
INITIAL FORMATIVE EVALUATION

INTERVIEW SCRIPT

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INTERVIEW SCRIPT (QUESTIONS)

Content and Interoperability

QUESTION 1A:

Please consider the following resources. If these resources were easily accessible in the ANGEL, how often would you utilise them?

Frequently

Occasionally

Once Only

Never

Course “Paperwork”:

Lecture Notes

Course Timetables / Calendar

Reading Lists

Assignments (and submission of)

Exam Papers

Personal Area:

Student Homepages

Area to Save Work

Bookmarking

Active Areas:

Discussion Area (student/ staff; student/student)

White Board / Notice Board

E-mail

Library Resources:

Library catalogue

“Check your own record”

InterLibrary Loan notices

Databases (online)

CD Rom

Saved searches

E-journals

Training materials

External Resources:

Web search engines

Free web resources

Teaching Resources:

Online Courses

Training Material

University Wide Material:

Careers Advice

Job Shop

Book Shop (old / new)

Student details (registry)
Student Union
Rules and Regulations
Local Intranet
Alumni / Graduation information

Any others?

QUESTION 1B:

The following are all Learning Environments. Have you heard of them? Have you used any of them? Are there any that you particularly like / dislike? Why?

WebCT
Blackboard
TopClass (WBT)
First Class
LearningSpace (Lotus)
The Learning Manager (Campus America)
COSE (staffordshire University)
CoMentor
Colloquia (Bangor – formally Learning Landscapes)

User Support Methods and Interface

QUESTION 2A: What is visually important when entering a system such as the

What puts you off? Is colour / style important? Or is content “king”?

QUESTION 2B: How “Guided” should the Guided Environment for Learning be?

How much choice should be immediately available? Would you like to be able to access all resources at any one time? Would you like “path” options to follow a specific learning experience? Are there any other navigational issues (back / forward, site map)?

QUESTION 2C: How would you like to receive help from the system?

Do you prefer active or passive “help” from the system? Compare to the Microsoft environment – which help techniques are helpful / unhelpful (pop-up paper clip, index search). Can you think of examples of good online help?

QUESTION 2D: What medium should help be available in?

Interactive tutorials / spoken instructions, written guides. How does online help compare to human interaction?

Application

QUESTION 3A: How would you envisage using the system?

On own

At same time as lecturer / other students instead of a face-to-face tutorial

At same time as lecturer / student as well as face-to-face tutorial

Why would it be important for you to use the system in this way?

QUESTION 3B: What key factor would make the system attractive to you?

Saves time (administrative burden)

Based on known pedagogical principles

Ease of use

Resource base (size)

Resource base (quality)

Improve communication (with whom?)

Administrative Requirements

QUESTION 4A: Who should control the learning experience?

The class as a whole

The tutor

The individual student

What implications would that choice have?

Should administrator have "access all areas"?

QUESTION 4B: Who should control content?

Can students add materials? Have own homepages? Annotate information?

QUESTION 4C: What information could the system usefully provide an administrator?

Tracking student behaviour / progress.

Time spent online per student

Comparison of progress within the group

Trouble spotting

Grades

Group discussions

Liaison with library / bookshop

QUESTION 4D: How could the system be used to assess student's work?

Submitting essays / online exercises

Credit for using system?

How fit in with normal assessment?

Self test of material comprehension.