

Cotton Boll and Consumer Judging Training

EVALUATION PLAN

The 4-H Clovers | EDIT7350E | May 5, 2016
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Introduction

This evaluation report has been developed for Georgia 4-H volunteer organization. According to the Georgia4H.org website:

The mission of Georgia 4-H is to assist youth in acquiring knowledge, developing life skills, and forming attitudes that will enable them to become self-directing, productive and contributing members of society. This mission is accomplished, through "hands on" learning experiences, focused on agricultural and environmental issues, agriculture awareness, leadership, communication skills, foods and nutrition, health, energy conservation, and citizenship.

The report has been prepared to relay the results of a maintenance evaluation of **Cotton Boll and Consumer Judging Training**, an online training module developed and rolled out in 2013. The methodology, procedures and instrumentation included in this development plan are based on meetings and email exchanges between members of the original and continuing sponsor of the training module, Cheryl Varnadoe and the evaluation team, the 4-H Clovers, consisting of Nora Cloonan, Lana Garner and Cheri Tenhouse.

Background

The online learning module evaluated is a module that was created to add a different type of learning experience for students who engage in 4-H Family Community Science programs. Previously the learning was only in-person training led by a trained coach. The various local implementations of the national program were challenged to create alternative ways for student learning.

This specific module is part of a program on Consumer Decision Making focused on practical skills for life that culminates with a consumer judging contest sponsored by the cotton industry and called the Cotton Boll. There are local area contests including seven in Georgia for students ages 10-18. Winners of the local contests win a trip to compete at the National level.

The module itself was developed by graduate students in 2013 using Adobe Captivate and is currently used in conjunction with live training. It also serves as the only training for students who are unable to attend live training. It includes a tutorial section to provide information on consumer decision making as well as the judging contest itself and includes a judging simulation with feedback provided on how the student did in the simulation. Since it was developed, as many as 900 kids have been part of the program where the module is used. The module is housed on a 4-H server and can and has been accessed by students from home, in 4-H offices or even from school.

Purposes

The purpose of this evaluation is to provide our client with the information required to inform her whether or not the online training module is an effective part of the overall learning strategy currently in place to train students on consumer decision making and the Cotton Boll judging event. This is a maintenance evaluation to confirm whether or not the module is still as effective as it was when it was rolled out and used as the basis for suggested improvements to the module. Specific sub-purposes of this evaluation include:

1. Collecting information to determine the current effectiveness and impact of the training module.
2. Collecting information for improving the training module program from selected content and instructional experts.

Stakeholders

The client and primary stakeholder for this evaluation is the sponsor of the initial online training module development and Consumer Judging program leader, Cheryl Varnadoe. Important secondary stakeholders include students who complete the module as part of their training on Consumer Judging as well as sponsors and coaches who use the module as part of their training program.

Decisions

We identified two anticipated decisions that will be made about the Cotton Boll and Consumer Decision Judging training using information provided by this maintenance evaluation. The first decision is to decide whether the training should continue to be part of the consumer judging program. The second decision is to determine what modifications, if any, can be implemented for improving the enjoyment and effectiveness of the module.

Questions

The following questions ranging from usability and accuracy to effectiveness and impact were considered by this evaluation to provide information to assist the team in making recommendations and the client in making decisions:

1. Is it usable?
 - a. Does the module follow heuristic expectations for an online training module?
 - b. Is the module easy to navigate?
2. Is it (still) accurate?
 - a. Does the content presented still align with current program goals and objectives?
 - b. Do content experts rate the program as comprehensive?
3. Is it (still) appealing or engaging?
 - a. Do users think the module is enjoyable and fun? Why or why not?

- b. Do users perceive the program as current?
- c. Do users feel that they gained additional knowledge helpful in making consumer decisions and in participating in the judging event?
- 4. Is it being used?
 - a. When, where and how is it being used?
 - b. How long does it take users to complete?
 - c. Do they complete in one sitting?
- 5. Do the users learn the content?
 - a. Are users able to apply knowledge and skills in the simulation?
 - b. Is the information presented in a clear, concise and easy to follow manner?
 - c. Does the feedback presented help users understand the content?
- 6. Does performance increase for users who complete the module?
 - a. Do students do better in the contest after training?
 - b. Do users demonstrate better judgment or knowledge after the training?

Methods

No single evaluation design can fully support the assessment of the effectiveness and usability of the module we are evaluating. Our team utilized mixed evaluation methods with multiple data collection strategies to collect the information required to address the questions. The methods chosen were selected through consideration of the best tools noted by experts for the type of evaluation and/or evaluation function as well as method usage feasibility given our timeline, audience and constraints.

We collected information from multiple stakeholders via online tests, online surveys and questionnaires and expert reviews. We did not have in-person access to students due to location constraints in order to conduct observations. The following table summarizes the methods by question and stakeholder used to gather data for the questions this evaluation poses.

Question	Expert Reviews-	Surveys / Questionnaires	Tests
Is it usable?	Instructional Design Experts	Students Coaches	
Is it (still) accurate?		Coaches	
Is it (still) appealing or engaging?	Instructional Design Experts	Students Coaches	
Is it being used?		Students Coaches	
Do the users learn the content?			Students
Does performance increase?		Students Coaches	

Instrumentation

EXPERT REVIEW

The evaluation team decided to do a usability study based on some rather glaring evidence that there were major issues that needed to be addressed in this area. Three instructional design experts then reviewed the module using a set of heuristics with the focus of their review being on usability and functionality.

Appendix A includes the Expert Review Evaluation Form outlining the tasks the instructional design students were requested to follow during the heuristic evaluation portion of this project. The instruction and forms were distributed via email.

TESTS

Pre and posttests were sent to the target population (10 - 18 year olds in 4H). Due to limitations for access to the users based on location all over the state, the instructions for the assessments were sent through email and passed from the client to the coaches to the learner. The site used for the tests was quia.com and the assessment was not part of the module. It was created by one of the 4H Clovers team members. It consisted of 10 multiple-choice questions that were based on the content presented in the module. Some of the questions required students to recall information learned and some of the questions were scenario-based questions that required students to apply what they had learned. Understanding that using the questions in the pre-test and post-test may clue students into what to look for while completing the training module, the test results were intended to get a general sense of the performance of learners and see if performance assessment showed agreement or not with other data collected.

Appendix B includes a Pre-Test and Post-Test designed by the 4-H Clovers that was delivered online prior to and after users completed the training module. The test was distributed by hyperlink.

SURVEY

To collect data on user perceptions of usability, effectiveness and impact, a survey was provided to stakeholders including coaches and learners. The target of several questions was one of the primary questions from the client about how much the module is being used. Due to the limitations in access to the stakeholders who are spread out all over the state, the survey was given through an email with a hyperlink to the online site, Survey Monkey. It was created by one of the team members of the 4H Clovers and consisted of multiple choice questions using the Likert Scale and open ended questions. Some of the targeted respondents were students who were only 10 years old, so the Likert scale was simplified to be more appropriate for that age group. In order to simplify survey access while focusing survey questions on desired participants, respondents were directed towards different pathways of questions that pertained to user type and knowledge of the module. The survey yielded data about demographics, usability, accuracy, appeal and commodity.

Appendix C includes the emails distributed to enlist evaluation responses.

Appendix D includes the Survey and Questionnaire on usability, appeal and effectiveness that students, coaches and our sponsor completed.

Appendix E shows the results of the Survey and Questionnaire.

Limitations

Our evaluation had some limitations. The primary concerns were:

1. We did not have students available who had not participated in in-person training in order to compare effectiveness and impact of the module by itself versus as part of a hybrid training program. A long-term study that employs experiment and control groups may provide more reliable results.
2. There was no availability to utilize in-person evaluation due to location constraints and timing of events including the evaluation of students interacting with the module as well as observation of the judging event or of the implementation of the module. This limits the type of methodology and data able to be collected for this effort.
3. The users of the module vary greatly in age and results may require further research to determine variables impacting results. This additional research was out of scope for this project.
4. The team creating instruments are not experts in instrument development which may have impacted reliability and validity of the design and instrumentation.
5. The team itself had time and capacity constraints including the withdrawal of a team member halfway through the semester.

Analysis

We used both qualitative and quantitative analysis in reviewing results from our test, survey and heuristic evaluation. In order to feel more comfortable with our results, we would have liked to have gotten responses from a more varied participant base especially additional learners who had not previously been exposed to the module or the Consumer Judging Program. With the significant data we did receive, especially from the survey and the heuristic evaluation, results and trends on the module's usability, effectiveness and impact were identified.

EXPERT REVIEW ANALYSIS

Three extensive heuristic evaluation reviews provided detailed usability data. Each finding the experts noted was ranked according to two scales, a severity scale and an extensiveness scale, and the results were then averaged and summed.

SURVEY ANALYSIS

Twenty-four responses to the survey yielded data about demographics, usability, accuracy, appeal and commodity. We were able to process the resulting data through the analysis tools on surveymonkey.com which showed the evaluation group the breakdown of answers in both data form and graphical form.

TEST ANALYSIS

The pre-/ post-test completed by four students provided assessment data we analyzed using analysis tools, such as presenting the mean and median scores, available on quia.com. In addition to test result data, the site provided information on the timing and length of time spent on the test which was also analyzed.

Results

EXPERT REVIEW

In using a set of heuristics to evaluate usability of the Cotton Boll Consumer Judging module, the evaluation team garnered two types of data from our experts. First, we found out about things in the module that do not work well. Second, our experts told us about items they believe are missing from this module.

There were items such as videos that did not play and did not give a reasonable message about their status. Additionally, our experts thought that the feedback provided to learners as a result of both correct and incorrect answers in the evaluation section of the module failed to guide or reinforce their responses in any meaningful way. Finally, the cognitive load on the learner due to the speed of the information being “flown in” without the learner having the ability to pause or slow it creates an environment where the learner can’t get the information needed for success.

Since three experts reviewed the module we can break the results into three categories:

1. Things all three experts agreed upon.
2. Things two of the experts commented on.
3. Items only one expert noticed.

In addition to these three sets, as mentioned previously, each item the expert noted was ranked according to two scales. First was a Severity Scale that ranked the item according to how severely, in the expert’s opinion, the malfunction or missing piece affects the usability of the module. The scale for severity was as follows:

Severity Scale

1. Cosmetic problem only; need not be fixed unless extra time is available.
2. Minor usability problem; fixing this should be given low priority.
3. Major usability problem; important to fix; so should be given a high priority.
4. Usability catastrophe; imperative to fix before this product is used further.

On two out of the three items where the experts agreed, they agreed that the problem was catastrophic and the module should not be used again until the issue is resolved. Unfortunately, on the third item, the experts vary widely on the severity score giving it a 2, 3, and 4. Severity scores for items that two of the three experts agreed on received scores of 3 and 4.

The second rating scale was an Extensiveness scale, used to indicate how often the item occurred or didn’t occur within the module. This scale was as below:

Extensiveness Scale

1. This is a single case.
2. This problem occurs in several places in the program.

3. This problem is widespread throughout the program.

As with the severity, our experts were in general, although not precise agreement, on the extensiveness of the issues within the module. In order to paint a picture of how these numbers influence our data and the three, two, and one experts who rated each item, the numbers were both averaged and summed. When the averages are looked at side by side, the items all blend together without much to distinguish them very well. However, when the sum scores are considered we get a degree factor. Graphically, it is easy to see where all three experts agree. Similarly, a picture emerges that emphasizes where two experts agree and felt strongly about both severity and extensiveness.

In figure 1 below, the two items to the far left, show graphically that all three experts agreed strongly that the failure of the two videos included in the module is a catastrophic error that should be fixed before the module is used again. These elements are essential to the message being conveyed in their respective areas and their failure severely handicaps the effectiveness of it overall. These two items are examples of items that don't work well within the training.

The next item to the right of the videos is our first exposure to an item or items that is missing from the training. All experts agreed that the feedback in the evaluation portion of the module did not affirm or guide in the case of correct or incorrect answers. However, they did not agree on the severity to which this affected the effectiveness of the module and how urgently the need to correct it. This disagreement is reflected in the lower cumulative extensiveness score (orange bar).

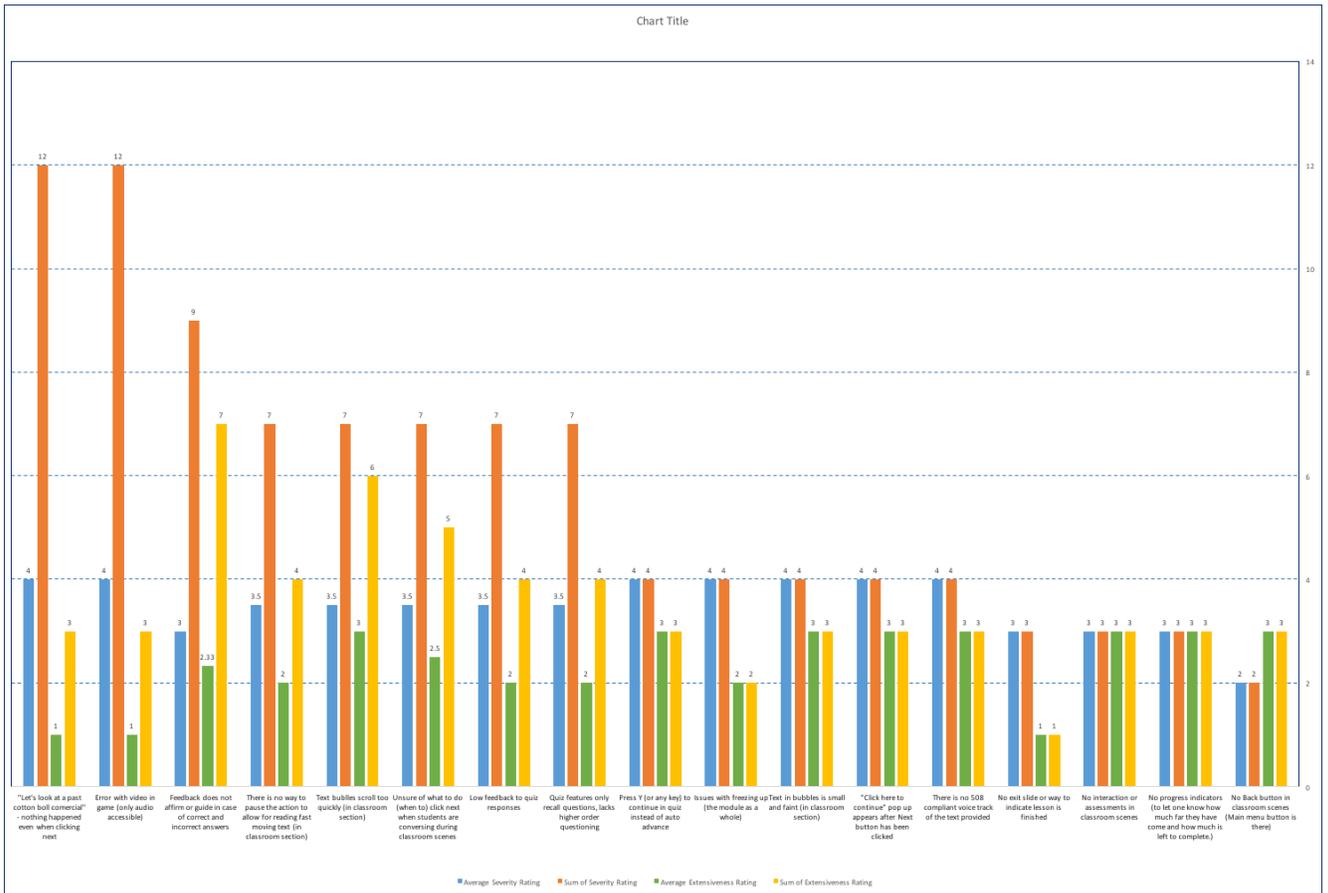


Figure 1: Heuristics Data including Sums and Averages of Severity Ratings and Extensiveness Ratings from three experts.

The five items in the middle of the chart were reported by two of the three experts. By examining the summary scores (the orange and yellow bars), the degree to which the experts in question thought the items were a detriment to the effectiveness of the module becomes apparent.

The table below summarizes the data and reports each expert's score for each item reported. The items that do not work well may not have worked from the beginning or may have failed over time. Some of these failures, in particular the videos, may be contributing to the low usage of the module. More telling though is the essential learning elements left out or underutilized in the development of the lesson. By not including proper feedback to the quiz items and paying closer attention to cognitive load for learners, this module is not fulfilling its potential.

Row Labels	Sum of Average Severity Rating	Sum of Sum of Severity Rating	Sum of Average Extensiveness Rating	Sum of Sum of Extensiveness Rating
"Let's look at a past cotton boll comercial" - nothing happened even when clicking next	4	12	1	3
Error with video in game (only audio accessible)	4	12	1	3
Feedback does not affirm or guide in case of correct and incorrect answers	3	9	2.33	7
There is no way to pause the action to allow for reading fast moving text (in classroom section)	3.5	7	2	4
Text bubbles scroll too quickly (in classroom section)	3.5	7	3	6
Unsure of what to do (when to) click next when students are conversing during classroom scenes	3.5	7	2.5	5
Low feedback to quiz responses	3.5	7	2	4
Quiz features only recall questions, lacks higher order questioning	3.5	7	2	4
Press Y (or any key) to continue in quiz instead of auto advance	4	4	3	3
Issues with freezing up (the module as a whole)	4	4	2	2
Text in bubbles is small and faint (in classroom section)	4	4	3	3
"Click here to continue" pop up appears after Next button has been clicked	4	4	3	3
There is no 508 compliant voice track of the text provided	4	4	3	3
No exit slide or way to indicate lesson is finished	3	3	1	1
No interaction or assessments in classroom scenes	3	3	3	3
No progress indicators (to let one know how much far they have come and how much is left to complete.)	3	3	3	3
No Back button in classroom scenes (Main menu button is there)	2	2	3	3

Figure 2: Summary table of Heuristics data. Items from top to bottom correspond to left to right order in Table 1. Yellow highlighted items are "not working well" while un-highlighted are missing from the module.

SURVEY

The survey yielded 24 responses from secondary stakeholders. The breakdown of the respondents for the survey are shown below. There was both positive and negative feedback that came out of the survey. Students and coaches both reported that they liked the ability to do the module on their own time and in a setting that was convenient to them. Users reported that it was easy for them to locate the module and navigate through it.

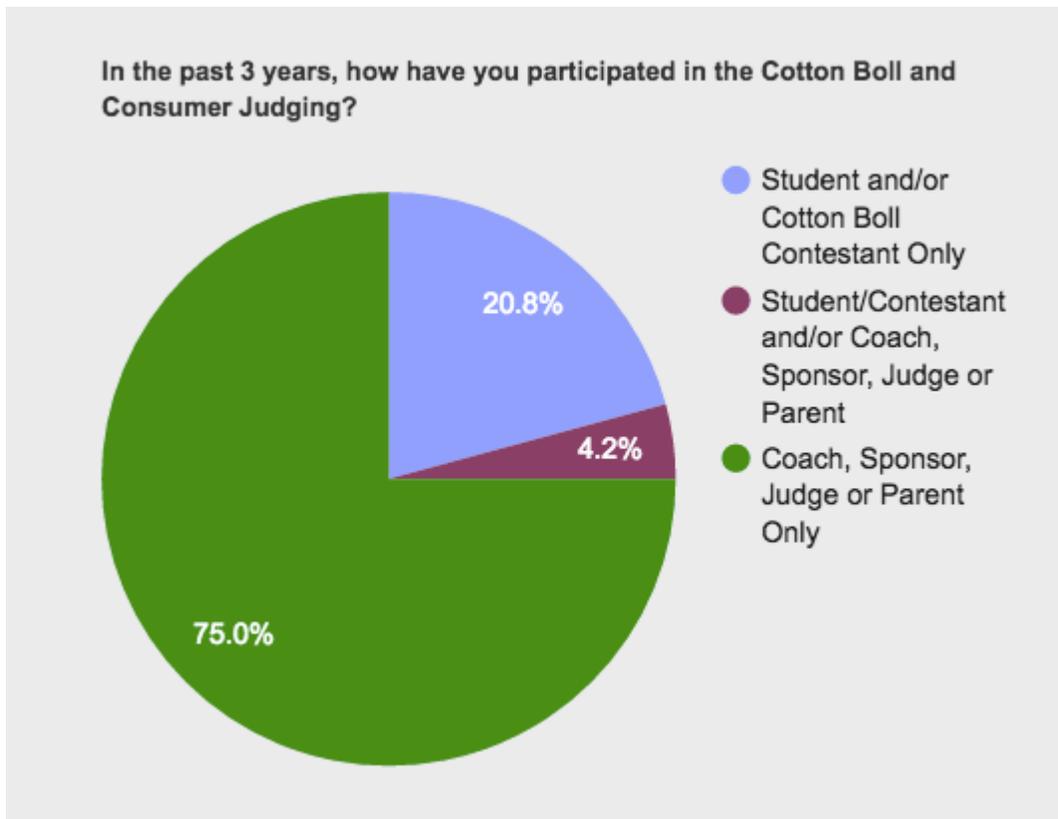


Figure 3: Survey data showing type of survey respondents

One of the more valuable items of feedback received from respondents reporting that the module is not being used very much. The majority responded that they believe that fewer than 25% of learners in the program have even used or know about the module. More than 50% of the coaches responded that they do not use the module with their learners and they do not think it is being used by others either.

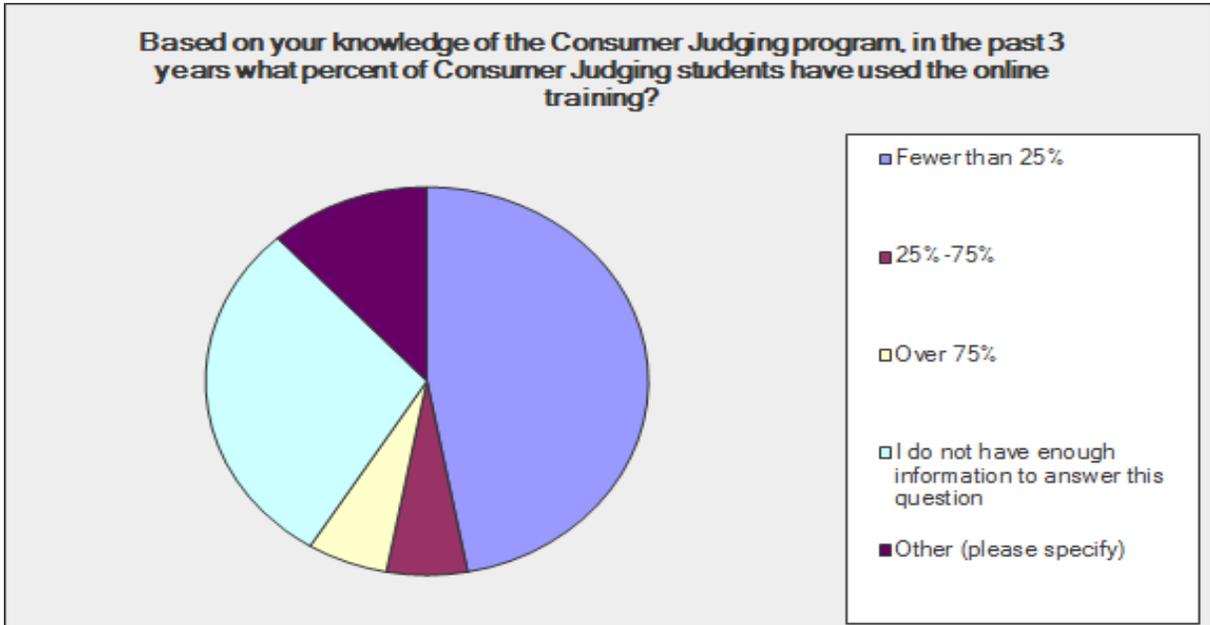


Figure 4: Survey data showing module usage

The surveys also provided feedback about the usability of the module as seen below. 15% of the respondents reported that the module froze or crashed while they were attempting to work through it. More than 25% of the users also reported that there were parts of the module that did not function at all.

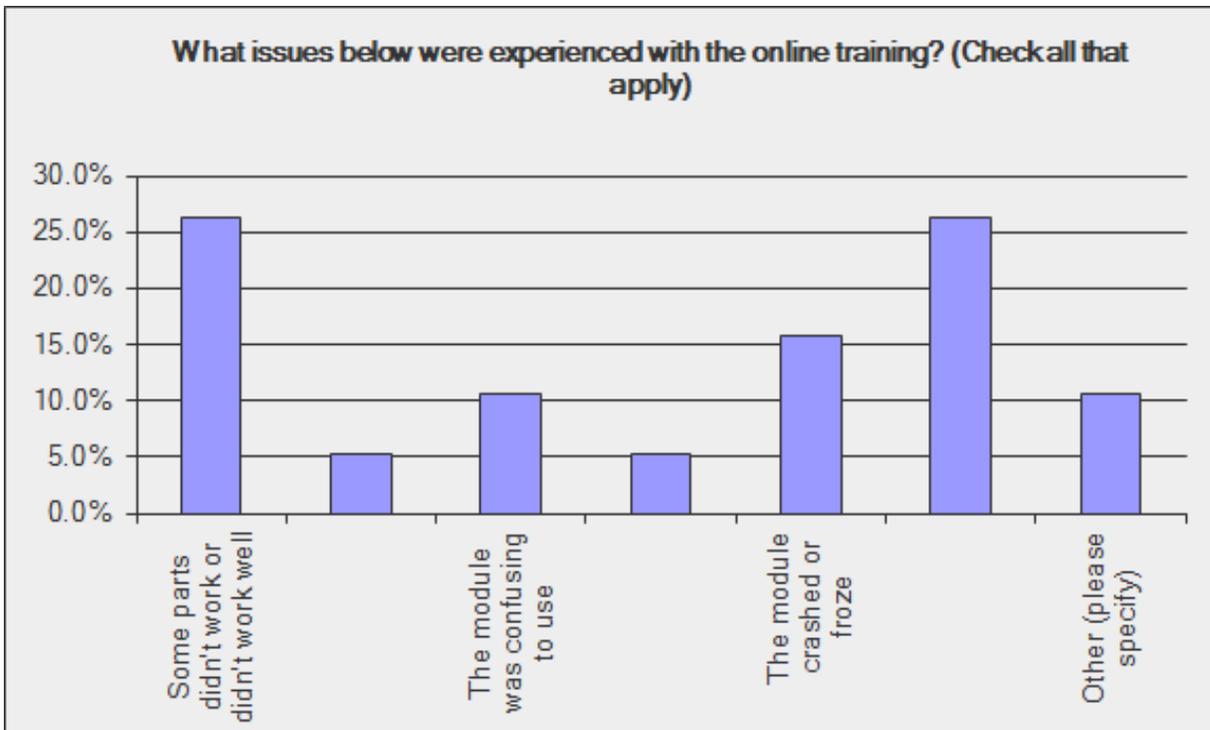


Figure 5: Survey data showing module technical challenges

The module includes a practice judging section. Respondents to the survey reported that they did not feel that it was helpful because the feedback provided was lacking. Learners are only able to see if they chose the correct answer, but incorrect answers do not trigger any helpful redirecting into the content. As seen in the figure below, the majority rated the feedback as somewhat helpful, but many rated it as not helpful at all. In the open ended questions on the survey, many respondents again reported that the feedback on this part of the module should provide more direction to the learners about the correct answers in order to develop their knowledge and skills.

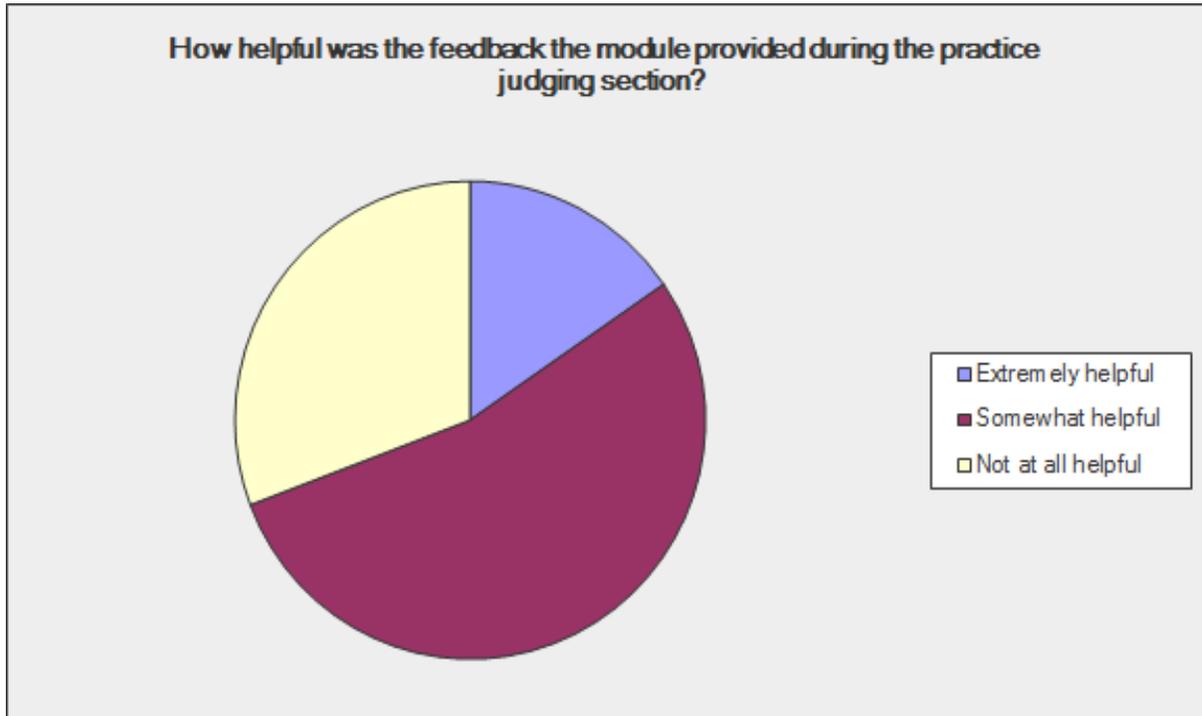


Figure 6: Survey data showing perceived helpfulness of practice feedback

The survey also asked whether the users thought that the module helped learners in the judging contest. As seen in the figure below, the majority responded that it helped somewhat, but a very small percentage responded that they believed that the module had a large impact on user learning. This question was directed both toward students and coaches. We believe that this lack of faith in the effectiveness of the module may also help explain why there are not very many people who are using the module.

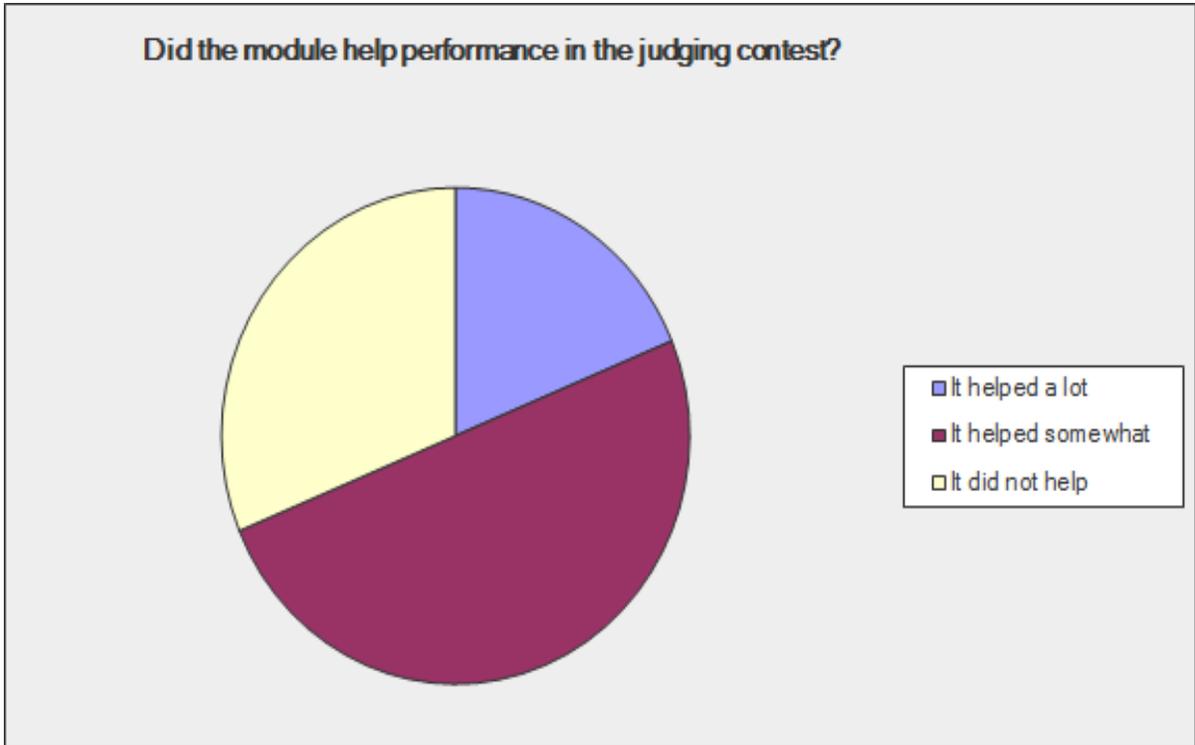


Figure 7: Survey data showing perceived impact of completing module

TESTS

Upon first studying the data from the pretests and posttests, it appears that learners performed about the same on both assessments. As seen below, the mean and median scores are similar for both assessments. While that data may lead one to believe that the module did not help the learners to improve much, there is more concerning data that, upon analysis, led us to believe it would be wise to throw out the data gleaned from the pretests and posttests.



Figure 8: Data showing mean and median for pre-test results

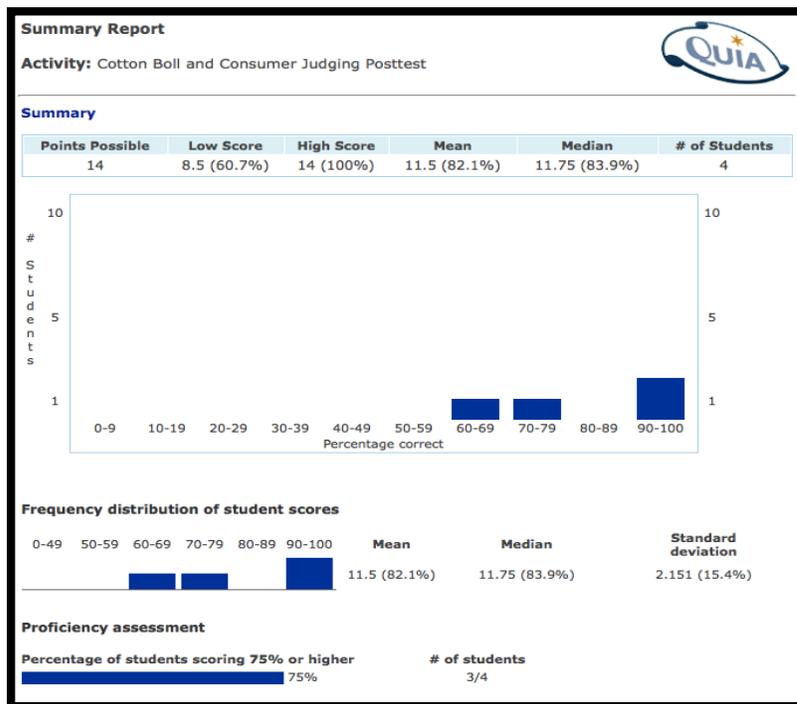


Figure 9: Data showing mean and median for pre-test results

The evaluation team received eight responses on the pretest but were unable to use the data on four of them because they did not follow up by taking the posttest, so there was no indication of growth to measure. Another problem with the data received from the tests has to do with the time stamps that were recorded. One of the tests (learner #2) had time stamps that showed that there was not time for the learner to have completed the module between the pretest and posttest as they were directed to do in the instructions from the email. It appeared that the learner took both tests without completing the module in between as shown below.

	Pretest completed	Posttest started
Learner #1	3/29/16 17:06	3/29/16 17:22
Learner #2*	4/4/16 7:31	4/4/16 7:33
Learner #3	3/31/16 6:32	3/31/16 6:57
Learner #4	4/6/16 7:12	4/6/16 7:50

Figure 10: Data showing pretest end times and post start times

Strangely enough, learner #2 was also the only respondent whose results yielded a higher score on the posttest than on the pretest. Learners 1, 2 and 4, whose time stamps show that they had time to complete the module between the two assessments, all showed a lower score on the posttest than on the pretest as seen in the figure below.

	Pretest score	Posttest score
Learner #1	79%	61%
Learner #2*	68%	100%
Learner #3	100%	93%
Learner #4	86%	75%

Figure 11: Data showing pretest and posttest scores by learner

Although we realize that sometimes learners may perform better on a retest the second time simply because they have more exposure to the content, we wanted to see if the data yielded would give any indication of improvement. Considering that the performance of the students did not improve even with increased exposure to the content, we feel more strongly that the resulting data is even less reliable and we are more confident in throwing out the results gleaned from this portion of our data collection.

An additional issue that was cause for concern was our lack of data about the context in which the assessments were implemented. Due to the difficulties presented by distance, the tests were available to the students online. Therefore, we do not know whether learners were taking the tests at home, in a testing center, or possibly even working together with a peer. These concerns also support our decision to throw out the results.

Discussion

Synthesis of the evaluation results are intended to guide current and future online module use within the Cotton Boll and Consumer Judging Training program. Based on the responses, the participants had an overall positive, although mild, reaction to the training. Below we look closer at three functions of evaluation covered in this evaluation effort.

USABILITY

Based on the survey and questionnaire, participants felt that the module was easy to find, had an acceptable look and feel (although there were some specific suggestions for improvements in this area) and they liked that the module was easily accessible from different locations and at a student's convenience.

However, in our expert reviews as well as survey responses, participants expressed concerns with usability. Usability is expected by users and may lead to frustration and participants giving up using the module when usability issues are experienced. Approximately a quarter of those surveyed said they did not experience any usability issues with the module. The remaining three-quarters of respondents experienced at least one issue with the most common being that a part or parts did not work. The videos in particular are not consistently working. Three participants surveyed indicated that the entire module crashed or froze while using it.

In addition, our sources of usability data also indicated issues with the lack of user control in the module. While the content was generally reported to be at the right level and length, the speed at which the information was relayed is seen as unacceptable and users are not able to pause or repeat information if needed.

EFFECTIVENESS

For effectiveness, we utilized a performance assessment tool as well as the survey and questionnaire. Our assessments results were very limited and yielded surprising results and we feel that the results are inconclusive and we cannot draw any meaning from them. In order to properly complete an assessment, it would be best to do it at the time of year where students are actively completing training so that a larger sample size and better conditions could be utilized.

On the survey, participants indicated that they felt the material was explained clearly in the module, the amount of material was acceptable and the material presented was accurate and, with some caveats, relevant.

The survey did highlight that the module does not appear to be used all that frequently. In-person training is the primary training format and many students may not even be exposed to the availability of an online module let alone using it.

Another area where participants questioned the effectiveness of the module was the feedback provided during the practice judging. Although participants felt that the practice judging sections are important pieces of the module, they did not feel the feedback provided during it was as helpful as it needed to be.

Finally, the level and type of content was another area that garnered scores indicating potential concerns as well as a lot of comments from participants. Many felt that the level of content was too easy – at least for older students. Some of the comments highlight this feeling:

- “There should be levels of difficulty. This is definitely geared toward clover leaves.”
- “It would be nice if there were different levels and more classes.”
- “I would love to see levels of difficulty.”

While other comments indicated that the type of content is a potential area of improvement to make the module more effective:

- “I would love to see more scenarios to choose from (so that the module can be used throughout the judging season). I would also like to see the commercial area improved. Better tips, links to video examples, and maybe quizzing the user on what to do/not to do.”

IMPACT

The last area covered by questions in the survey and questionnaire focused on impact. Given that the actual judging takes place in the fall and that there were no available records to review to see if there is a correlation between training and how participants do in the contest, the data collected here is qualitative in nature.

Impact was an area similar to effectiveness where overall the percent who indicated the training helped students with performance in the contest itself and/or as consumers in general was over half. However, most fell into a middle of the road area and there was a significant percent who indicated the module does not help in either situation.

Here is one comment provided as the reason for a lower score on the contest impact question:

- “My biggest concern is that if your opinion differs from whoever set up the contest, then that puts your kids at a disadvantage. There are so many variables that need to be addressed. The training covers the obvious which is fine but needs to be more thorough.”

Recommendations

The general recommendation from the evaluation team is to rewrite the module in order to address the usability issues reported as well as changes needed to module content and navigation to meet user expectations and needs. Specific recommendations by evaluation area as well as various options to execute recommendations follow.

USABILITY

Given that there are significant usability issues within this module, we recommend that immediate fixes be made to the module if the current module continues to be used. We can only assume items such as videos not playing were working once but are no longer working. In addition, we also suggest adding missing user control functionality to the module. If users experience usability issues with the module, they may get frustrated and give up on the module regardless of the quality or value of the content in the module.

The broken and missing usability functionality may be able to be fixed by a resource person or team familiar with Captivate in order to alleviate the most immediate usability concerns.

EFFECTIVENESS

Our evaluation team recommends improving or adding feedback in order to provide more valuable feedback throughout the module and especially in the simulation. Similar to the usability fixes, this could be done by updating the current Captivate module if the client decides to go in that direction.

Another suggestion is to increase the flexibility and levels of difficulty of the content provided in the module given the wide range of ages and experience of learners using it. This most likely would require an entire rewrite of the module. Both students and coaches brought up the fact that this module is very basic and provides information for those just getting started in the contest.

- “There should be levels of difficulty. This is definitely geared toward cloverleaves.”
- “More information to help veterans.”
- “It would be nice if there were different levels and more classes.”

If significant modifications are made to the existing module or the module is rewritten, we recommend that a new and very thorough Needs Assessment be undertaken to ensure that all stakeholders’ needs are being considered. These should include, but are not limited to, the following:

- The age range and variety of cognitive abilities of the target audience.
- The possibility the learners may wish to revisit the instruction after they have completed the contest a first or second or third round.
- The goals of the coaches vs judges vs learners vs parents.
- What are the rules of the contest?
- What are the nuances of the contest?
- What are the main principles of consumer judging that students should come away knowing how to apply?
- Ensuring congruency in development: aligning goals with instruction with evaluation.

IMPACT

As an evaluation team, we feel that an online consumer judging training module has potential to be a valuable part of the consumer judging program, however, the current module is not widely used or valued. This is based on the survey response from 47.1% of respondents claiming that fewer than 25% of students use the module. One comment stated that:

- “I don't think any type of online module can effectively replace the face-to-face instruction that is really needed with CBCJ.”

In addition, another comment indicated:

- “Just keep it updated to the consumer topics they will be judging each year!!”

To increase usage of an improved or rewritten module, a non-technical solution may be needed such as communicating the value and availability of the module thoroughly and consistently across the stakeholder population. The module is intended to provide a good basis for consumer judging overall and a student should be able to apply the principles of judging well learned in one category to many other categories. Students seemed more receptive and appreciative of the module than

the coaches. Collecting feedback from students who complete the module as well as comparing contest results from students who used the module to those that did not may provide data to help support the value and overcome resistance that some coaches may have.

Appendix A – Expert Review

This document outlines the questions that will be used to gather information from instructional design SMEs on the usability of the Cotton Boll and Consumer Judging training module.

Introduction:

The heuristics attached below are based upon those included in Chapter 5 of the *Evaluating E-Learning: A User-Friendly Guide* book by Thomas C. Reeves, John G. Hadberg, and Ikseon Choi. The authors state several resources they used in developing the heuristics, among them a protocol for evaluating any type of software developed by Jakob Nielsen which can be accessed at <http://useit.com/papers/heuristics>. We greatly appreciate all the research done to produce such a useful tool. We have modified these to best suit the module we are working with in this evaluation.

Instructions:

1. Please read the instructions from beginning to end before you access the learning module.
 - a. The target audience for this module is children between 10 and 18 years of age participating in a 4H competition on consumer judging. The module is used as supplemental training either as a stand-alone for those who cannot attend live training or in addition to the live training. The children produce a 30-second “commercial spot” as part of the competition.
 - b. We were not given the exact instructional goals used in the development of the module. However, teaching children to be better judges of consumer goods and make better decisions about purchasing have been clearly stated as goals by the project sponsors.
 - c. The learning context is varied for this instruction in that some children take the instruction at the 4H office, some take it at school and some are instructed to go home and take it on their own time. It is being used state-wide.
 - d. The module was developed using Captivate. It is about 2 years old. It was developed by an Edit 6210 class at UGA in response to a request from Cheryl Varnadoe of Georgia 4H.
 - e. The module is fully developed and has been in use for 2 years. We are evaluating the maintenance potential of the module.
2. Complete the module as if you were a learner attempting the lesson.
3. Read through all of the Heuristic Questions and Guidelines in the worksheet portion provided below.

4. Go back through the module and make a note of every usability issue found in a notebook or on a piece of scrap paper. Make a note of the heuristic it violates and give it a severity rating using the scale below. Make a special note of usability problems which cannot be attributed to specific heuristics.

Severity Scale

1. cosmetic problem only; need not be fixed unless extra time is available
 2. minor usability problem; fixing this should be given low priority
 3. major usability problem; important to fix; so should be given a high priority
 4. usability catastrophe; imperative to fix before this product is used further
5. After all the usability problems have been found, go through and give them an extensiveness rating according to the scale below:

Extensiveness Scale

1. this is a single case
 2. this problem occurs in several places in the program
 3. this problem is widespread throughout the program
6. At this point you can insert the usability issues into the worksheet provided below.
 7. Please make clear notes about specific problems. We may contact you to discuss a specific usability issue. You may include screen captures or sketches to demonstrate where the issue is occurring.
 8. The module Cotton Boll-Consumer Judging Training can be accessed on the Georgia 4H website here:
<http://www.georgia4h.org/public/edops/judging/cbcj/CBCJTraining1/index.htm>

Heuristic Questions and Guidelines:

1. Visibility of system status: The e-learning program keeps the learner informed about what is happening, through appropriate feedback within reasonable time.

Sample questions to ask yourself:

- a. Does the learner know where they are in the e-learning program at all times, how they got there, and how to get back to the point from which they started?
- b. When modules and other components of the e-learning (e.g., streaming video) are loading, is the status of the upload communicated clearly?
- c. Does the learner have confidence that the e-learning program is operating the way it was designed to operate?

List issues: _____	Severity (1-4) _____	Extensiveness (1-3) _____
_____	Severity (1-4) _____	Extensiveness (1-3) _____
_____	Severity (1-4) _____	Extensiveness (1-3) _____
_____	Severity (1-4) _____	Extensiveness (1-3) _____
_____	Severity (1-4) _____	Extensiveness (1-3) _____

Additional comments:

2. Match between system and the real world: The e-learning program’s interface employs words, phrases and concepts familiar to the learner, rather than system-oriented terms. Wherever possible, the e-learning program utilizes real-world conventions that make information appear in a natural and logical order.

Sample questions to ask yourself:

- a. Does the e-learning program’s navigation and interactive design utilize metaphors that are familiar to the learner either in terms of traditional learning environments (e.g., lectures, quizzes, etc.) or in terms related to the specific content of the program?
- b. Is the cognitive load of the interface as low as possible to enable learners to engage with the content, tasks, and problems as quickly as possible?
- c. Does the e-learning program adhere to good principles of human information processing?

List issues: _____	Severity (1-4) _____	Extensiveness (1-3) _____
_____	Severity (1-4) _____	Extensiveness (1-3) _____
_____	Severity (1-4) _____	Extensiveness (1-3) _____
_____	Severity (1-4) _____	Extensiveness (1-3) _____
_____	Severity (1-4) _____	Extensiveness (1-3) _____

Additional comments:

3. Removed due to irrelevancy to content.

4. Consistency and standards: The e-learning program is consistent in its use of different words, situations, or actions and it adheres to general software and platform conventions.

Sample questions to ask yourself:

- a. Does the e-learning program function properly as long as the computer's screen resolution, memory allocations, bandwidth, browsers, plug-ins, and other technical aspects meet the required specifications?
- b. Does the e-learning program include interactions that are counter-intuitive with respect to common software conventions?
- c. Does the e-learning product adhere to widely recognized standards for interactions (e.g., going back in a Web browser)?

List issues: _____ Severity (1-4) _____ Extensiveness (1-3) _____
_____ Severity (1-4) _____ Extensiveness (1-3) _____

Additional comments:

5. Error prevention: The e-learning program is carefully designed to prevent common problems from occurring in the first place.

Sample questions to ask yourself:

- a. Is the e-learning program designed so that the learner recognizes when he/she has made a mistake related to input rather than content?
- b. Is the e-learning program designed to take advantage of screen design conventions and guidelines that clarify meaning?
- c. Is the e-learning program designed to provide a second chance when unexpected in-put is received (e.g., "You typed 'bat' in response to the question. Did you mean 'tab?'")?

List issues: _____ Severity (1-4) _____ Extensiveness (1-3) _____
_____ Severity (1-4) _____ Extensiveness (1-3) _____

Additional comments:

6. Recognition rather than recall: The e-learning program makes objects, actions, and options visible so that the user does not have to remember information from one part of the program to another. Instructions for use of the program are visible or easily retrievable.

Sample questions to ask yourself:

- a. Does the interface of the e-learning program speak for itself so that extensive consultation of a manual or other documentation does not interfere with learning?
- b. Are icons and other screen elements designed so that they are as intuitive as possible?
- c. Does the e-learning program provide user-friendly hints and/or clear directions when the learner requests assistance?

List issues: _____ Severity (1-4) _____ Extensiveness (1-3) _____
_____ Severity (1-4) _____ Extensiveness (1-3) _____

Additional comments:

7. Flexibility and efficiency of use: The e-learning program is designed to speed up interactions for the experienced learner, but also cater to the needs of the inexperienced learner.

Sample questions to ask yourself:

- a. Is the e-learning program designed to make the best use of useful graphics and other media elements that download as quickly as possible?
- b. Is the e-learning program designed to allow large media files to be downloaded in advance so that learner wait time is minimized?
- c. When revisiting a screen, can the user bypass viewing the entire interaction?

List issues: _____ Severity (1-4) _____ Extensiveness (1-3) _____
_____ Severity (1-4) _____ Extensiveness (1-3) _____

Additional comments:

- 8. Aesthetic and minimalist design: Screen displays do not contain information that is irrelevant, and “bells and whistles” are not gratuitously added to the e-learning program.

Sample questions to ask yourself:

- a. Are the font choices, colors, and sizes consistent with good screen design recommendations for e-learning programs?
- b. Are extra media features (e.g., streaming video) in the e-learning program supportive of learning, motivation, content, or other goals?
- c. Does the e-learning program utilize white space and other screen design conventions appropriately?

List issues: _____	Severity (1-4) _____	Extensiveness (1-3) _____
_____	Severity (1-4) _____	Extensiveness (1-3) _____
_____	Severity (1-4) _____	Extensiveness (1-3) _____
_____	Severity (1-4) _____	Extensiveness (1-3) _____
_____	Severity (1-4) _____	Extensiveness (1-3) _____

Additional comments:

- 9. Help users recognize, diagnose, and recover from errors: The e-learning program expresses error messages in plain language (without programmer codes), precisely indicates the problem, and constructively suggests a solution.

Sample questions to ask yourself:

- a. Does the learner receive meaningful feedback concerning the nature of any input they make into the program?
- b. If the learner answers a question incorrectly, is he/she told the correct answer and why the answer given was wrong, if this is instructionally appropriate?
- c. When feedback is provided, is it given in a clear, direct, and friendly (non-condescending) manner?

List issues: _____	Severity (1-4) _____	Extensiveness (1-3) _____
_____	Severity (1-4) _____	Extensiveness (1-3) _____
_____	Severity (1-4) _____	Extensiveness (1-3) _____
_____	Severity (1-4) _____	Extensiveness (1-3) _____
_____	Severity (1-4) _____	Extensiveness (1-3) _____

Additional comments:

10. Removed due to irrelevancy to content.

11. Interactivity: The e-learning program provides content-related interactions and tasks that support meaningful learning.

Sample questions to ask yourself:

- a. Does the e-learning program provide too many long sections of text to read without meaningful interactions?
- b. Does the e-learning engage the learner in content-specific tasks to complete and problems to solve that take advantage of the state-of-the-art of e-learning design?
- c. Does the e-learning program provide a level of experiential learning congruent with the content and capabilities of the target audience?

List issues: _____ Severity (1-4) _____ Extensiveness (1-3) _____
_____ Severity (1-4) _____ Extensiveness (1-3) _____

Additional comments:

12. Message Design: The e-learning program presents information in accord with sound principles of information-processing theory.

Sample questions to ask yourself:

- a. Is the most important information on the screen placed in the areas most likely to attract the learner's attention?
- b. Does the e-learning program follow good information presentation guidelines with respect to organization and layout, pacing and user control?
- c. Are graphics in the e-learning program used to clarify content, motivate, or serve other pedagogical goals?

List issues: _____ Severity (1-4) _____ Extensiveness (1-3) _____
_____ Severity (1-4) _____ Extensiveness (1-3) _____

Additional comments:

13. Learning Design: The interactions in the e-learning program have been designed in accord with sound principles of learning theory.

Sample questions to ask yourself:

- a. Does the e-learning program provide for instructional interactions that reflect sound learning theory?
- b. Does the e-learning program engage learners in tasks that are closely aligned with the learning goals and objectives?
- c. Does the e-learning program inform learners of the objectives of the program and re-mind them of prior learning?

List issues: _____ Severity (1-4) _____ Extensiveness (1-3) _____
_____ Severity (1-4) _____ Extensiveness (1-3) _____

Additional comments:

14. Assessment: The e-learning program provides assessment opportunities that are aligned with the program objectives and content.

Sample questions to ask yourself:

- a. Does the e-learning program provide opportunities for self-assessments that advance learner achievement?
- b. If appropriate to the context, do assessments provide sufficient feedback to the learner to provide remedial directions?
- c. Are higher order assessments (e.g., analysis, synthesis, and evaluation) provided wherever appropriate rather than lower order assessments (e.g., recall and recognition)?

List issues: _____ Severity (1-4) _____ Extensiveness (1-3) _____
_____ Severity (1-4) _____ Extensiveness (1-3) _____

Additional comments:

15. Media Integration: The inclusion of media in the e-learning program serves clear pedagogical and/or motivational purposes.

Sample questions to ask yourself:

- a. Is media included that is obviously superfluous, i.e., lacking a strong connection to the objectives and design of the program?
- b. Is the most appropriate media selected to match message design guidelines or to support specific instructional design principles?
- c. If appropriate to the context, are various forms of media included for remediation and/or enrichment?

List issues: _____ Severity (1-4) _____ Extensiveness (1-3) _____
_____ Severity (1-4) _____ Extensiveness (1-3) _____

Additional comments:

16. Resources: The e-learning program provides access to all the resources necessary to support effective learning.

Sample questions to ask yourself:

- a. Does the e-learning program provide access to a range of resources (e.g., examples or real data archives) appropriate to the learning context?
- b. If the e-learning program includes links to external World Wide Web or Intranet resources, are the links kept up-to-date?
- c. Are resources provided in a manner that replicates as closely as possible their availability and use in the real world?

List issues: _____ Severity (1-4) _____ Extensiveness (1-3) _____
_____ Severity (1-4) _____ Extensiveness (1-3) _____

Additional comments:

17. Performance Support Tools: The e-learning program provides access to performance support tools that are relevant to the content and objectives.

Sample questions to ask yourself:

- a. Are performance support tools provided that mimic their access in the real world?
- b. Provided the context is appropriate, does the e-learning program provide sufficient search capabilities?
- c. Provided the context is appropriate, does the e-learning program provide access to peers, experts, instructors, and other human resources?

List issues: _____ Severity (1-4) _____ Extensiveness (1-3) _____
_____ Severity (1-4) _____ Extensiveness (1-3) _____

Additional comments:

18. Learning Management: The e-learning program enables learners to monitor their progress through the material.

Sample questions to ask yourself:

- a. Does the learner know what he/she is doing and how he/she is doing within various parts of the e-learning program?
- b. Does the learner perceive options for additional guidance, instruction, or other forms of assistance when it is needed?
- c. Does the learner possess an adequate understanding of what he/she has completed and what remains to be done within any specific unit (e.g., a course) of e-learning?

List issues: _____ Severity (1-4) _____ Extensiveness (1-3) _____
_____ Severity (1-4) _____ Extensiveness (1-3) _____

Additional comments:

19. Feedback: The e-learning program provides feedback that is contextual and relevant to the problem or task in which the learner is engaged.

Sample questions to ask yourself:

- a. Is the feedback given at any specific time tailored to the content being studied, problem being solved, or task being completed by the learner?
- b. Does feedback provide the learner with information concerning his/her current level of achievement within the program?
- c. Does the e-learning program provide learners with opportunities to access extended feedback from instructors, experts, peers, or others through e-mail or other Internet communications?

List issues: _____ Severity (1-4) _____ Extensiveness (1-3) _____
_____ Severity (1-4) _____ Extensiveness (1-3) _____

Additional comments:

20. Content: The content of the e-learning program is organized in a manner that is clear to the learner.

Sample questions to ask yourself:

- a. Is the content organized in manageable modules or other types of units?
- b. Is the content broken to appropriate chunks so that learners can process them without too much cognitive load?
- c. Does the e-learning program provides advanced organizers, summaries, and other components that foster more efficient and effective learning?

List issues: _____ Severity (1-4) _____ Extensiveness (1-3) _____
_____ Severity (1-4) _____ Extensiveness (1-3) _____

Additional comments:

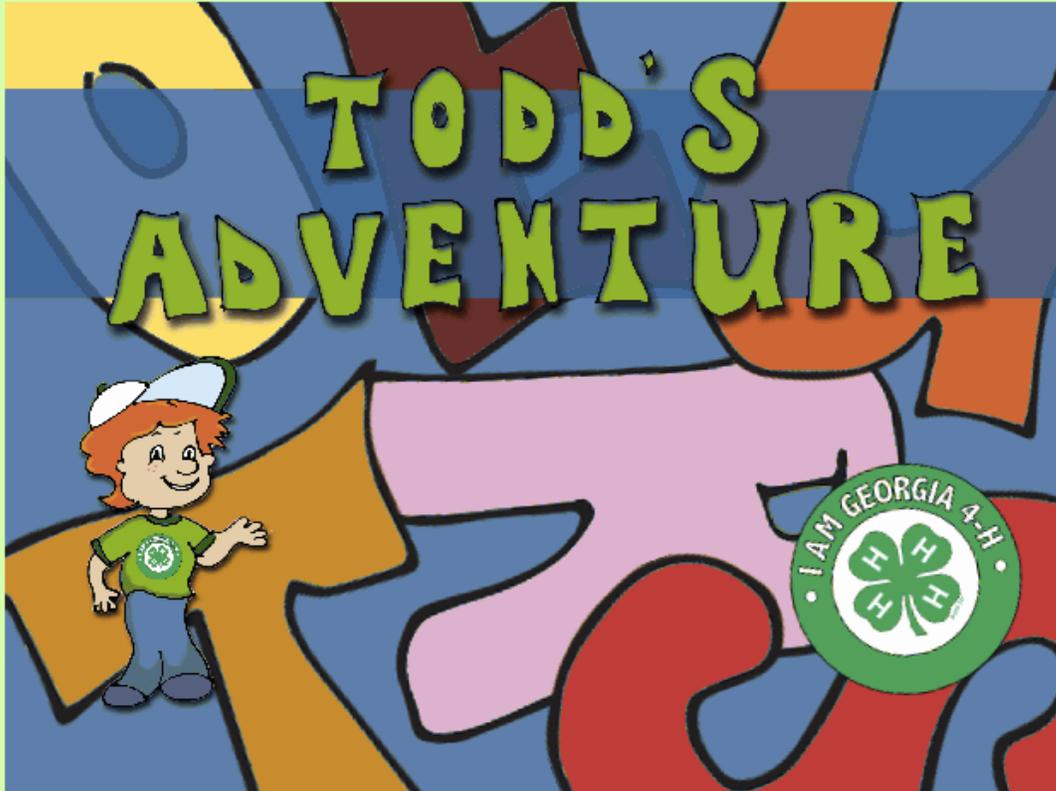
Any other comments:

Appendix B – Student Pre and Post Test

This document outlines the pre and post test questions that will be used to collect performance data for students completing the Cotton Boll and Consumer Judging training module for the first time.

Cotton Boll and Consumer Judging Posttest

Answer the following questions pertaining to the Cotton Boll and Consumer Judging.



1. Match the tips with the correct theme for the competition.

- | | |
|--|---|
| <input type="checkbox"/> Buying Don'ts | a. list all of your options |
| <input type="checkbox"/> Becoming an Expert Judge | b. buy based solely on the brand-name |
| <input type="checkbox"/> Making Smart Consumer Decisions | c. carefully observe the products and their characteristics |
| <input type="checkbox"/> Essential Human Needs | d. food, clothing, shelter |

2. When making consumer decisions, it is important to take your time and avoid rushing a decision.

- True
- False

3. You need a new pair of shoes for an upcoming event. Having received some money from your grandmother for your birthday, you would like to go shopping. Which of the following will be a wise decision for you to make?

- Go to the new trendy store in the neighborhood.
- Carefully research and analyze the cost and quality of a pair of shoes that is appropriate for the occasion.
- After trying on a pair of shoes, buy them from the employee whether or not they fit because they helped you.
- Buy the shoes that all your friends are buying even though you would have no money left.

4. Which of the following are judges looking for when judging a commercial for the Cotton Boll.

(Select all that apply.)

- age and gender
- accuracy of information
- creativity
- latest trends in clothing
- appearance

5. In order to make smart consumer decisions, it is important to look at your situation and determine the best option according to well known celebrities.

- True
- False

6. Which of the following must one do in order to become an expert judge. (Select all that apply.)

- Carefully read and analyze the situation statement.
- Carefully observe the products and their characteristics.
- Compare the products similarities and differences.
- Rank the items.

7. When making consumer decisions, it is important to try to impress people by overspending on items.

- True
- False

8. The most basic of human needs is self-esteem.

- True
- False

9. Which of the following should a consumer consider before buying an item? (Select all that apply.)

- availability
- cost
- reputation of dealer
- return policy
- celebrity endorsements

10. You notice that a classmate at school is struggling and appears to be upset about something. Which of the following would be the best way to help them?

- Peer pressure them into doing something dangerous so that everyone will know them.
- Be a friend to them and help them have a sense of belonging.
- Ignore them and hope they will figure it out because you have to much to do.
- Give them an expensive gift so that they can be trendy like everyone else.

[Submit answers](#)

Appendix C – Evaluation Solicitation Emails

Appendix C includes the emails that will be distributed to enlist evaluation responses. One email is for any coach, judge, parent, student and/or Cotton Boll contestant from the past 3 years. The other is specific to any student who has not previously completed training for the Cotton Boll or Consumer Judging.

EMAIL ONE

Hello!

A couple of years ago a training entitled Cotton Boll and Consumer Judging Training was rolled out. This online module was provided to help prepare students for the Cotton Boll and Consumer Judging Contest and improve their skills as consumers.

Now we are taking some time to evaluate the module to understand if the training should continue to be part of the consumer judging training program and what modifications, if any, can be implemented for improving the enjoyment and effectiveness of the module. In order to do that, we are asking Consumer Judging students and parents of students, Cotton Boll contestants or judges and Cotton Boll and Consumer Judging coaches or sponsors from the past 3 years to complete a short evaluation survey.

Please click on or copy and paste the provided link into a browser (i.e. Chrome or Internet Explorer) and complete a short online survey at your convenience before the end of Tuesday, 4/5: <https://www.surveymonkey.com/r/68N2F5B>

If you need a refresher on the module itself, the module is located here: <http://www.georgia4h.org/public/edops/judging/cbcj/CBCJTraining1/index.htm>

The more participation we have the better the evaluation results will be. We look forward to getting your input and thoughts!

Thank you!

Evaluation Team

EMAIL TWO

Hello!

A couple of years ago a training entitled Cotton Boll and Consumer Judging Training was rolled out. This online module was provided to help prepare students for the Cotton Boll and Consumer Judging Contest and improve skills as consumers.

Now we are taking some time to evaluate the module to understand if the training should continue to be part of the consumer judging training program and what modifications, if any, can be implemented for improving the enjoyment and effectiveness of the module. In order to do that, we need students who have not completed the online training previously to participate in an evaluation of the module by completing the following steps in the order indicated below at your convenience sometime before the end of Tuesday 4/5:

- 1) Complete a short pre-test by clicking on or copying and pasting the following link into your browser (i.e. Chrome or Internet Explorer): <http://www.quia.com/quiz/5810779.html>
- 2) Access and complete the online training located here: <http://www.georgia4h.org/public/edops/judging/cbcj/CBCJTraining1/index.htm>
- 3) Complete a short post-test: <http://www.quia.com/quiz/5812565.html>
- 4) Complete a short survey located here: <https://www.surveymonkey.com/r/68N2F5B>

We anticipate that each test and the survey should not take more than 10 minutes each to complete. The online training may take up to 30 minutes to complete.

Note: the names collected in the pre and post tests are for matching up results only and no names will be published or reported.

The more participation we have the better the evaluation results will be. We look forward to getting your input and thoughts!

Thank you!

Evaluation Team

Appendix D – Survey and Questionnaire

This document outlines the survey and open-ended questions that will be used to gather information from former students, current students, coaches, sponsors, judges and parents of students on the usability, accuracy, appeal and perceived effectiveness of the Cotton Boll and Consumer Judging training module.

Welcome

Thank you for participating in our survey. Please answer all questions to the best of your ability.

Your feedback is very important and appreciated!

1. In the past 3 years, how have you participated in the Cotton Boll and Consumer Judging?

Student and/or Cotton Boll Contestant Only

Student/Contestant and/or Coach, Sponsor, Judge or Parent

Coach, Sponsor, Judge or Parent Only

Other (please specify)

Student Survey

2. What is your gender?

- Female
- Male

3. What Cotton Ball and Consumer Judging training did you complete?

- Online training module only
- Online training module and in-person training
- In-person training only
- Other (please specify)

4. When did you complete the online training module?

- 2016
- 2015
- 2014
- Other (please specify)

5. What was your age at the time you completed the module?

- 10-12
- 13-15
- 16-18
- Other

6. Where did you complete the module?

- From home computer
- From computer in 4-H location
- From computer in school location
- Other (please specify)

7. How easy was it to find and use the module?

- Extremely easy
- Somewhat easy
- Not at all easy

8. Which issues below did you encounter during your experience with the module?

- Some parts didn't work or didn't work well
- The module was missing content I needed
- The module was confusing to use
- The module was visually unappealing
- The module crashed or froze
- I did not experience any issues
- Other (please specify)

9. How did you like the look and feel of this module?

- Really liked it
- Somewhat liked it
- Did not like it

10. How clearly did the module explain the material?

- Extremely clearly
- Somewhat clearly
- Not at all clearly

11. How helpful was the feedback the module provided during the practice judging?

- Extremely helpful
- Somewhat helpful
- Not at all helpful

12. Was the module too long, too short, or about right?

- Too long
- About right
- Too short

13. Was the module too challenging, too easy, or about right?

- Too challenging
- About right
- Too easy

14. Do you feel the module helped you perform better in the judging contest?

- It helped a lot
- It helped somewhat
- It did not help
- I did not compete in the Cotton Ball contest

15. Do you feel the module helped you become a better consumer?

- It helped a lot
- It helped somewhat
- It did not help

16. What was the single most valuable thing you learned from the module?

17. Overall, how would you rate the module?

- 5 stars
- 4 stars
- 3 stars
- 2 stars
- 1 star

18. In your own words, what are the things that you like most about this module?

19. In your own words, what are the things that you like least about this module?

20. What changes would most improve the module?

21. Do you have any other comments, questions, or concerns?

22. In the past 3 years, did you also participate in the Cotton Boll or Consumer Judging as a Coach, Sponsor, Judge or Parent?

- Yes
- No

Coach, Sponsor, Judge and/or Parent Survey

23. What Cotton Boll and Consumer Judging training have you used or seen used the most with Cotton Boll and Consumer Judging students and contestants in the past 3 years?

- Online training module only
- Online training module and in-person training
- In-person training only
- Other (please specify)

24. Based on your knowledge of the Consumer Judging program, in the past 3 years what percent of Consumer Judging students have used the online training?

- Fewer than 25%
- 25%-75%
- Over 75%
- I am not aware of the online training

25. Where have students typically completed the online training?

- From home computer
- From computer in 4-H location
- From computer in school location
- Other (please specify)

26. How familiar are you with the online training?

- Extremely familiar
- Somewhat familiar
- Not at all familiar

27. How easy was it to find and use the training module?

- Extremely easy
- Somewhat easy
- Not at all easy

28. Which of the issues below were experienced with the online training? Select all that apply.

- Some parts didn't work or didn't work well
- The module was missing content I needed
- The module was confusing to use
- The module was visually unappealing
- The module crashed or froze
- Not issues experienced
- Other (please specify)

29. How did you like the look and feel of this module?

- Really liked it
- Somewhat liked it
- Did not like it

30. How clearly did the module explain the material?

- Extremely clearly
- Somewhat clearly
- Not at all clearly

31. How accurate is the content of the module?

- Extremely accurate
- Somewhat accurate
- Not at all accurate

32. How relevant is the module?

- The information in the module is extremely up-to-date and relevant to the topic
- The information in the module is somewhat up-to-date and relevant to the topic
- The information in the module is not at all up-to-date or relevant to the topic

33. How helpful was the feedback the module provided during the practice judging section?

- Extremely helpful
- Somewhat helpful
- Not at all helpful

34. Was the module too long, too short, or about right?

- Too long
- About right
- Too short

35. Was the module too challenging, too easy, or about right?

- Too challenging
- About right
- Too easy

36. Do you feel the module has helped students perform better in the judging contest?

- It helped a lot
- It helped somewhat
- It did not help

37. Do you feel the module has helped students become better consumers?

- It helped a lot
- It helped somewhat
- It did not help

38. Overall, how would you rate the module?

- 5 stars
- 4 stars
- 3 stars
- 2 stars
- 1 star

39. In your own words, what are the things that you like most about this module?

40. In your own words, what are the things that you like least about this module?

41. What changes would most improve the module?

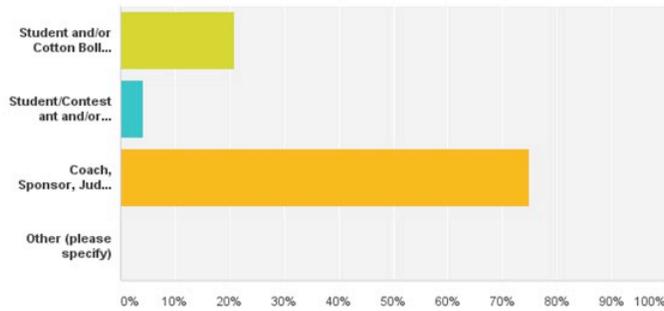
42. Do you have any other comments, questions, or concerns?

Appendix E – Survey and Questionnaire Results

This document shows the survey and open-ended questions results from former students, current students and coach survey respondents on the usability, accuracy, appeal and perceived effectiveness of the Cotton Boll and Consumer Judging training module.

Q1: In the past 3 years, how have you participated in the Cotton Boll and Consumer Judging?

Answered: 24 Skipped: 0



Powered by SurveyMonkey

Q1: In the past 3 years, how have you participated in the Cotton Boll and Consumer Judging?

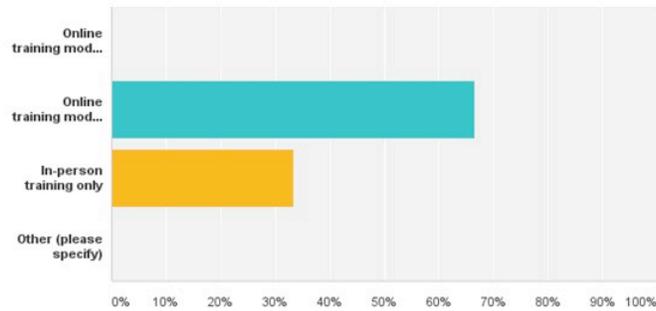
Answered: 24 Skipped: 0

Answer Choices	Responses
Student and/or Cotton Boll Contestant Only	20.83% 5
Student/Contestant and/or Coach, Sponsor, Judge or Parent	4.17% 1
Coach, Sponsor, Judge or Parent Only	75.00% 18
Other (please specify)	0.00% 0
Total	24

Powered by SurveyMonkey

Q2: What Cotton Boll and Consumer Judging training did you complete?

Answered: 6 Skipped: 18



Powered by  SurveyMonkey

Q2: What Cotton Boll and Consumer Judging training did you complete?

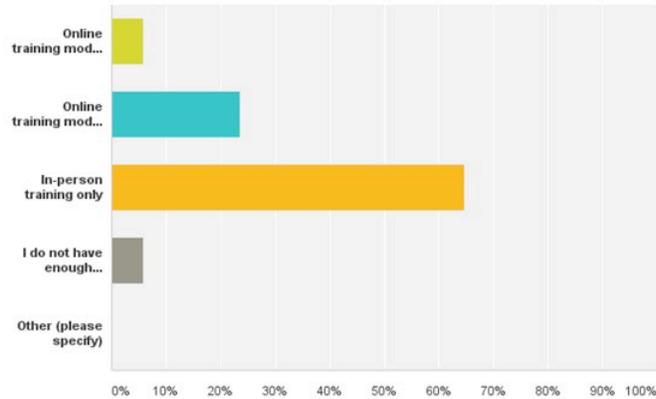
Answered: 6 Skipped: 18

Answer Choices	Responses
Online training module only	0.00% 0
Online training module and in-person training	66.67% 4
In-person training only	33.33% 2
Other (please specify)	0.00% 0
Total	6

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used or seen or heard about being used with Cotton Boll and Consumer Judging students and contestants in the past 3 years?

Answered: 17 Skipped: 7



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used or seen or heard about being used with Cotton Boll and Consumer Judging students and contestants in the past 3 years?

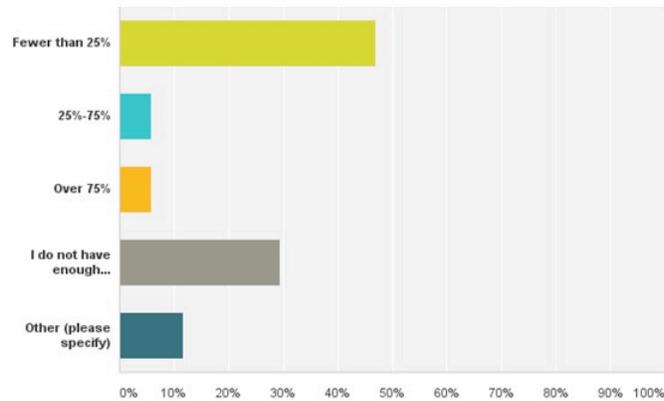
Answered: 17 Skipped: 7

Answer Choices	Responses
Online training module only	5.88% 1
Online training module and in-person training	23.53% 4
In-person training only	64.71% 11
I do not have enough information to answer this question	5.88% 1
Other (please specify)	0.00% 0
Total	17

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in the past 3 years what percent of Consumer Judging students have used the online training?

Answered: 17 Skipped: 7



Powered by SurveyMonkey

in the past 3 years what percent of Consumer Judging students have used the online training?

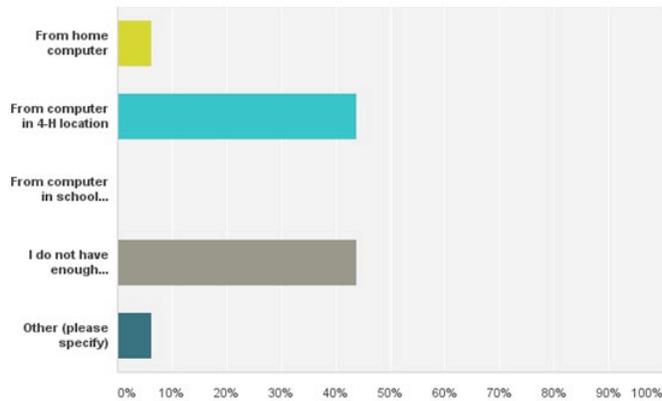
Answered: 17 Skipped: 7

Answer Choices	Responses
Fewer than 25%	47.06% 8
25%-75%	5.88% 1
Over 75%	5.88% 1
I do not have enough information to answer this question	29.41% 5
Other (please specify)	11.76% 2
Total	17

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Q5: Where have students typically completed the online training?

Answered: 16 Skipped: 8



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Q5: Where have students typically completed the online training?

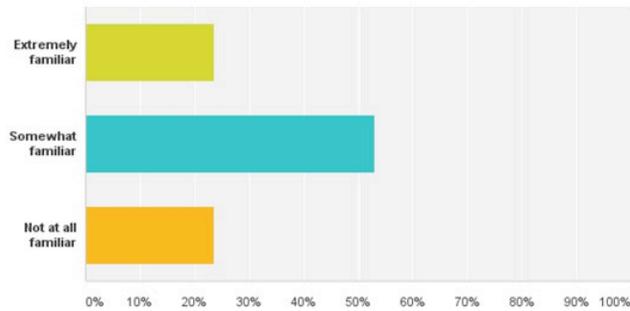
Answered: 16 Skipped: 8

Answer Choices	Responses
From home computer	6.25% 1
From computer in 4-H location	43.75% 7
From computer in school location	0.00% 0
I do not have enough information to answer this question	43.75% 7
Other (please specify)	6.25% 1
Total	16

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Q6: How familiar are you with the online training?

Answered: 17 Skipped: 7



Powered by  SurveyMonkey

Q6: How familiar are you with the online training?

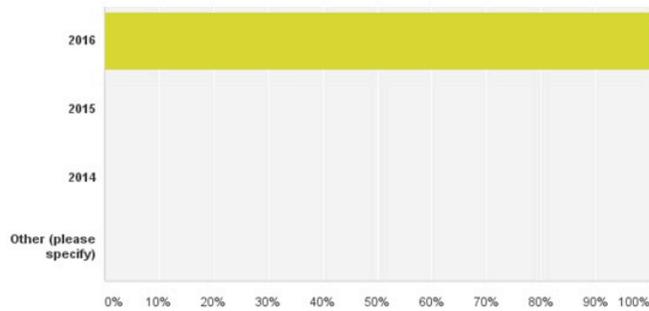
Answered: 17 Skipped: 7

Answer Choices	Responses
Extremely familiar	23.53% 4
Somewhat familiar	52.94% 9
Not at all familiar	23.53% 4
Total	17

Powered by  SurveyMonkey

Q7: When did you complete the online training module?

Answered: 3 Skipped: 21



Powered by  SurveyMonkey

Q7: When did you complete the online training module?

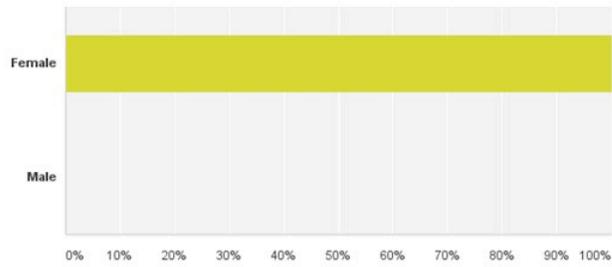
Answered: 3 Skipped: 21

Answer Choices	Responses
2016	100.00% 3
2015	0.00% 0
2014	0.00% 0
Other (please specify)	0.00% 0
Total	3

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Q8: What is your gender?

Answered: 3 Skipped: 21



Powered by  SurveyMonkey

Q8: What is your gender?

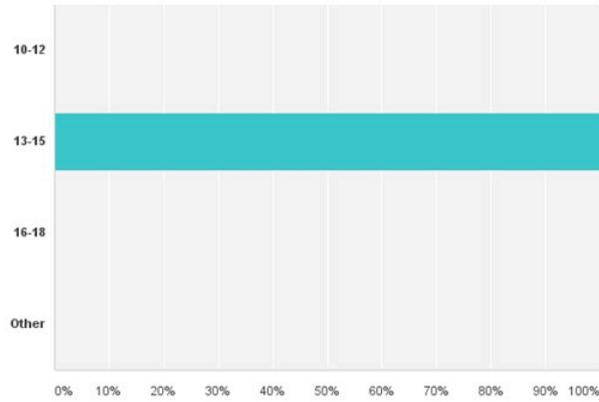
Answered: 3 Skipped: 21

Answer Choices	Responses
Female	100.00% 3
Male	0.00% 0
Total	3

Powered by  SurveyMonkey

Q9: What was your age at the time you completed the module?

Answered: 3 Skipped: 21



Powered by SurveyMonkey

Q9: What was your age at the time you completed the module?

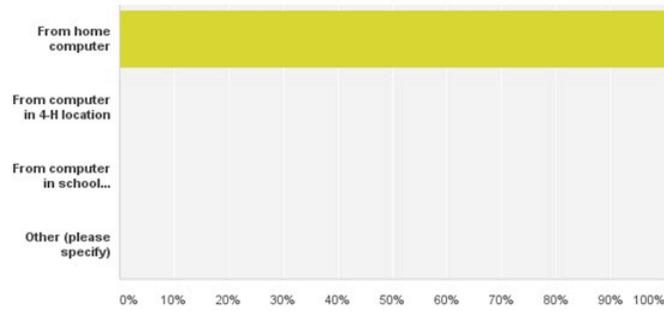
Answered: 3 Skipped: 21

Answer Choices	Responses	Count
10-12	0.00%	0
13-15	100.00%	3
16-18	0.00%	0
Other	0.00%	0
Total		3

Powered by SurveyMonkey

Q10: Where did you complete the module?

Answered: 3 Skipped: 21



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Q10: Where did you complete the module?

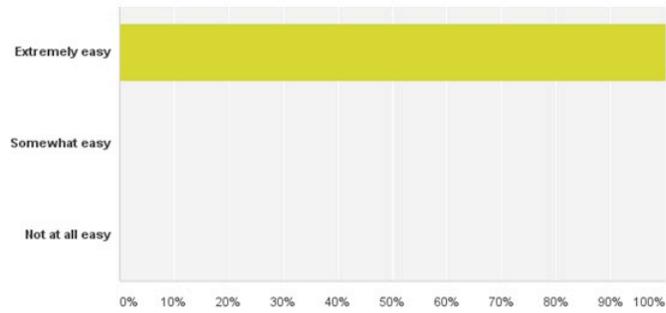
Answered: 3 Skipped: 21

Answer Choices	Responses
From home computer	100.00% 3
From computer in 4-H location	0.00% 0
From computer in school location	0.00% 0
Other (please specify)	0.00% 0
Total	3

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Q11: How easy was it to find and use the module?

Answered: 2 Skipped: 22



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Q11: How easy was it to find and use the module?

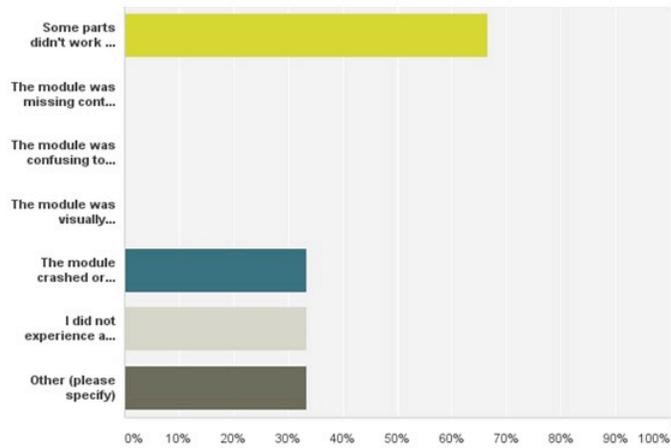
Answered: 2 Skipped: 22

Answer Choices	Responses	Count
Extremely easy	100.00%	2
Somewhat easy	0.00%	0
Not at all easy	0.00%	0
Total		2

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Q12: What issues below did you encounter during your experience with the module? (Check all that apply)

Answered: 3 Skipped: 21



Powered by S

Q12: What issues below did you encounter during your experience with the module? (Check all that apply)

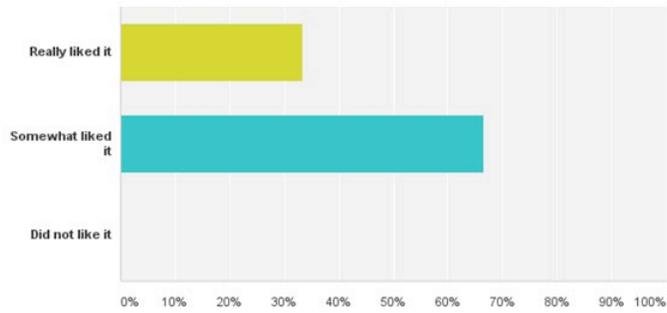
Answered: 3 Skipped: 21

Answer Choices	Responses
Some parts didn't work or didn't work well	66.67% 2
The module was missing content I needed	0.00% 0
The module was confusing to use	0.00% 0
The module was visually unappealing	0.00% 0
The module crashed or froze	33.33% 1
I did not experience any issues	33.33% 1
Other (please specify)	33.33% 1
Total Respondents: 3	

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Q13: How did you like the look and feel of this module?

Answered: 3 Skipped: 21



Powered by SurveyMonkey

Q13: How did you like the look and feel of this module?

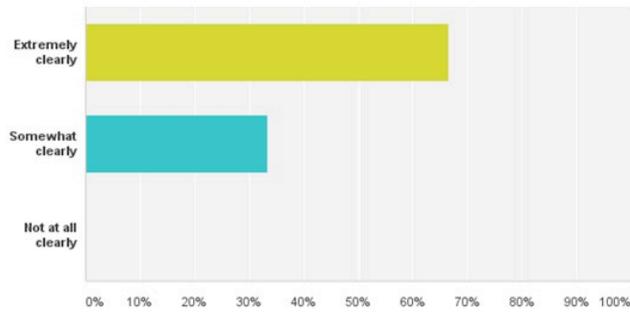
Answered: 3 Skipped: 21

Answer Choices	Responses
Really liked it	33.33% 1
Somewhat liked it	66.67% 2
Did not like it	0.00% 0
Total	3

Powered by SurveyMonkey

Q14: How clearly did the module explain the material?

Answered: 3 Skipped: 21



Powered by  SurveyMonkey

Q14: How clearly did the module explain the material?

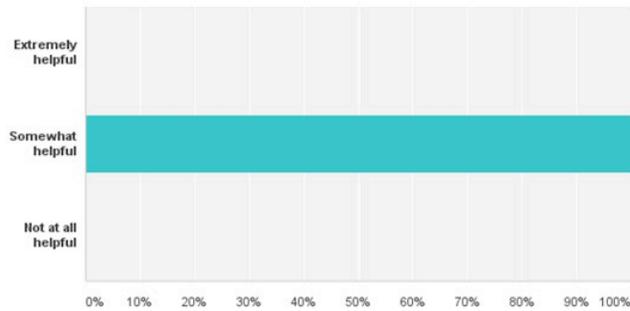
Answered: 3 Skipped: 21

Answer Choices	Responses
Extremely clearly	66.67% 2
Somewhat clearly	33.33% 1
Not at all clearly	0.00% 0
Total	3

Powered by  SurveyMonkey

Q15: How helpful was the feedback the module provided during the practice judging?

Answered: 3 Skipped: 21



Powered by  SurveyMonkey

Q15: How helpful was the feedback the module provided during the practice judging?

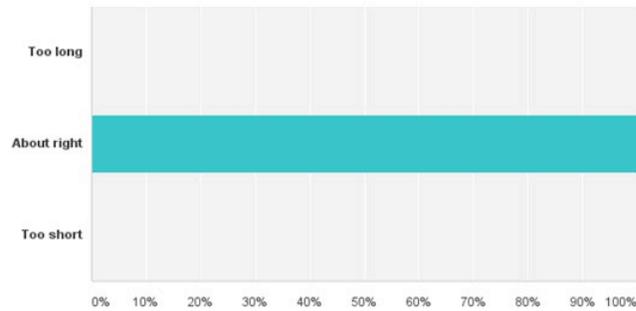
Answered: 3 Skipped: 21

Answer Choices	Responses
Extremely helpful	0.00% 0
Somewhat helpful	100.00% 3
Not at all helpful	0.00% 0
Total	3

Powered by  SurveyMonkey

Q16: Was the module too long, too short, or about right?

Answered: 3 Skipped: 21



Powered by  SurveyMonkey

Q16: Was the module too long, too short, or about right?

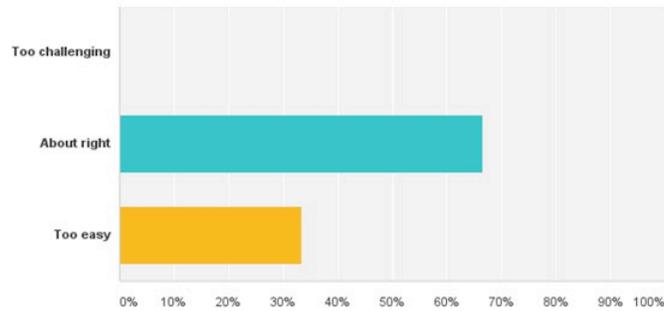
Answered: 3 Skipped: 21

Answer Choices	Responses
Too long	0.00% 0
About right	100.00% 3
Too short	0.00% 0
Total	3

Powered by  SurveyMonkey

Q17: Was the module too challenging, too easy, or about right?

Answered: 3 Skipped: 21



Powered by SurveyMonkey

Q17: Was the module too challenging, too easy, or about right?

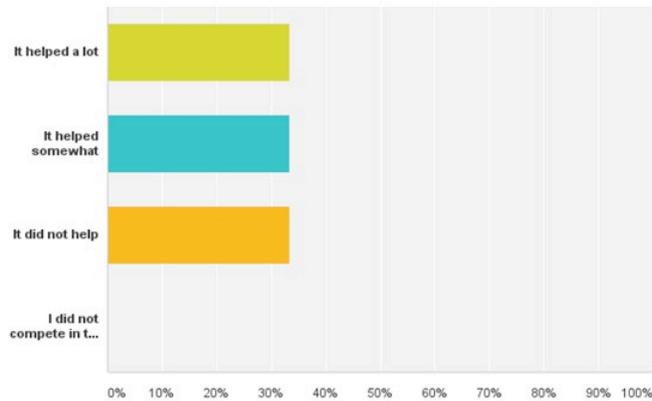
Answered: 3 Skipped: 21

Answer Choices	Responses
Too challenging	0.00% 0
About right	66.67% 2
Too easy	33.33% 1
Total	3

Powered by SurveyMonkey

Q18: Do you feel the module helped you perform better in the judging contest?

Answered: 3 Skipped: 21



Powered by SurveyMonkey

Q18: Do you feel the module helped you perform better in the judging contest?

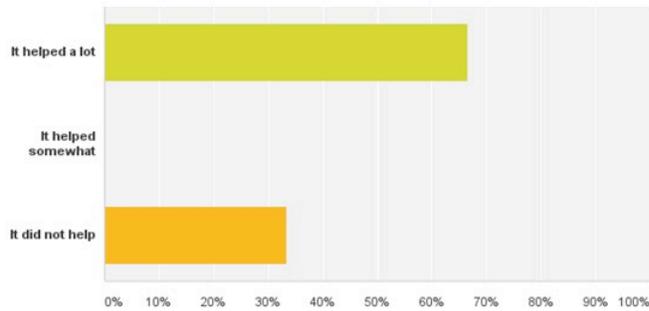
Answered: 3 Skipped: 21

Answer Choices	Responses
It helped a lot	33.33% 1
It helped somewhat	33.33% 1
It did not help	33.33% 1
I did not compete in the Cotton Boll contest	0.00% 0
Total	3

Powered by SurveyMonkey

Q19: Do you feel the module helped you become a better consumer?

Answered: 3 Skipped: 21



Powered by SurveyMonkey

Q19: Do you feel the module helped you become a better consumer?

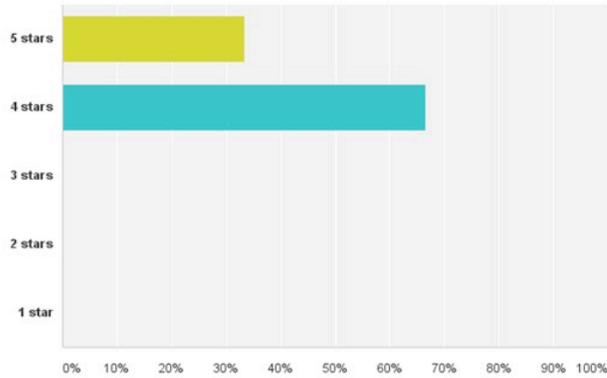
Answered: 3 Skipped: 21

Answer Choices	Responses
It helped a lot	66.67% 2
It helped somewhat	0.00% 0
It did not help	33.33% 1
Total	3

Powered by SurveyMonkey

Q21: Overall, how would you rate the module?

Answered: 3 Skipped: 21



Powered by  SurveyMonkey

Q21: Overall, how would you rate the module?

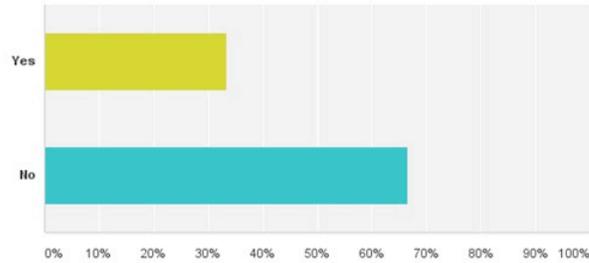
Answered: 3 Skipped: 21

Answer Choices	Responses	Count
5 stars	33.33%	1
4 stars	66.67%	2
3 stars	0.00%	0
2 stars	0.00%	0
1 star	0.00%	0
Total		3

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Q26: In the past 3 years, did you also participate in the Cotton Boll or Consumer Judging as a Coach, Sponsor, Judge or Parent?

Answered: 3 Skipped: 21



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Q26: In the past 3 years, did you also participate in the Cotton Boll or Consumer Judging as a Coach, Sponsor, Judge or Parent?

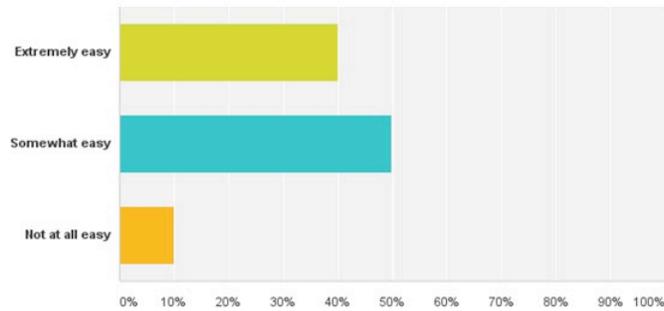
Answered: 3 Skipped: 21

Answer Choices	Responses
Yes	33.33% 1
No	66.67% 2
Total	3

Powered by SurveyMonkey

Q27: How easy was it to find and use the training module?

Answered: 10 Skipped: 14



Powered by  SurveyMonkey

Q27: How easy was it to find and use the training module?

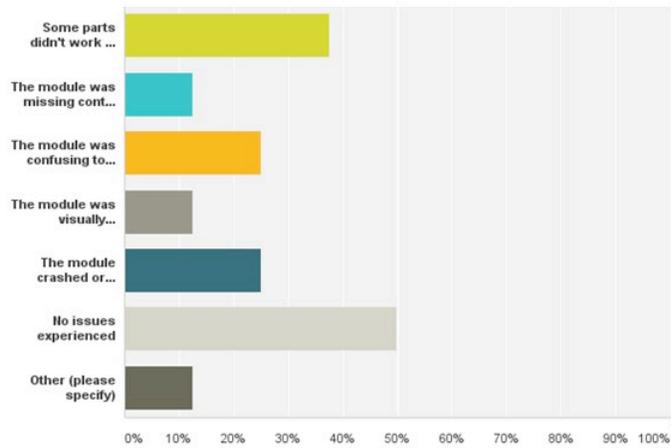
Answered: 10 Skipped: 14

Answer Choices	Responses
Extremely easy	40.00% 4
Somewhat easy	50.00% 5
Not at all easy	10.00% 1
Total	10

Powered by  SurveyMonkey

Q28: What issues below were experienced with the online training? (Check all that apply)

Answered: 8 Skipped: 16



Powered by S

Q28: What issues below were experienced with the online training? (Check all that apply)

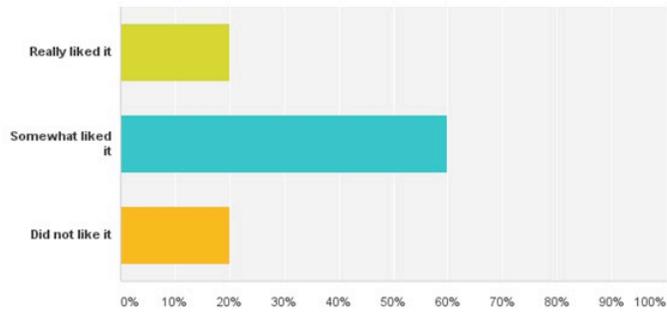
Answered: 8 Skipped: 16

Answer Choices	Responses
Some parts didn't work or didn't work well	37.50% 3
The module was missing content needed	12.50% 1
The module was confusing to use	25.00% 2
The module was visually unappealing	12.50% 1
The module crashed or froze	25.00% 2
No issues experienced	50.00% 4
Other (please specify)	12.50% 1
Total Respondents: 8	

Powered by SurveyMonkey

Q29: How was the look and feel of this module?

Answered: 10 Skipped: 14



Powered by  SurveyMonkey

Q29: How was the look and feel of this module?

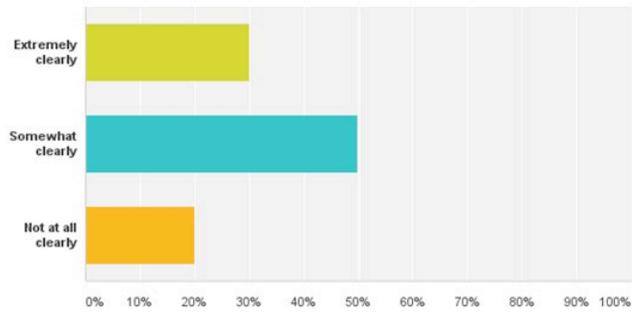
Answered: 10 Skipped: 14

Answer Choices	Responses
Really liked it	20.00% 2
Somewhat liked it	60.00% 6
Did not like it	20.00% 2
Total	10

Powered by  SurveyMonkey

Q30: How clearly did the module explain the material?

Answered: 10 Skipped: 14



Powered by  SurveyMonkey

Q30: How clearly did the module explain the material?

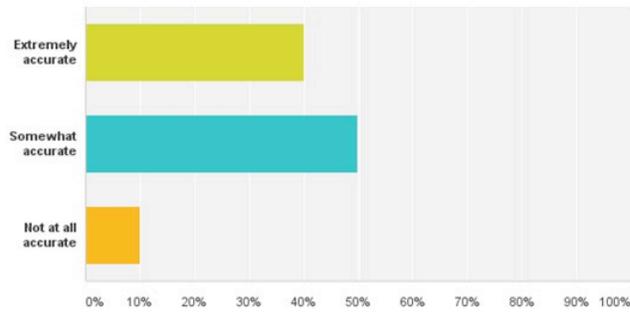
Answered: 10 Skipped: 14

Answer Choices	Responses
Extremely clearly	30.00% 3
Somewhat clearly	50.00% 5
Not at all clearly	20.00% 2
Total	10

Powered by  SurveyMonkey

Q31: How accurate is the content of the module?

Answered: 10 Skipped: 14



Powered by SurveyMonkey

Q31: How accurate is the content of the module?

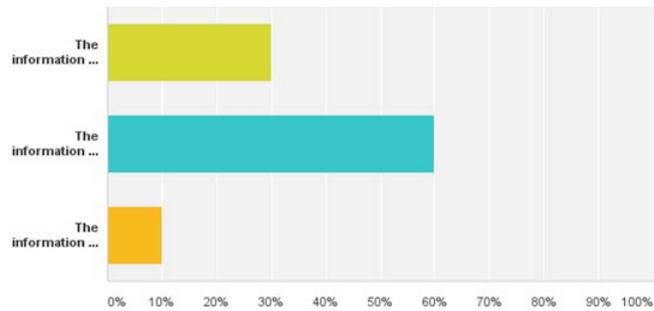
Answered: 10 Skipped: 14

Answer Choices	Responses
Extremely accurate	40.00% 4
Somewhat accurate	50.00% 5
Not at all accurate	10.00% 1
Total	10

Powered by SurveyMonkey

Q32: How relevant is the module?

Answered: 10 Skipped: 14



Powered by SurveyMonkey

Q32: How relevant is the module?

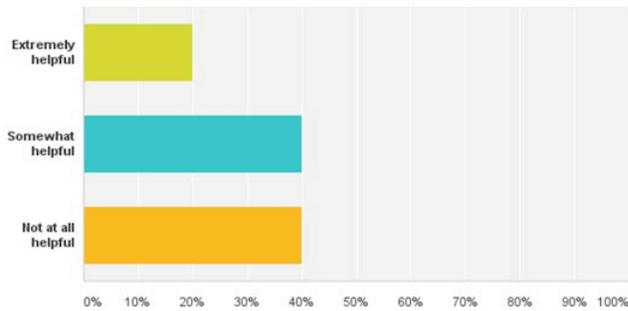
Answered: 10 Skipped: 14

Answer Choices	Responses
The information in the module is extremely up-to-date and relevant to the topic	30.00% 3
The information in the module is somewhat up-to-date and relevant to the topic	60.00% 6
The information in the module is not at all up-to-date or relevant to the topic	10.00% 1
Total	10

Powered by SurveyMonkey

Q33: How helpful was the feedback the module provided during the practice judging section?

Answered: 10 Skipped: 14



Powered by SurveyMonkey

Q33: How helpful was the feedback the module provided during the practice judging section?

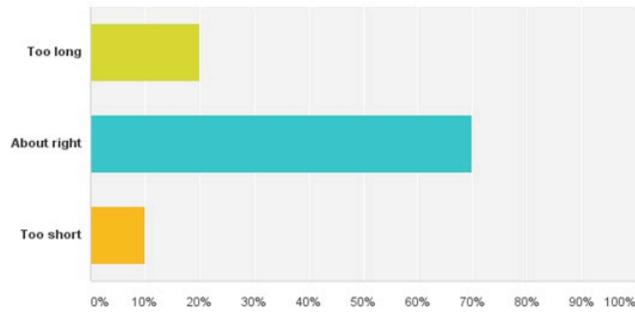
Answered: 10 Skipped: 14

Answer Choices	Responses
Extremely helpful	20.00% 2
Somewhat helpful	40.00% 4
Not at all helpful	40.00% 4
Total	10

Powered by SurveyMonkey

Q34: Was the module too long, too short, or about right?

Answered: 10 Skipped: 14



Powered by  SurveyMonkey

Q34: Was the module too long, too short, or about right?

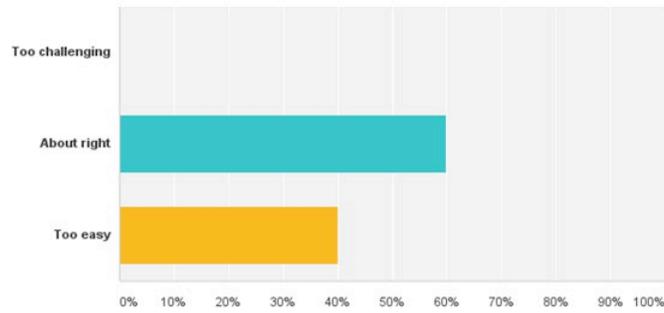
Answered: 10 Skipped: 14

Answer Choices	Responses
Too long	20.00% 2
About right	70.00% 7
Too short	10.00% 1
Total	10

Powered by  SurveyMonkey

Q35: Was the module too challenging, too easy, or about right?

Answered: 10 Skipped: 14



Powered by  SurveyMonkey

Q35: Was the module too challenging, too easy, or about right?

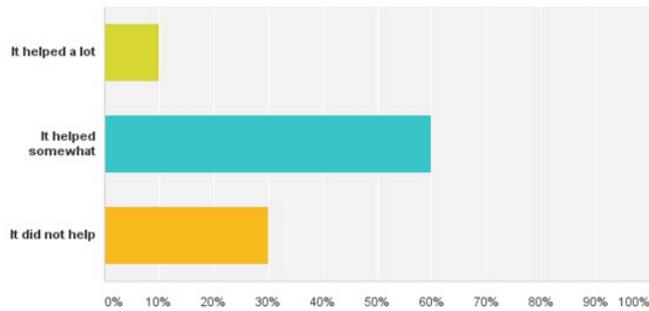
Answered: 10 Skipped: 14

Answer Choices	Responses
Too challenging	0.00% 0
About right	60.00% 6
Too easy	40.00% 4
Total	10

Powered by  SurveyMonkey

Q36: Do you feel the module has helped students perform better in the judging contest?

Answered: 10 Skipped: 14



Powered by SurveyMonkey

Q36: Do you feel the module has helped students perform better in the judging contest?

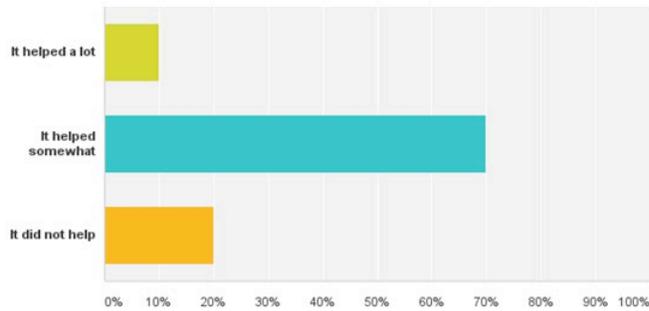
Answered: 10 Skipped: 14

Answer Choices	Responses
It helped a lot	10.00% 1
It helped somewhat	60.00% 6
It did not help	30.00% 3
Total	10

Powered by SurveyMonkey

Q37: Do you feel the module has helped students become better consumers?

Answered: 10 Skipped: 14



Powered by SurveyMonkey

Q37: Do you feel the module has helped students become better consumers?

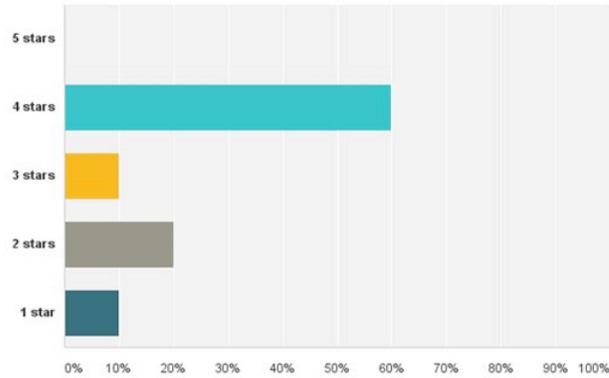
Answered: 10 Skipped: 14

Answer Choices	Responses
It helped a lot	10.00% 1
It helped somewhat	70.00% 7
It did not help	20.00% 2
Total	10

Powered by SurveyMonkey

Q38: Overall, how would you rate the module?

Answered: 10 Skipped: 14



Powered by SurveyMonkey

Q38: Overall, how would you rate the module?

Answered: 10 Skipped: 14

Answer Choices	Responses
5 stars	0.00% 0
4 stars	60.00% 6
3 stars	10.00% 1
2 stars	20.00% 2
1 star	10.00% 1
Total	10

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Cotton Boll and Consumer Judging Training

What are the things that you like most about this module?		
Answer Options		Response Count
		4
	<i>answered question</i>	4
	<i>skipped question</i>	20
Coach	That the students could do it mostly on their own time.	
Coach	how it explained it	
Coach	The kids see it as a game.	
Coach	I liked the idea of having the module. This is something that kids could practice at home or could be incorporated into practices. I liked the practice scenarios.	
Student	It will be easy to use and follow along for new comers.	
Student	the graphics	
Student	How it was easy to understand and to give me a better thinking experience	

Cotton Boll and Consumer Judging Training

What are the things that you like least about this module?		
Answer Options		Response Count
		4
<i>answered question</i>		4
<i>skipped question</i>		20
Coach	Nothing really, the students seems to be able to do the module with little help!!!	
Coach	how fast it was	
Coach	-Can't skip the intro at the beginning to get to the game	
Coach	There should be levels of difficulty. This is definitely geared toward cloverleafs. The navigation and directions were a bit confusing.	
Student	The connection to a strong source of wifi does not work and the module still crashes, also for a veteran like me, there was no new information to learn.	
Student	how fast it was	
Student	I liked it all.	

Cotton Boll and Consumer Judging Training

What changes would most improve the module?

Answer Options		Response Count
		10
	<i>answered question</i>	10
	<i>skipped question</i>	14
Coach	a better quality and sound video	
Coach	Just keep it updated to the consumer topics that they will be judging each year!!!	
Coach	slow down when the cartoons are talking	
Coach	The module is very antiquated. It does not engage the learners.	
Coach	Cover the gray areas, not just the obvious.	
Coach	No need to animate or use flash, just create multiple scenarios for each product to share across the state.	
Coach	-It would be nice if there were different levels and more classes. -It could be utilized more in a group setting if you could display all 4 items and the information about them at once. Right now we don't use it during practices because each 4-H'er would have to have their own computer to complete the module. We have it up on our website, but are unsure how many of them actually go home and utilize it.	
Coach	I would love to see levels of difficulty. I would love to see more scenarios to choose from (so that the module can be used throughout the judging season). I would also like to see the commercial area improved. Better tips, links to video examples, and maybe quizzing the user on what to do/not to do.	
Student	More information to help veterans	
Student	the cartoon having a voice instead of reading	
Student	In my opinion I think this module was great.	

Cotton Boll and Consumer Judging Training

Do you have any other comments, questions, or concerns?

Coach	This allowed the students to be able to do the training on their own set time, some fast and others at a slower pace.....	
Coach	I don't think any type of online module can effectively replace the face-to-face instruction that is really needed with CBCJ.	
Coach	My biggest concern is that if your opinion differs from whoever set up the contest, then that puts your kids at a disadvantage. There are so many variables that need to be addressed. The training covers the obvious which is fine but needs to be more thorough.	
Coach	The information about the products is cut and pasted sometimes verbatim from other websites.	
Coach	Overall, I like this module and think it could be very beneficial. The hard part is there are many offices and youth who do not have the best access to a lot of computers and the internet.	