 3. What can be done better in terms of design, development and delivery? (Winter, 2010).

Methods

A mix of quantitative (survey) and qualitative (interviews and discussion board) methods were used to collect data to ensure triangulation. According to Adelman and Alexander (as cited in Pratt, 2006), evaluation is “the making of judgements about the worth and effectiveness of educational intentions, processes and outcomes; about the relationships between these; and about the resource, planning and implementation frameworks for such ventures”. This clearly indicates that “evaluation” is concerned with the overall settings of tools, features, processes and phases of the educational design concerned. This measure, unquestionably, imposes a variety of methods and implements. As mentioned earlier, both qualitative and quantitative methods of gathering information and data are essential to be able to successfully evaluate an online project. In this manner a triangulation will be formed. Triangulation in its simplest sense is concerned with more than one way of collecting data to evaluate the effectiveness of the on-line learning component. Triangulation according to Cheng Liying (as cited in Reachinformation.com, 2008) is used when a number of tools and methods are utilised to double or triple check the results of a study conducted to increase the reliability of the results and enhance the fruitfulness of the study.

This triangulation in “evaluation” from a pedagogical perception is of a great importance. A triangulation of findings undoubtedly can inform revision, reconsideration and modification of an elearning instructional design. This may include tools to design and implement surveys or interviews using structured and/or unstructured questions (Gratton & Jones, 2004).

According to Hodkinson and Macleod as cited in Wiklund-Engblom (2010), “No methodology can act as a conceptually neutral lens, transparently revealing what learning is”. This exclusively underpins the significance of this triangulation in the evaluation process of academic projects in educational environments. According to the same source, Turner believes that among the advantages of using mixed methods in the elearning components is that contradictions and challenges will be clearly identified.

The methods used to collect data in this study can be summarised as follows:

- Face to face interviews:
 - Interviews with BN1 and Foundation students: 20 students agreed to participate in the interview.
 - Interviewing a person with no science background.
 - Interviews with two educational experts.
 - Interviews with lecturers: Two lecturers agreed to participate.
- Discussion board: students were encouraged to participate in the discussion board and post questions and respond to others. More than ten lecturers were asked to access the discussion board and provide feedback.

Online survey: a survey consisting of seven questions was designed using the Blackboard on eMIT (Figure 8). Data collected from eMIT revealed that 15 participants took the survey and only 11 completed the survey. Lecturers and students needed to enrol in the course to be able to access the online resources and participate in the discussion

board and take the online survey about the resources including the smiley face. The majority of students were informed about how to enrol in the course. Information on how to enrol was included in a blog that was designed for recording ideas and thoughts in relation to this evaluation process. The blog was also utilised to record the interviews.

The lessons were revealed to the following primary audiences:

1. Nursing students (120).
2. Foundation for Nursing students (60).

Others were included in the process of evaluation and included the following:

- 1- MIT Lecturers from Foundation, Nursing and Health Studies (10).
- 2- Two learning advisors from the LSC.
- 3- Two librarians from MIT.

Analysis of the results

The lessons have been revealed and displayed to almost all BN1 students (120) and around 60 students from Foundation for Nursing. The stats from eMIT revealed that only 47 students chose to enrol in the course to take the online survey and give feedback on the discussion board. More than ten teachers were asked to enrol. However, only six lecturers chose to enrol. Although many students who visited the Learning Support Centre displayed interest in the contents, only a few expressed written and verbal feedback. In addition, 20 non-enrolled students agreed to participate in individual interviews to find out how useful the lessons were.

Analysis of “face to face” interviews

○ Interviews with BN1 and Foundation students

20 students were interviewed and the majority of interviewees agreed that the lessons were useful, particularly the smiley approach which helped them greatly to remember the lessons effectively (Table 1). Eight students were from Foundation studies and 12 were from Nursing. However, some stated that they had difficulties in accessing the lessons and enrolling in the course. Five questions from the online survey (Table 1) were chosen for this purpose. The evaluator did not want the students to spend a lot of time doing the face to face interview. Some others reported to the evaluator that they did not know how to complete the survey and needed help to do so.

Questions	Responses			
	Strongly Agree	Agree	Disagree	Strongly disagree
The topic “Cellular Basis of Life” was an important topic to consider.	12	3	5	0
The online lessons were useful.	20	0	0	0
The "Smiley Face Approach" was very useful.	20	0	0	0
The external links and visual demonstrations were very useful.	14	2	4	0
The lessons were easy to navigate.	15	5	5	0

Table 1: Interview responses of students to questions about the online lessons.

○ Interview with lecturers

Two lecturers stated that they liked the online lessons and were going to encourage the students to regularly visit them. However, one lecturer believed that there should have been more colorful items and more interactive tools.

One of them thought it should be maintained continually to further support their students.

A lecturer from Nursing mentioned that many students expressed that they were aware of the lessons but did not have enough time to take the evaluation survey. The lecturer reported for the evaluation that the vast majority of the students understood the topic clearly and thought that the lessons were effective and clear.

A lecturer was asked to remind the students of the lessons in the class. She was also requested to ask students for feedback. She reported that the vast majority stated that the smiley face approach was very clear, easy and fun to do. Feedback from lecturers revealed that many students did not enrol in the course designed and never knew how to enrol.

- Interviews with educational expert

An expert from the Technology Information Centre thought that the lessons were simple, assisted in memory and fun (Table 2).

Another expert thought that the lessons were not that effective and the approach was an ordinary one and was to an extent irrelevant to the realistic approach to the cellular contents.

- Interviews with a person with no science background

A person who has a limited science background was asked to access the lessons and provide feedback. After the person was given access, she was asked to access the "smiley face approach" first. Twenty minutes later she stated that it was fun. She was asked to draw and label a living cell. She could draw and label 90% of the various components of the living cell easily and nicely. She thought that it was very easy to follow the steps and it was fun (Figure 7).

Analysis of the online survey

(Please refer to Figure 8 to retrieve the survey questions)

According to data and information retrieved directly from the "Grade Centre" on Blackboard, eMIT, 53 students and lecturers enrolled in the course to access the lessons, participate in the

discussion board and take the survey. The data collected showed that only 15 participants attempted to take the survey and 11 participants only completed the survey fully. Four participants partially completed the survey. As mentioned earlier, participants must enrol in the course first to be able to take the survey and participate in the discussion board. Participants responded to the survey questions in different ways, but by in large positively. An expert thought that more survey questions were needed. The expert believed that seven questions were not enough to evaluate an online lesson on eMIT. The vast majority of the students who took the survey found the smiley face approach very useful with 90.91% rating it highly as (Figure 1) below demonstrates:

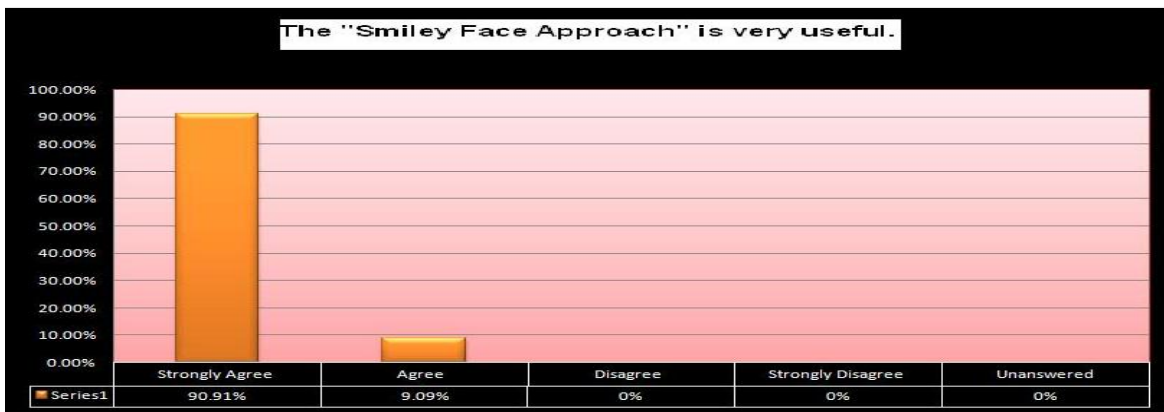


Figure 1: Usefulness of the smiley face approach (n = 11).

Moreover, 63.64% strongly believed that the topic “cellular basis of life was important to consider (Figure below):

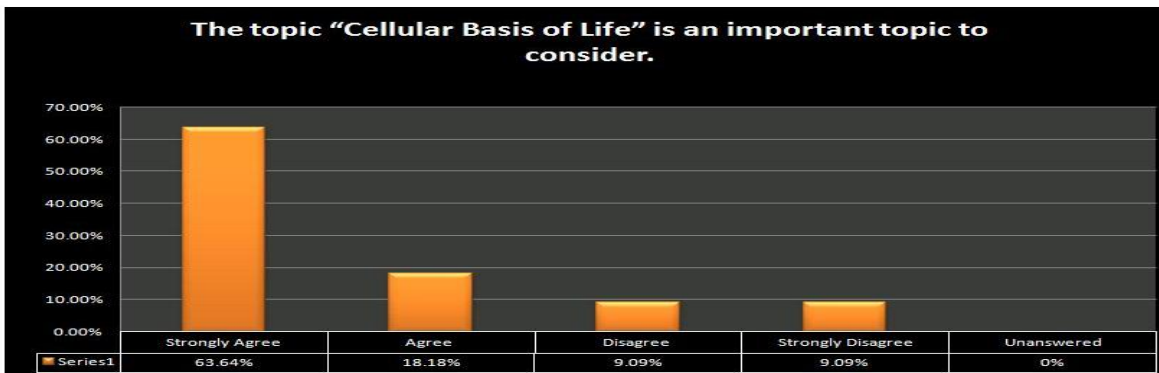


Figure 2: The importance of “Cellular Basis of Life” as a topic (n = 11).

A lecturer from Nursing also stated that the cellular components as a topic in bioscience for Nursing students is not that attractive and appealing as a topic. She also believed that MIT should not focus on this topic heavily and a simple general overview should do the purpose.

The results also show that 9.09% strongly disagree that the topic is important to consider.

The results also revealed that 72.73% believed that the external links and visual demonstrations used were very useful. Only 18.18% disagreed. 0% strongly disagreed (Figure 3 below):

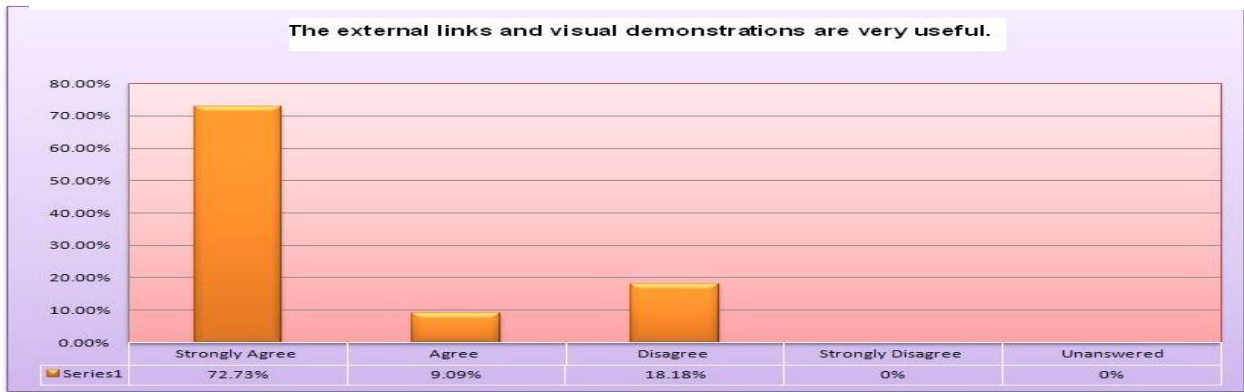


Figure 3: The usefulness of the external links and visual demonstrations (n=11)

All the respondents thought that the lessons were very clear or clear as Figure 4 demonstrates.



Figure 4: The clarity of the lessons (n=11)

All the respondents found the lessons easy to navigate as the following Figure illustrates:



Figure 5: the easiness of the navigability of the lessons (n = 11).

The survey questions also comprised two questions where participants were asked to provide written feedback. Question six was about what students liked best about the lessons and many have stated that they liked many aspects about the lessons including navigation and accessibility (Figure 11).

Questions seven was about what students found unhelpful about the lessons. Many students stated that they did not find anything they did not like. However, some believed that certain external links were confusing and thought that there should have been more instructional guidance in terms of navigation and browsing. Another participant enumerated a number of findings and suggestions that can be found in Figure 12.

Discussion Board

More than ten lecturers were asked to access the discussion board to provide feedback on how effective the lessons are in particular the smiley face approach. A lecturer mentioned that the approach used was very useful (Figure 9). A librarian who is specialized in bioscience agreed with her and thought that the smiley face was an easy approach.

An experienced learning advisor believed that he likes how the face was used to illustrate various parts of the living cell. He also thought that a face was something that people could draw and relate to in everyday life (Figure 10).

Discussion

The smiley face approach can actually induce a number of mixed learning styles. Apparently it includes visual, read/write and kinesthetic interactivities. As regards to how the resources and activities influenced the level of engagement of students, many believed that the smiley face approach was particularly engaging and interactive. To a lesser extent the resources were perceived to be engaging.

Learners and students can learn better when certain aspects of the lesson is enjoyable. Learners instinctively can do better when lessons are interactive and engaging (Harris, 2010). The step-by-step activity included in the smiley face approach involves multiple learning activities that appeal to more than one learning style. Students and learners can develop various learning styles and study skills. There are four types of learning styles being visual, aural, read/ write and kinesthetic.

It is also well established that there are seven types of multiple intelligence being visual/spatial intelligence, verbal/linguistic intelligence, logical/mathematical intelligence, bodily/kinesthetic intelligence, interpersonal intelligence and intrapersonal intelligence (Howard and Gardner as cited in Idpride.net, 2010). A multiplicity of learning methods and styles to approach academic issues can hugely contribute to learning. It can also greatly enhance memory and memorisation (Mantle, 2001).

Many Nursing students at the beginning of semester one have hopes to continue their study successfully and achieve their goals efficiently. Due to the facts that many of the Nursing and Foundation students are mature students and have left school a long time ago, they need simple approaches to handle academic matters. Adding to that, many of them lack a science background and as adult learners they have a number of social issues and a range of obligations and commitments (Robert, 2010). These justify why the timing of the online lessons was important for students' learning. As regards to why the topic was particularly important, many believed that it was an important topic to consider as it contains a variety of scientific terms and many words were difficult and confusing.

Clarity and easy understandability of topics are also imperative considerations in the process of designing and planning online lessons. Individuals can learn better when familiar stimuli are received and perhaps familiar concepts are easier to process (eLearning Coach, 2010). A smiley face is a very familiar object that anyone can draw and remember. An advisor from the Learning Support Centre thought that a face is something that people can draw and relate to in everyday life and this will help them to recall the various parts of the cell (Figure 10). The smiley face approach has helped many students understand the cellular basis of life easily and from the survey conducted, the vast majority strongly agreed that the approach was very useful and believed that it worked very well. Furthermore they also believed that the smiley face approach was particularly easy to navigate. In terms of how useful students found the materials and external links, many of them strongly agreed that the external links and visual demonstrations were very useful. However, a reasonable proportion (18%) of the participants disagreed that they were useful. This basically was because they thought the links were confusing and they could not retrieve what they were doing prior to visiting the external links.

They also believed that some features embedded within the external links were unnecessary and infuriating such as ads and flashing contents (Figure 12).

Easy navigability and clearly formatted topics, Figures and external links are important features to consider when designing websites and planning online lessons (Mahoney, 2010). From the responses to the survey conducted, many of the participants strongly agreed that the lessons generally were easy to navigate.

The focus of summative evaluation is on the outcome at the end of the programme (Bhola, as cited in SIL International, 1999). Some of the students who participated in the interviews were asked to draw and label the various parts of the living cell. They were able to do so effectively. One student in particular had difficulties in labeling the various parts of the cell. She stated later that a list of vocabulary should have been provided at the beginning of the lesson. Perhaps she is right; a list of vocabulary is a good idea. One participant stated that the external links and videos were confusing and suggested to include clear instructions (Figure 12).

Under the methodology sections of the report, certain questions were planned to evaluate the effectiveness of the elearning component of the project. From the tools designed to gather information to answer the questions, the lessons were perceived to be generally very effective and useful. They were also perceived to be interactive and easy accessible.

From the project, a number of good practices can be identified. These include the step by step exercise named the smiley approach, students' interaction and participation in the discussion form and the inclusion of visual demonstrations and external resources. However, there are certain practices that can be developed further including the approach itself. The approach can

be designed in a better format. More colorful demonstration can be included and more relevant quizzes can be added. Additionally, avoidance of ad enabled links is also recommended. More interactive tools can be enhanced. Consultation with experts in the fields of bioscience is recommended to achieve the aforementioned.

Conclusion

The cellular basis of life is a relatively important topic to focus on and consider. Many mature Foundation for Nursing and BN1 students find these topics perplexing and ambiguous. These students do need memorable approaches to expand their knowledge and enhance their learning. In this regard, the online lessons utilizing Blackboard on eMIT were designed. An effectiveness evaluation was needed to evaluate how useful the students found the lessons. An online survey along with a discussion board and face to face interviews were conducted. Results revealed that the vast majority stated that the lessons were very useful. In particular the approach named “the smiley face” was perceived to be highly successful. Summative evaluation has benefited the development of the online lesson. However, the lessons and the approach can be further developed to enhance better understanding of the cellular basis of life.

Recommendations

The online lessons designed explain a relatively complex topic in a simple way. However, the lessons can be further developed and a few recommendations have been suggested as follows:

- 1- Changes to the design of the online lesson are needed. For example, include more Figures, a list of vocabulary at the beginning of the lessons where terms are spelt correctly.
- 2- Other effective tools for collaboration, interactions and discussions such as additional relevant exercises and quizzes (for example, a quiz where students get an opportunity to test their knowledge).
- 3- Advice and feedback from educators, lecturers and experts in the fields of e-learning and bioscience at MIT and further afield would be beneficial.

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Appendices

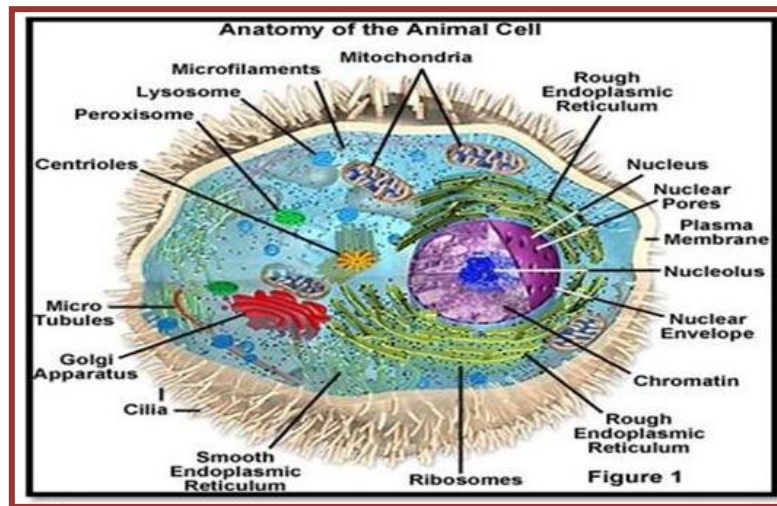


Figure 6

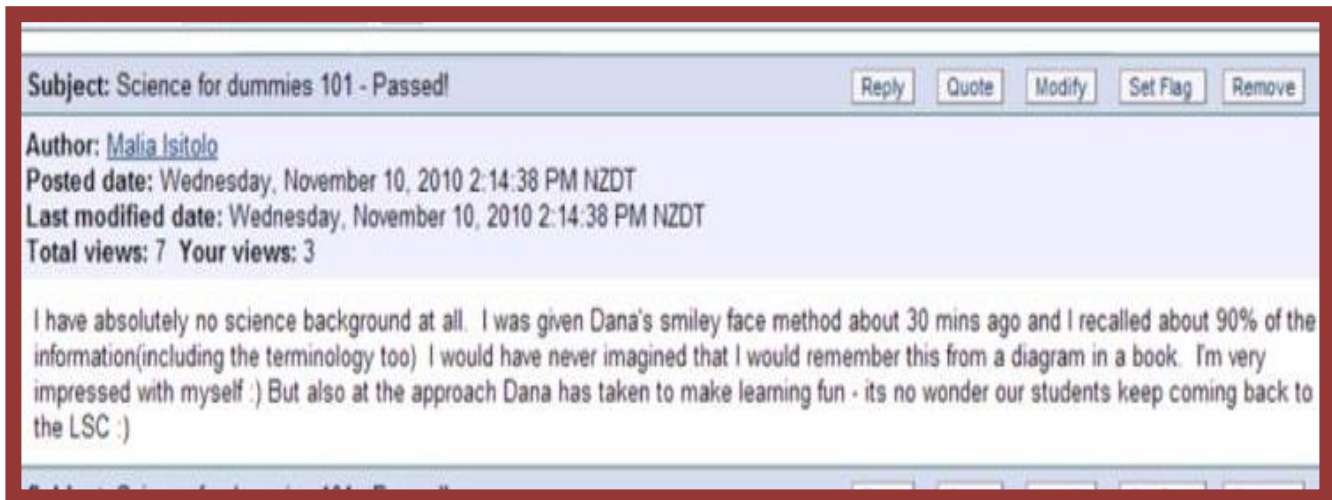


Figure 7

Question 1
The topic "Cellular Basis of Life" is an important topic to consider.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Question 2
Please indicate how clear the lessons are:

- Very Clear
- Clear
- Not Clear
- Not at all Clear

Question 3
The "Smiley Face Approach" is very useful.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Question 4
Please indicate how useful the external links and visual demonstrations are:

- Very Useful
- Not Useful
- Relatively Useful
- Not at all Useful

Question 5
The lessons are easy to navigate.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Question 6
What do you like most about the lessons?

Question 7
What do you find unhelpful in the lessons?

Figure 8

The cell and its intricacies can be very confusing but by using the face as the basis with its features that you create bit by bit is a wonderful way of learning about the structure and the function of the cell. I love the cilia particularly. For those of you who know the programme Father Ted - The old priest in that programme had hair just like the cilia. The cheesy grin is super for E.R. We all can draw faces from a very early age and to take this early ability and apply it in a new way is a wonderful learning strategy. Fantastic.

Subject: a wonderfully novel way to learn about the cell

Reply

Quote

Modify

Set Flag

Remove

Figure 9

Hi Dana,

I like how you have used the face to illustrate various parts of the living cell. A face is something that people can draw and relate to in everyday life, which should help them to recall the various parts of the cell. Have done biology at university, it is a good reminder for me about the various parts of the cell. I also like how you have tested people's knowledge on the various parts of the cell to see what can be recalled.

Figure 10

What do you like most about the lessons?
Unanswered Responses
0
Given Answers
I quite like them all, I feel lessons help to strengthen by basic knowledge of this topic. I also know of a number of other students who would like to access these lessons.
Easily accessible and easy, simple to understand. Smiley faces and colours make it fun to learn.
Step by step approach and the face especially. Good, clear explanations with not too many words and linking to what I already know, e.g the face!
The way Dana explains. It is very clear and easy to understand and some of the words are so hard to pronounce. Dana makes everything very easy
.
He explaine difficult word in to easy way so I understand his lesson and use his notes for my exams as well as in my test
I feel the learning style that Darna takes is one that i can easily relate to. I have been able to take my learning in class and have this cemented by Darna.
I like how Darna simplifies topics and teachers you a way to remember and explain what you are learning.
Darna is very knowledgeable and has a passion the sciences I also appreciate his passion for the students successes.
I dont know where i would have been without Darna's support and knowledge?
It is a fun way to learn and therefore is very motivating.

Figure 11

What do you find unhelpful in the lessons?	
Unanswered Responses	
0	
Given Answers	
No problems	
The links out to videos and quizzes on the internet were a littly confusing - how to get back and what to do to move on and get feedback on the quiz - would be nice to have instructions or get rid of all the ads etc on the screen.	
..	
I found no fault with any of the lessons.	
Rather than "not like" I have the following comments and suggestions to enhance a site that is already very good :)	
<ol style="list-style-type: none"> 1. Under announcements - some students may not know what a WIMBA session is 2. Staff info folder above picture (why is this there?) 3. Course lesson regarding water. Everyone uses water massively each day - strange way of putting things. Question not quite clear. Handling of transition towards academic definition of water could be improved. Letter s on functions is red. The items you came up with to define water are different than what you had on your list. Shift site to the right so it is consistent in layout to the others. 4. Overview of cells- functional misspelt. 	
Use colour to show feature added throughout pics	
5. Types of cells - provide boxes for people to provide their responses in	
6. Test your knowledge - try another set stuck in advertising	
7. Assessment - spelling of smiley face approach needs fixing	
Times are limiting.	
I have not found anything else unhelpful from my contact with the learning centre.	
i didnt see any disadvantages	
not at all	
There is nothing about these lessons that is unhelpful.	
Nothing	

Figure 12

Grad Cert in Applied eLearning – 10 credit special – Dana Karem		
Learning Outcomes	Initial Feedback	Final Feedback:
LO 1. Identify and negotiate an Applied eLearning topic/project for investigation	Looks like a good topic to choose and useful to MIT students.	The topic is certainly of use to the nursing students. It is an inventive approach to a difficult concept. You have explained your approach and rationale well on the blog.
LO 2 Design the process/plan by which their goals will be achieved.	You have made a start on this – but a bit more would be too. Maybe answer the questions here in a bit more detail?	You have prepared a lot of material which will assist them to get their heads around the topic. The material is chunked well and has interactive elements. The concept of the smiley face is a simple one and assists in memory, and it's fun! If you can get 90% of it in your head in 30 minutes, that is a credit to how well suited it is to the students.
LO 3. Implement the process/plan while modifying as appropriate.	This is the next part to work out and get sorted.	The plan went ahead, and the resource was built well ahead of time allowed.

Table 2
