Developing research skills for career readiness

Project Team
Deborah Wright, Dr Garry Allan, Barbara Morgan & Robert Hollenbeck

Project Partners
RMIT University Library, RMIT University Vietnam Library, Study & Learning Centre, EduTAG (Academic ICT Integration), and Educational Technologies and Learning Skills units (RMIT University Vietnam)

A report by Deborah Wright, RMIT University Library, 2011
Table of Contents

1 Executive summary ........................................................................................................................................ 3
2 Overview of outcomes ................................................................................................................................... 3
3 Definitions and acronyms .............................................................................................................................. 4
4 Project description and rationale ................................................................................................................. 4
5 Project outcomes and impacts ....................................................................................................................... 5
  5.1 Research Skill Development Framework ................................................................................................. 5
  5.2 iSearch tutorial ......................................................................................................................................... 5
  5.3 Enhancing research skill training ............................................................................................................... 7
  5.4 Support for academic staff ....................................................................................................................... 8
  5.5 Cross-unit cooperation ............................................................................................................................. 8
6 Dissemination strategies and outputs ........................................................................................................... 8
  6.1 Dissemination ......................................................................................................................................... 8
  6.2 Launch ................................................................................................................................................... 9
  6.3 Promotion to academic staff ................................................................................................................... 9
  6.4 Promotion to students ............................................................................................................................ 9
7 Linkages ..................................................................................................................................................... 10
8 Evaluation of project outcomes .................................................................................................................. 10
9 References .................................................................................................................................................. 11
10 APPENDIX A ........................................................................................................................................... 12
    Research Skills Development Framework ................................................................................................. 12
11 APPENDIX B ........................................................................................................................................... 13
    Student focus group questionnaire – Melbourne & Vietnam ................................................................. 13
1 Executive summary

‘Developing research skills for career readiness’ is a 2010 Learning and Teaching Investment Fund project that aims to significantly advance the development of RMIT students as lifelong learners, who use and manage information effectively for their academic study, and who acquire transferrable information skills that will enhance their value to employers and the community.

The project has delivered a research skill development framework, adopted by RMIT University Library to underpin Library training and academic course design. The Research Skill Development Framework has been incorporated library lesson planning, to support incremental research skill training with learning aims relevant to the level of student learning. Librarians will also use the framework to work collaboratively with academic staff to embed research skills in course development and learning outcomes, in both Melbourne and Vietnam.

The project has also delivered an online tutorial named ‘iSearch’, which will provide RMIT students with opportunities for self-paced interactive learning and reinforcement of research skills. iSearch delivers instructional content, instructional videos, and learning activities to help students to build their knowledge and skills in

- identifying appropriate information resources for academic study
- developing effective and efficient search strategies for the online information environment
- evaluating information sources for their appropriateness to academic work
- referencing and managing information sources appropriately.

The project is continuing to deliver a range of support materials for students and for library, academic and learning skills staff. These include learning activities that can be demonstrated in class or embedded into e-learning resources such as Blackboard and Library subject guides, and a related project to develop interactive web-based research skills training (webinars) that can be linked from iSearch, Blackboard and other e-learning resources.

‘Developing research skills for career readiness’ is a collaborative project, led by the University Library in partnership with RMIT Vietnam Library, EduTAG, the Study and Learning Centre, and the Educational Technologies and Learning Skills units in Vietnam.

2 Overview of outcomes

The ‘Developing research skills for career readiness’ project has delivered iSearch, a web-based research skills tutorial for RMIT students. iSearch will help students develop the research skills needed to use and manage web-based information in an academic environment, and to develop the independent research skills needed to be lifelong users of information in the workplace and the community.

The project has delivered a research skill development framework for RMIT University, providing a mechanism by which Library and academic staff can work together to embed research skills in course development and learning outcomes.

The project also provides academic staff, staff from RMIT University Library and RMIT Vietnam Library, and staff of the Study & Learning Centre and Learning Skills Unit (Vietnam) with resources that help students to develop research skills, by delivering instructional content, videos and learning activities that can be embedded in e-learning tools such as Subject Guides, Blackboard and online course guides.
3 Definitions and acronyms

IAP - International Academic Preparation program.

iSearch - Online research skills tutorial.

LTIF - Learning and Teaching Investment Fund.

RSD - Research Skills Development.

SLAMs - Student Learning Advisory Mentors.

4 Project description and rationale

‘Developing research skills for career readiness’ was a collaborative project to advance the research skill development of RMIT University students. The particular emphasis of the project was to develop resources to help students effectively use and manage web-based information in an academic environment, and to develop the skills needed to become lifelong users of information in the workplace and the community.

The project aimed to deliver a research skill framework for RMIT University Library, an online research skills tutorial for students that would be supported by new initiatives for online and face-to-face training, as well as support materials to help academic staff embed research skills into course design and assessment.

The project sought to foster the development of effective research skills amongst RMIT students. The focus of the project was to provide tools to help students develop the skills needed to effectively use web-based information sources for academic study, to evaluate information sources, and to understand when and how to use the published sources of scholarly information made available through RMIT University Library.

The project took a global approach to research skill development, delivering a single online resource to meet the needs of RMIT students located both onshore and offshore. The project focussed on delivering a resource for students who are new to post-secondary education across foundation, VET and higher education programs, and students from non English speaking backgrounds.

Project partners were

- RMIT University Library (project leader), represented by Deborah Wright
- RMIT University Library Vietnam, represented by Anh Hoang Tuyet
- Study & Learning Centre, represented by Barbara Morgan
- EduTAG, represented by Dr Garry Allan
- Educational Technologies and Learning Skills units, RMIT University Vietnam, represented by Robert Hollenbeck.

The project was led by the RMIT University Library and managed by Deborah Wright, Library Liaison Manager for the College of Business. The project was supported by a Library Reference Group comprising Library Managers from liaison, reference and internet services, staff development, and communications and marketing.

The project employed Delineate Pty Ltd as consultant educational designers. EduTAG contributed the web development and design (Darren Smith and Zennie McLoughlin), and sound and video.
recordings (David Samulenok and Margund Sallowsky). Flash learning activities were created by the Kangan Institute Learning Research & Design team.

Photographs and sound recordings for activities in the tutorial were supplied by volunteers from the RMIT Student Ambassadors program, and by Library staff.

5 Project outcomes and impacts

5.1 Research Skill Development Framework

The project aimed to deliver a framework for research skill development at RMIT that describes incremental development of research competency.

**Project deliverable**

RMIT University Library has adopted the Research Skill Development Framework [Appendix B]. Library Managers reviewed the Research Skill Development (RSD) Framework, developed by the University of Adelaide through an Australian Learning & Teaching Council grant, to assess its relevance to learning & teaching at RMIT University. The Framework was workshopped with Liaison Librarians in July 2010 to assess its usefulness as a tool for research skills training and for working collaboratively with academic staff to embed skills in course content. The Framework was also workshopped with Vietnam Library staff in September 2010.

The framework has already been incorporated into a new template for Library lesson plans, to support incremental research skill training with learning aims relevant to the level of student learning. In the future, the framework will form the basis of collaborative work between Library and academic staff to embed research skills in course development and learning outcomes, in both Melbourne and Vietnam.

Critical to the success of the RSD Framework to RMIT University will be the way it is understood and used by academic staff, in their collaborative work with Liaison Librarians to embed research skills into course design and assessment. To support this, the project included an outcome to develop staff-only support materials related to the RSD Framework with case studies and examples for embedding research skills into courses.

5.2 iSearch tutorial

The project aimed to deliver an online training resource that focused on research skill development in a web environment. The project was intended to re-use existing instructional content from the Library as well as develop new content relating to web information, and to ensure that content was relevant to RMIT University Vietnam.

**Project deliverable**

The project has delivered iSearch - [http://emedia.rmit.edu.au/isearch](http://emedia.rmit.edu.au/isearch), an online research skills tutorial for RMIT students. iSearch delivers instructional content, instructional videos, and learning activities to help students to build their knowledge and skills in

- identifying appropriate information resources for academic study
- developing effective and efficient search strategies for the online information environment
- evaluating information sources for their appropriateness to academic work
- referencing and managing information sources appropriately.
iSearch will be launched on 21 February in both Melbourne and Vietnam. It will be accessible from the RMIT University Library website and subject guides and the Library widget for RMIT University Vietnam, and will be capable of being linked from with Blackboard, online course guides, intranets, and other e-learning resources.

The project team identified the need for a resource which was engaging, accessible to students from a non English speaking background, and flexible enough to meet the varied information needs and learning preferences of our students. This resulted in a design that featured plain English instructional text, interactive learning activities, multiple navigation options, and scaffolding of research skill development through opportunities to ‘Learn More’. The team discussed options for contextualising content and activities to deliver discipline-specific learning for students based on their enrolment data, however this was judged as being outside the scope of the project which was to develop a generic resource for all students. The team also discussed the inclusion of a range of Web 2.0 technologies, such as user tagging and moderated user discussions, but it was felt that the tutorial needed to position itself as an ‘expert’ resource and so these were not included.

The project was scoped as both an educational design and web development project, and expertise was sourced from both within and outside RMIT University. Content for the tutorial was developed by Library staff in consultation with other project team members. Educational design was outsourced to a consultant firm Delineate Pty Ltd, who also managed the development of Flash animations by the Kangan Institute Learning Research & Design team. Web design, web development and much of the sound and video recording was supplied by EduTAG.

The new tutorial has allowed the Library to de-commission the former information literacy tutorial InfoTrek, which was perceived as dated and was not widely used apart from its referencing content. Future impact on the research skills of RMIT students will be assessed and reported to the University Librarian by a management team.

The factors that were seen as critical to the success of iSearch were engagement and uptake by RMIT students and academic staff:

- Development of an engaging and user-friendly website was seen as crucial for student take-up. EduTAG delivered an open access resource using Drupal software, with a visual identity that reflects the RMIT branding and that highlights the learning activities and ‘tips’ within the site. The complexity of the navigation led to delays in the project, as EduTAG had to do significant new development on the Drupal shell. As a result, the anticipated launch in Semester Two 2010 was delayed until Semester One 2011.

- Delivery of engaging and relevant learning activities was also seen as crucial for student take-up. It was determined that, as the Library did not have educational design expertise available in-house and is not operationally linked to an Academic Development Group, this work needed to be outsourced. Following an Expression of Interest process the project team selected Delineate Pty Ltd as educational design consultants. During the course of the project it became clear that there is in fact a significant pool of educational design knowledge within the Library, although this is not formalised into any position descriptions or job roles. For future projects involving the creation of learning resources in the Library, it would be possible for the Library staff to supply the educational design expertise while working in consultation with educational technologists on the creation of learning activities.

- Engagement by academic staff, in the form of embedding iSearch content and learning activities into e-learning tools, was seen as critical to the overall success of the project. While the tutorial will make information about research skills available to all students, its impact and value will be maximised when this information is explicitly linked to course assessment, course learning outcomes, and graduate attributes.

- Access to iSearch from the key online spaces used by students, was seen as critical to student engagement and take-up. The resource will initially be accessed from the RMIT
University Library home page, but it is critical that the project team negotiate links to the tutorial from the RMIT Vietnam Library home page, the new RMIT Vietnam Intranet, and MyRMIT. This negotiation will continue over the next few months.

5.3 Enhancing research skill training

The project aimed to enhance the range of research skill training opportunities for RMIT students by:

a. Developing interactive online classes (webinars) using Elluminate, and linking to these from iSearch.

b. Developing resources to support the delivery face-to-face workshops by Librarians in Melbourne and Vietnam.

c. Developing new subject guides on research skill topics such as using citation tools and managing information, and to review existing subject guides for content and language suitable for students in Vietnam.

Project deliverables

a. Webinars - The project has been unable to achieve the development of webinars within the project timeframe.

In scoping this aspect of the project, Library staff identified the need to undertake a detailed investigation into appropriate training topics, training methods, and audiences for webinars, and to conduct a trial using a small selection of webinars developed for this purpose. For this reason, it was decided to approach this as an ongoing Library project for Semester One 2011, with full consultation with Liaison Librarians and student focus groups.

b. Face-to-face training - iSearch has been developed so that its content can be demonstrated in face-to-face training, as a whole or in parts. Each research skill topic, instructional video and learning activity has a unique URL that can be used outside of the tutorial. These can be demonstrated in-class, used as in-class activities for students, and embedded into Library subject guides, Blackboard courses, and other e-learning resources.

The tutorial is being used to support Library orientation classes, including a new training session titled ‘Internet skills for uni – searching versus surfing’, and will be used by Librarians in their School-based research skill training in Melbourne and Vietnam.

Analysis of the impact of these resources on face-to-face training will form part of the regular review of iSearch under the Library’s management plan.

The embedding of iSearch content and learning activities into research skills training by Library staff is seen as critical to the overall success of the project. Librarians, Study & Learning Centre staff and Learning Skills Unit staff will promote the tutorial to academic staff and teachers, so that links can be made between research skills and academic literacies underpinning learning outcomes and assessment.

c. Subject guides – The approach taken by the content developers was to include information about citation tools and managing information in the tutorial, rather than to create separate subject guides on these topics. This supported the idea of the tutorial as a one-stop-shop for introductory information on research skills, with links to additional information to allow students to explore further.
Usage statistics demonstrate that Library subject guides are heavily used by RMIT students, and uptake of the tutorial will be supported if it is embedded as a link in these subject guides. To enhance the use of subject guides in Vietnam and offshore programs, the project will develop a list of recommendations for Liaison Librarians relating to the use of plain English language and country-relevant content in Subject Guides.

5.4 Support for academic staff

The project was intended to deliver staff-only content in the tutorial, focusing on ways to implement a research skills framework into the curriculum.

Project deliverable

This outcome was not achieved during the timeline of the project.

Based on a recommendation from the Library, the project team concluded that this material did not fit with the scope of iSearch, but would be better suited for delivery from the Library website. However as the Library website was being reviewed simultaneously with this project, it was recommended to wait for the launch of the new website in February 2011 before pursuing this as an ongoing Library project.

5.5 Cross-unit cooperation

An unanticipated outcome was the benefit to the project from bringing together project partners from different organisational units of RMIT across Melbourne and Vietnam.

This cross-unit collaboration led to the development of a tutorial that includes information about study skills and academic literacies as well as the main focus on research skills, and that links students to additional resources provided by the Study & Learning Centre and the Learning Skills Unit (Vietnam). This approach benefits students, in presenting information skills and academic skills as a continuous process and by gathering help material together in one resource.

The cross-unit collaboration also benefited the project partners, as they identified other opportunities to work together to support student learning. As a result, the University Library has been invited by the Study & Learning Centre to participate in the 2011 LTIF project to renew the Learning Lab.

6 Dissemination strategies and outputs

6.1 Dissemination

The Research Skills Development Framework will be made available to the University from the Library website.

Developing research skills for career readiness

Deborah Wright
7 February 2011

Page 9 of 15

The tutorial and related files will be hosted on the e-media server. iSearch has been developed so each research skill topic, instructional video and learning activity has a unique URL that can be used outside of the tutorial. These can be demonstrated in-class, used as in-class activities for students, and embedded into Library subject guides, Blackboard courses, and other e-learning resources.

Documentation about the project is stored on the Library network I drive, and major documentation will also be available to Library staff on the Library Intranet.

6.2 Launch

The iSearch tutorial will ‘go live’ in Melbourne and Vietnam on Monday 21 February. The Libraries in Melbourne and Vietnam will be hosting an official launch in the week commencing 21 March 2011. This launch will take the form of a demonstration and morning/afternoon tea, with invited guests from the Study & Learning Centre, EduTAG, and Academic Development Groups (Melbourne) and the Learning Skills Unit, Educational Technologies, English Language staff, and academic staff (Vietnam).

The purpose of the launch will be to acknowledge the project partners, and to raise awareness of the resource amongst staff who support academics and teachers in course design, and staff who provide learning skills support for students.

6.3 Promotion to academic staff

Liaison Librarians in Melbourne will promote the Research Skill Development Framework and the iSearch tutorial to individual academic staff, and to staff meetings and learning & teaching groups in their liaison Schools. In Vietnam, Librarians will promote the framework and tutorial to academics in their nominated subject areas and to new academic staff as part of their induction sessions. This promotion will include advocating the embedding of content and learning activities from iSearch into Blackboard course shells and online course guides.

The Library will create MS PowerPoint™ slides promoting the tutorial, which academic staff can use in lectures or embed into Blackboard courses to raise student awareness and link the tutorial with assessment tasks.

In Vietnam, the project team is negotiating for iSearch to feature as a link in the new Intranet for staff and students.

In both Vietnam and Melbourne, articles promoting the RSD Framework and iSearch will be targeted at Library blogs and RMIT newsletters

6.4 Promotion to students

iSearch will be available to students from the Library website, in the Guides, tutorials and classes section, and through the Vietnam Library widget embedded in Blackboard courses and on the Intranet.

Liaison Librarians will link to iSearch from their subject guides, and will use the instructional text and learning activities in their face-to-face training. Similarly, Vietnam Librarians will use the tutorial in their orientation and class training sessions.
When launched the tutorial will be featured on the library blogs in Vietnam and Melbourne, and ongoing promotion will occur by using the ‘tips’ from iSearch as features in the blog to attract students to the tutorial.

Library staff working on the Information and Loans desks and the Ask a Librarian services, and Study & Learning Centre staff holding student consultations, will alert students to the tutorial when appropriate to their information need. The Study & Learning Centre has also indicated that they will promote the tutorial in the online summer school ‘StudySmart’, aimed at newly enrolled students.

The Library will be creating bookmarks to promote the tutorial, and slides to display on the digital screens at Library sites in Melbourne and Vietnam.

7 Linkages

The outcomes of this project are aligned with RMIT University’s Graduate Attributes (http://www.rmit.edu.au/teaching/graduateattributes) which state that ‘Graduates of RMIT University will be active and lifelong learners, capable of increasing their knowledge and skills to match their career needs and to enhance their set of professional and personal life skills and knowledge.’

The project is linked to a number of RMIT e-learning initiatives, particularly to REAP (RMIT eLearning Advancement Program) and to the VET eLearning Reference Group, by delivering a set of resources that will enhance online teaching and can be embedded into online courses in Melbourne and Vietnam.

The project is also linked to two other LTIF projects. ‘Equipping librarians to deliver effective learning support’ was a 2010 LTIF project from RMIT University Library, which involved significant crossover between librarians in Melbourne and Vietnam, in the areas of information literacy training, the RSD Framework, and the iSearch tutorial. In 2011 the linkages between support for research skills and academic literacies will continue to develop, with Library involvement in the Study & Learning Centre’s LTIF project to renew the Learning Lab online resource.

8 Evaluation of project outcomes

The project outcomes will be evaluated using 2 criteria: the user experience, and the impact on learning and teaching.

The student experience of iSearch has been pre-tested prior to its launch, using student focus groups. The focus groups were made up of students from the International Academic Preparation (IAP) program (Melbourne), and the Student Learning Advisor Mentors (SLAMS) in Vietnam. Students were given time to preview the tutorial, and were then asked to complete a questionnaire that tested the content, design and learning activities [Appendix C]. A group discussion on the positive and negative experiences of the tutorial completed the focus group.

Following its launch, iSearch will continue to be evaluated through 6-monthly analysis of

- reliability of the technical platform including learning activities
- use of the tutorial and its component parts, using Google Analytics to provide usage data
- usability testing.

The impact on learning and teaching will be assessed quantitatively, through the number of teaching programs that embed the tutorial or its component parts tools into e-learning resources, the number of subject guides that include links to the tutorial, and the number of Library research skills classes where the tutorial is demonstrated and/or learning activities are included.
Quantitative analysis will come as part of the standard Library evaluation of research skills classes, and from feedback from academic and learning skills staff sought by the iSearch management team as part of the 6-monthly review process.

The project can also be evaluated on the effectiveness of the project management employed. The project expended all its allocated funds, with the final budget being $631.80 overspent. The projected project timelines were not met, as the complexity of web functionality required for the iSearch tutorial required extensive design from EduTAG staff, but the tutorial will be launched in time for the higher education semester in both Vietnam and Melbourne. The project also delivered successful outcomes in terms of the cross-unit cooperation of its partners in Melbourne and Vietnam.

The Library has developed a management plan that involves a 6-monthly review cycle, to evaluate the content, usage, and extent of embedding into course content. The outcome of these reviews will be reported back to the RMIT University Library Executive and RMIT Vietnam Librarian.

9 References

The ‘Developing research skills for career readiness’ project did not include a literature review. The following works assisted with scoping the educational design and web development aspects of the project.


Head, AJ & Eisenberg, MB 2009, How college students seek information in the digital age, University of Washington.


10 APPENDIX A

Research Skills Development Framework

Research Skill Development Framework

A conceptual model to make explicit the hierarchical and cyclical development of student research skills.

LEVEL OF STUDENT AUTONOMY

Level I
- Students research at the level of a closed inquiry and require a high degree of structuring guidance.

Level II
- Students respond to questions/tasks requiring explicit input from a closed inquiry.

Level III
- Students research independently at the level of a closed inquiry and generate structured knowledge.

Level IV
- Students research at the level of an open inquiry within structured guidelines.

Level V
- Students research at the level of an open inquiry within self-determined guidelines, in accord with the discipline.

LEVEL OF BREADTH

RSD

A. Students are able to generate new ideas and develop creative responses.

B. Students can develop and apply new knowledge.

C. Students are able to generate new ideas and develop creative responses.

D. Students are able to generate new ideas and develop creative responses.

E. Students are able to generate new ideas and develop creative responses.

F. Students are able to generate new ideas and develop creative responses.

G. Students are able to generate new ideas and develop creative responses.

H. Students are able to generate new ideas and develop creative responses.

I. Students are able to generate new ideas and develop creative responses.

J. Students are able to generate new ideas and develop creative responses.

K. Students are able to generate new ideas and develop creative responses.

L. Students are able to generate new ideas and develop creative responses.

M. Students are able to generate new ideas and develop creative responses.

---

For Further Details and Resources, please visit: [Website Link]

# Appendix B

**Student focus group questionnaire – Melbourne & Vietnam**

Our project team would appreciate your views on a new online tutorial currently being developed for RMIT students.

**Please take 10 minutes to look through the tutorial. Then answer each question below. You can also help us by writing any extra comments in the sections provided.**

<table>
<thead>
<tr>
<th>Information</th>
<th>Yes</th>
<th>No</th>
<th>Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is the purpose of the tutorial clear from its name?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Does the introduction give you an understanding of what is in the tutorial?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Is the information provided useful?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Is the right amount of information provided?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you answered no, do you think the amount of information was: *(please circle one)*

Not enough

Too much

<table>
<thead>
<tr>
<th>Design</th>
<th>Yes</th>
<th>No</th>
<th>Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Is the screen layout clear and uncluttered?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Was it easy to navigate through the tutorial (tabs, menus etc)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Was it easy to follow a pathway through the tutorial?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Are the graphics and activities easy to locate on the web pages?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Did you experience any technical difficulties viewing the tutorial?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If yes, please give details:

**Comments regarding the information**

**Comments regarding the design**
### Graphics and activities

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Are the graphics and activities interesting?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Are there enough activities in the tutorial?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Are the videos and pictures of people inclusive (such as, different cultures, ages and/or genders)?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments regarding the graphics and activities**

### Activity

Please choose two activities (videos or exercises) in the tutorial and complete them.
Please write the name of the activities, or the name of the web pages where you found them:

Activity 1 ______________________________________

Activity 2 ______________________________________

### Activity 1

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is the purpose of the activity clear?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Is the instruction clear?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Did the activity help you learn more about the topic?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Do you think the activity was: (please circle one)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Too easy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OK</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Too hard</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Activity 2

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is the purpose of the activity clear?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Is the instruction clear?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Did the activity help you learn more about the topic?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Do you think the activity was: (please circle one)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Too easy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OK</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Too hard</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Summary

<table>
<thead>
<tr>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you like about the tutorial?</td>
</tr>
<tr>
<td>What do you dislike about the tutorial?</td>
</tr>
<tr>
<td>Do you have any other comments?</td>
</tr>
</tbody>
</table>

Thank you very much for your time in reviewing this tutorial.