

**Health Education Assessment Project  
eUniversity Professional Development Training**

**Wisconsin Pilot Test Findings**

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## SELECTED HIGHLIGHTS:

“Health Education Assessment Project eUniversity Professional Development Training”

### Background

- The “Health Education Assessment Project eUniversity Professional Development Training” was pilot-tested with 23 participants from Wisconsin between November 27 and December 15, 2006. Consisting of three-modules, the course was designed to introduce participants to standards-based health education and assessment. Of the 23 participants, 20 completed a pretest evaluation form (87%) and 14 completed a posttest evaluation form (61%). Results are based on the 14 participants who completed both a pretest and posttest.

### Overall Ratings

- Reaction to the course was very positive. When asked to rate their overall satisfaction with the course, all of the respondents indicated that they were *somewhat satisfied* (50%) or *very satisfied* (50%).
- Overall, 93% of respondents indicated that the information/ideas provided in the online course would be either *somewhat useful* (29%) or *very useful* (64%) to them.
- All of the respondents indicated that they would either *probably recommend* (43%) or *definitely recommend* (57%) the online course to other people who do similar work.

### Ease of Participation

- Ninety-two percent of respondents (92%) indicated that it was either *somewhat easy* (23%) or *very easy* (69%) to register for the online course.
- All of the respondents indicated that it was either *somewhat easy* (64%) or *very easy* (36%) to navigate around the different sections of the online course.
- All of the respondents indicated that it was either *somewhat easy* (64%) or *very easy* (36%) to access the materials in the online course.

### Course Characteristics

- All of the respondents indicated that they were either *somewhat satisfied* (14%) or *very satisfied* (86%) with the course facilitator.
- Ninety-three percent of respondents (93%) indicated that they were either *somewhat satisfied* (31%) or *very satisfied* (62%) with the course homework activities.
- Ninety-two percent of respondents (92%) indicated that the course binder was either *somewhat useful* (21%) or *very useful* (71%).
- Eighty-six percent of respondents (86%) indicated that they were either *somewhat satisfied* (7%) or *very satisfied* (79%) with the course content.

- Eighty-five percent of respondents (85%) indicated that they were either *somewhat satisfied* (21%) or *very satisfied* (64%) with the course organization/layout.
- Eighty-five percent of respondents (85%) indicated that they were either *somewhat satisfied* (31%) or *very satisfied* (54%) with their interaction with the course facilitator.
- Seventy-five percent of respondents (75%) indicated that they were either *somewhat satisfied* (42%) or *very satisfied* (33%) with their interaction with other participants.
- Sixty-nine percent of respondents (69%) indicated that they were either *somewhat satisfied* (31%) or *very satisfied* (38%) with the discussion area.

### **Course Learning Objectives**

- At the time of the posttest, participants were asked to indicate how successful the course was at achieving each of the pre-defined learning objectives on a five-point scale ranging from *not at all successful* to *very successful*. All of the participants felt that the course was either *somewhat successful* or *very successful* at reaching its four learning objectives.
- To allow comparisons across items, mean scores were computed ranging from a low of 1 to a high of 5. Based on these mean scores, respondents felt the course was most successful at “providing an understanding of the components of good assessment” (mean=4.86) and “providing information about HEAP and HEAP’s resources” (4.86), followed by “examining the purpose of grades and assessment” (4.79), and “reviewing how participants’ state framework for health education aligns with the National Education Standards” (4.71).

### **Knowledge of Course Content**

- Fifteen true/false items were designed to assess changes in knowledge on material covered in the three modules of the course from the pretest to the posttest. Across all 15 items, respondents had an eight percent aggregate increase in their knowledge from pretest to posttest. At the individual item level, respondents demonstrated positive changes in knowledge from pretest to posttest on 10 of the 15 items, and for three of these items, the change was statistically significant ( $p < .05$ ).

### **Participant Comments**

- Participants were asked to identify the *most* helpful features of the online course. Six participants identified the structure of the modules, three identified the materials and binder, three identified the discussion board, two mentioned the self-pace of the course, one identified interaction with other participants, one identified instruction around the use of rubrics, and one identified the facilitator.
- Participants were asked to identify the *least* helpful features of the online course. Two respondents indicated that the discussion area was crowded and that the group discussions were hard to follow, one mentioned the use of educational jargon, one

identified the examples used, one found it difficult to access the HEAP school health links, and one did not find the list of other state coordinators to be useful.

- Participants were asked to indicate what recommendations, if any, they had for improving the online course. Two recommended increasing the level of interaction between participants, one recommended providing more instruction around how to interact with the facilitator, one requested that names be used in the bulletin board to make it more personal, one recommended removing the personal drop box, one requested more examples of performance-based assessments, and one thought that only the facilitator should be able to start new conversation topics.
- Participants were also asked to indicate how, if at all, they expect to use the information from the course. Six participants planned to incorporate performance-based rubrics into their instructional activities, and three participants planned to share the information with other educators in their district to enhance collaboration.

## **Conclusions**

- In general, the results from the pilot-test do not support large-scale changes to the online course. The vast majority of participants reported that they were satisfied, that the information/ideas presented were useful, that they would recommend the course to others, and that it was easy to participate in the course. Participants also provided high satisfaction ratings for the layout/organization of the course, the course content, the facilitator, the homework activities, and the supporting binder and materials. In addition, participants demonstrated improvements from pretest to posttest on almost all of the content knowledge items, and reported that the course was successful in achieving the stated learning objectives.
- Based on participant feedback, consideration should be given to the following issues concerning the discussion area and the level of interaction:
  - Explore ways in which to increase the level of participant-to-participant interaction in the discussion area.
  - Examine ways in which to better structure the discussion board (e.g., the use of posting protocols) to make it less busy and confusing to participants.
  - Consider eliminating or better defining the participant drop box feature.

It is important to note, however, that issues concerning low levels of participant-to-participant interaction are most likely a result of the small number of participants who took part in the pilot-test. These issues will most likely resolve themselves when the course is brought to scale.

## DETAILED FINDINGS

### BACKGROUND

The State Collaborative on Assessment and Student Standards (SCASS) Health Education Assessment Project (HEAP) was started in 1993 by the Council of Chief State School Officers (CCSSO) to develop effective health education assessment resources through a collaborative process, and to increase members' capacity to align curriculum, instruction, and assessment to improve student health literacy through improved instruction.

In November 2006, Education Development Center (EDC) of Newton, Massachusetts, a contractor for CCSSO/HEAP, assisted in implementing a pilot of the HEAP eUniversity's professional development training for practitioners in Wisconsin. The eUniversity professional development training is a three-module distance learning course lasting for three weeks that is intended to introduce participants to standards-based health education and assessment. Upon successful completion of the course, participants are expected to have: (1) identified strategies for using the Wisconsin Health Education Guidelines for Curriculum and Assessment manual, (2) analyzed and operationalized the National Health Education Standards as they align with the Wisconsin Health Education Standards and the goal of Health Literacy, (3) written a letter advocating for skills-based comprehensive health education, (4) analyzed student work using content and skills rubrics and practiced giving effective feedback, (5) explored valid and reliable websites for lesson plans that align with identified performance assessments of health skill criteria, and (6) evaluated the purpose of grades and described new ways to think about and provide feedback to students.

The purpose of this pilot implementation is to generate information to assist in the identification of potential modifications in order to ready the course for other states to use as part of their health education training programs.

This report presents pretest and posttest evaluation data gathered from 19 participants and four consultants who took part in the pilot implementation between November 27 and December 15, 2006. All of the participants were asked to complete an online pretest before they took part in the pilot training and an online posttest following completion of the training. Of the 23 participants, 20 completed the pretest (87%), and 14 completed the posttest (61%). The results presented in this report are based on the 14 participants who completed both a pretest and posttest.

## PARTICIPANT CHARACTERISTICS

Participants were asked several questions on the pretest and posttest that asked them to describe themselves and the manner in which they accessed the online course. Over half of the participants (57%) reported that they had 11 years or more of teaching experience, 57% indicated that they had participated in at least one other online course before, and 64% reported that they were either *somewhat* or *very* comfortable using the Internet. Almost all of the respondents (86%) indicated that they had completed the entire online course. The vast majority of respondents (92%) indicated that they accessed the course using a high-speed connection (Cable Modem/DSL), and that they used Internet Explorer as their Internet Browser (84%). On average, participants reported spending 20 hours participating in the three-module course.

**Participant Characteristics**

	<i>N</i>	%		<i>N</i>	%
<b>YEARS TEACHING</b>			<b>COMPLETED COURSE?</b>		
None	1	7%	Yes	12	86%
Less than one year	0	0%	No	2	14%
Between 1 and 5 years	2	14%	<b>INTERNET CONNECTION</b>		
Between 6 and 10 years	3	22%	Dialup Connection	1	8%
11 years or more	8	57%	Cable Modem/DSL	6	46%
<b>EVER PARTICIPATED IN ONLINE COURSE BEFORE?</b>			T1 Line	4	31%
Yes	8	57%	Not Sure	2	15%
No	6	43%	<b>INTERNET BROWSER</b>		
<b>COMFORT USING THE INTERNET</b>			Internet Explorer	11	84%
Very Uncomfortable	3	21%	Netscape Navigator	0	0%
Somewhat Uncomfortable	2	14%	AOL	0	0%
Somewhat Comfortable	3	21%	Safari	1	8%
Very Comfortable	6	43%	Other	1	8%
			<b>HOURS OF PARTICIPATION</b>		
			Average hours of participation	20 hours	

## PARTICIPANT RATINGS – OVERALL COURSE

### Overall Satisfaction

Reaction to the course was very positive. When asked to rate their overall satisfaction with the course, all of respondents indicated that they were either *somewhat satisfied* (50%) or *very satisfied* (50%). See Table 1 for details.

**Table 1: Overall Satisfaction (n=14)**

Very Dissatisfied		Somewhat Dissatisfied		Neutral		Somewhat Satisfied		Very Satisfied		Mean (1-5)
0	0%	0	0%	0	0%	7	50%	7	50%	4.50

### Overall Utility

Respondents were asked to indicate how useful the information/ideas presented in the online course would be to them on a five-point scale ranging from *Not At All Useful* to *Very Useful*. Overall, 93% of respondents indicated that the online course would be either *somewhat useful* (29%) or *very useful* (64%). See Table 2 for details.

**Table 2: Overall Utility (n=14)**

Not At All Useful		Not Very Useful		Neutral		Somewhat Useful		Very Useful		Mean (1-5)
0	0%	0	0%	1	7%	4	29%	9	64%	4.57

### Recommendations to Others

Respondents were also asked to indicate whether or not they would recommend the online course to other people who do similar work. All of the respondents indicated that they would either *probably recommend* (43%) or *definitely recommend* (57%) the online course to other people who do similar work. See Table 3 for details.

**Table 3: Recommend Course to Others (n=14)**

No – Definitely Would NOT Recommend It		No – Probably Would NOT Recommend It		Yes – Probably Would Recommend It		Yes – Definitely Would Recommend It		Mean (1-4)
0	0%	0	0%	6	43%	8	57%	3.57

### Overall Comments

Respondents were asked to provide any comments they had related to their overall assessment of the course. One respondent indicated that the course would probably be more beneficial for high school teachers or only health teachers, one wished that they had this training prior to starting their teaching career, and one found the course to be well-organized and clear.

#### Overall Comments

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I think this course is more beneficial to high school teachers or teachers that are only teaching health. Most of our teachers are physical education and health.
It was awesome...wish I had this training prior to starting my teaching career.
This was an outstanding, well-organized course. Your procedures were clearly stated making the work easy to follow.

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## PARTICIPANT RATINGS – EASE OF PARTICIPATION

### Ease of Registration

Respondents were asked to indicate how easy it was to register for the online course. Ninety-two percent of respondents (92%) indicated that it was either *somewhat easy* (23%) or *very easy* (69%) to register for the online course. See Table 4 for details.

**Table 4: Ease of Registration (n=13)**

Not At All Easy		Not Very Easy		Neutral		Somewhat Easy		Very Easy		Mean (1-5)
0	0%	0	0%	1	8%	3	23%	9	69%	4.62

### Ease of Navigation

Respondents were asked to indicate how easy it was to navigate around the different sections of the online course. All of the respondents indicated that it was either *somewhat easy* (64%) or *very easy* (36%) to navigate around the the online course. See Table 5 for details.

**Table 5: Ease of Navigation (n=14)**

Not At All Easy		Not Very Easy		Neutral		Somewhat Easy		Very Easy		Mean (1-5)
0	0%	0	0%	0	0%	9	64%	5	36%	4.36

### Ease of Accessing Course Materials

Respondents were asked to indicate how easy it was to access the materials in the online course. All of the respondents indicated that it was either *somewhat easy* (64%) or *very easy* (36%) to access the materials in the online course. See Table 6 for details.

**Table 6: Ease of Accessing Course Materials (n=14)**

Not At All Easy		Not Very Easy		Neutral		Somewhat Easy		Very Easy		Mean (1-5)
0	0%	0	0%	0	0%	9	64%	5	36%	4.36

### Comments Related to Ease of Participation

Respondents were asked to provide any comments they had related to the ease of participation. One respondent indicated that use of the bulletin board versus group drop box was confusing, one indicated that participating on a dial-up connection posed challenges, and one indicated that it was a really nice experience using the Internet for an online course.

#### Comments Related to Ease of Participation

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Course is well constructed. The only suggestion I have is use of the bulletin board versus group drop box is somewhat confusing.

Having dial-up Internet was sometimes very slow in downloading the other students' work. Bulletin board information was much faster with dial-up.

This was a really nice experience using the Internet for an online course. I took a course this Fall and it was awful. Lots of glitches. This course was very smooth by comparison.

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## PARTICIPANT RATINGS – COURSE CHARACTERISTICS

### Satisfaction with Course Organization/Layout

Respondents were asked to indicate their satisfaction with the organization/layout of the course website. Eighty-five percent of respondents (85%) indicated they were either *somewhat satisfied* (21%) or *very satisfied* (64%) with the course organization/layout. See Table 7 for details.

**Table 7: Satisfaction with Course Organization/Layout (n=14)**

Very Dissatisfied		Somewhat Dissatisfied		Neutral		Somewhat Satisfied		Very Satisfied		Mean (1-5)
0	0%	0	0%	2	14%	3	21%	9	64%	4.50

### Satisfaction with Content

Respondents were asked to indicate their satisfaction with the content provided by the course materials. Eighty-six percent of respondents (86%) indicated they were either *somewhat satisfied* (7%) or *very satisfied* (79%) with the course content. See Table 8 for details.

**Table 8: Satisfaction with Content (n=14)**

Very Dissatisfied		Somewhat Dissatisfied		Neutral		Somewhat Satisfied		Very Satisfied		Mean (1-5)
0	0%	1	7%	1	7%	1	7%	11	79%	4.57

### Satisfaction with Facilitator

Respondents were asked to indicate their satisfaction with the course facilitator. All of the respondents indicated they were either *somewhat satisfied* (14%) or *very satisfied* (86%) with the course facilitator. See Table 9 for details.

**Table 9: Satisfaction with Facilitator (n=14)**

Very Dissatisfied		Somewhat Dissatisfied		Neutral		Somewhat Satisfied		Very Satisfied		Mean (1-5)
0	0%	0	0%	0	0%	2	14%	12	86%	4.86

### Satisfaction with Interaction with Facilitator

Respondents were asked to indicate their satisfaction with their interaction with the course facilitator. Eighty-five percent of respondents (85%) indicated they were either *somewhat satisfied* (31%) or *very satisfied* (54%) with their interaction with the course facilitator. See Table 10 for details.

**Table 10: Satisfaction with Interaction with Facilitator (n=13)**

Very Dissatisfied		Somewhat Dissatisfied		Neutral		Somewhat Satisfied		Very Satisfied		Mean (1-5)
0	0%	0	0%	2	15%	4	31%	7	54%	4.38

## Satisfaction with Discussion Area

Respondents were asked to indicate their satisfaction with the course discussion area. Sixty-nine percent of respondents (69%) indicated they were either *somewhat satisfied* (31%) or *very satisfied* (38%) with the discussion area. See Table 11 for details.

**Table 11: Satisfaction with Discussion Area (n=13)**

Very Dissatisfied		Somewhat Dissatisfied		Neutral		Somewhat Satisfied		Very Satisfied		Mean (1-5)
0	0%	0	0%	4	31%	4	31%	5	38%	4.08

## Satisfaction with Interaction with Other Participants

Respondents were asked to indicate their satisfaction with their interaction with other participants. Seventy-five percent of respondents (75%) indicated they were either *somewhat satisfied* (42%) or *very satisfied* (33%) with their interaction with other participants. See Table 12 for details.

**Table 12: Satisfaction with Interaction with Other Participants (n=12)**

Very Dissatisfied		Somewhat Dissatisfied		Neutral		Somewhat Satisfied		Very Satisfied		Mean (1-5)
0	0%	1	8%	2	17%	5	42%	4	33%	4.00

## Satisfaction with Homework Activities

Respondents were asked to indicate their satisfaction with the course homework activities. Ninety-three percent of respondents (93%) indicated they were either *somewhat satisfied* (31%) or *very satisfied* (62%) with the course homework activities. See Table 13 for details.

**Table 13: Satisfaction with Homework Activities (n=13)**

Very Dissatisfied		Somewhat Dissatisfied		Neutral		Somewhat Satisfied		Very Satisfied		Mean (1-5)
0	0%	0	0%	1	8%	4	31%	8	62%	4.54

## Usefulness of Course Binder

Respondents were asked to indicate how useful it was having the binder of resources and materials available during the online course. Ninety-two percent (92%) of respondents indicated that the course binder was either *somewhat useful* (21%) or *very useful* (71%). See Table 14 for details.

**Table 14: Usefulness of Course Binder (n=14)**

Not At All Useful		Not Very Useful		Neutral		Somewhat Useful		Very Useful		Mean (1-5)
0	0%	0	0%	1	7%	3	21%	10	71%	4.64

## Comments Related to Course Characteristics

Respondents were asked to provide any comments they had related to the course characteristics. Three participants indicated that a higher level of participant-to-participant interaction would have been better, two felt that the bulletin board area was too busy and that it was difficult to differentiate participants, two felt that the participants in the pilot course were too different from one another to make the discussion maximally useful, one found it difficult to stay involved unless s/he accessed the discussion board every day, and one felt that it was an excellent experience and that they enjoyed the interaction with other members.

### Comments Related to Course Characteristics

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Bulletin board was too busy.
I didn't have a lot of responses to my homework assignments due to the grade level that I taught. I also think that it is hard to respond on a delayed time schedule. Sometimes I did the assignment and then could not get online for a couple of days.
Might be better to have more responding to other participants.
Should have interacted with other participants more. I felt as though we were too different (big schools with many teachers versus rural schools where one teacher does it all...not enough in common other than the content we teach).
Sometimes it was hard to figure out who had written a response versus who was the original writer.
This was an excellent experience! I loved the interaction with the other members.

## LEARNING OBJECTIVES

At the time of the posttest, participants were asked to indicate how successful the course was at achieving each of the pre-defined learning objectives on a five-point scale ranging from *not at all successful* to *very successful*. Mean scores were computed ranging from a low of 1 to a high of 5. Based on these mean scores, respondents felt the course was most successful at “providing an understanding of the components of good assessment” (mean=4.86) and “providing information about HEAP and HEAP’s resources (4.86), followed by “examining the purpose of grades and assessment” (4.79), and “reviewing how participants’ state framework for health education aligns with the National Education Standards” (4.71). See Table 15 for details.

**Table 15: Success at Achieving Learning Objectives**

	Not At All Successful		Not Very Successful		Neutral		Somewhat Successful		Very Successful		Mean (1-5)
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	
Reviewing how your state’s framework for health education aligns with the National Education Standards	0	0%	0	0%	0	0%	4	29%	10	71%	4.71
Providing an understanding of the components of good assessment	0	0%	0	0%	0	0%	2	14%	12	86%	4.86
Examining the purpose of grades and assessment	0	0%	0	0%	0	0%	3	21%	11	79%	4.79
Providing information about HEAP and HEAP’s resources	0	0%	0	0%	0	0%	2	14%	12	86%	4.86

## Comments Related to Learning Objectives

Respondents were asked to provide any comments they had related to the course learning objectives. One respondent found the receipt of online and print materials extremely valuable, and one indicated that the course helped them re-assess the purpose of grading.

### Comments Related to Learning Objectives

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Receiving online and print materials on the topics is extremely valuable.

The course helped me re-assess the purpose of grading and making assignments more relevant for my students.

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## KNOWLEDGE ITEMS

Fifteen true/false items were designed to assess changes in knowledge on material covered in the three modules of the course from the pretest to the posttest. Respondents were asked to indicate whether they felt each statement was true or false on a 5-point scale ranging from *I am Sure It’s False* to *I am Sure It’s True*.

Across all 15 items, respondents had an eight percent aggregate increase in their knowledge from pretest to posttest. This change approached the level of statistical significance ( $p=.062$ ), indicating that it is likely that the change would have been significant had there been more participants in the pilot course.

At the individual item level, respondents demonstrated positive changes in knowledge from pretest to posttest on 10 of the 15 items, and for three of these items, the change was statistically significant ( $p < .05$ ). Respondents had statistically significant increases for knowing that: (1) students are tested on health skills rather than health facts when using performance-based assessment; (2) rubrics do not translate well into letter grades or norm-referenced grades; and (3) many researchers agree that grading and reporting are not essential to learning. See Table 16 for individual item details. In the column labeled “change” a plus sign indicates positive change and minus sign indicates negative change.

**Table 16: Knowledge of Course Content<sup>1</sup>**

		Mean Scores on a Scale of 1-5 (1=Not Preferred, 5=Preferred)			
		Pretest Mean	Posttest Mean	Change	Sig.
<b>Module #1</b>					
a.	Educators can use assessment strategies to improve health education and monitor program effectiveness. (True)	4.79	5.00	+ .21	.082
b.	Using performance-based assessment, students are tested on health facts rather than on health skills. (False)	4.29	4.79	+ .50	<b>.047*</b>
c.	Health Literacy refers to the ability to understand health information combined with the competence to use this information. (True)	4.71	4.93	+ .21	.189
d.	Constructed response questions are more commonly known as multiple-choice questions. (False)	3.07	3.00	- .07	.836
e.	Knowledge of core health concepts lies at the highest level of health literacy. (False)	3.14	3.64	+ .50	.089
		<b>Pretest Mean</b>	<b>Posttest Mean</b>	<b>Change</b>	<b>Sig.</b>
<b>Module #2</b>					
f.	Assessment helps educators decide what is important by helping focus teaching strategies and using time more effectively. (True)	3.71	4.29	+ .57	.283
g.	The first step to using performance-based assessment is to let students know what they will learn and why it is important. (True)	3.93	4.21	+ .29	.537
h.	Good assessment practices should inform students clearly and early on how their performance will be judged. (True)	4.71	4.64	- .07	.861
i.	A rubric is a set of criteria for directing student performance and for scoring performance-based tasks. (True)	4.79	4.64	- .14	.720
j.	An advantage of using rubrics is that they translate well to letter grades or norm-referenced grades. (False)	2.69	4.08	+ 1.38	<b>.002*</b>
		<b>Pretest Mean</b>	<b>Posttest Mean</b>	<b>Change</b>	<b>Sig.</b>
<b>Module #3</b>					
k.	Performance-based tasks require students to perform or construct a product that demonstrates their knowledge and skills. (True)	4.71	4.93	- .21	.189
l.	A student presentation would not be considered a good project to use as part of a performance-based assessment. (False)	3.93	4.71	+ .79	.077
m.	In criterion-referenced grading, a set of scores is forced into a normal distribution, partitioned into groups, and assigned grades. (False)	3.07	3.14	+ .07	.865
n.	Many researchers agree that grading and reporting are not essential to learning. (True)	3.93	4.57	+ .64	<b>.045*</b>
o.	Advocates of performance-based approaches to teaching use progress criteria to communicate summative evaluation. (False)	2.36	2.14	- .21	.512

<sup>1</sup> Significant levels were assessed using paired t-tests.

## **PARTICIPANT COMMENTS**

### **Most Helpful Features**

Participants were asked to identify the most helpful features of the online course. Six participants identified the structure of the modules, three identified the materials and binder, three identified the discussion board, two mentioned the self-pace of the course, one identified interaction with other participants, one identified instruction around the use of rubrics, and one identified the facilitator.

#### **Most Helpful Features**

Binder of materials.
Communication with others.
Discussion board.
I liked the bulletin board and being able to complete things at our pace. I liked that the modules came up one a week, it gave a goal for the week without getting overwhelmed.
I really liked that every single aspect of what we needed was right there in our menu on the left side of the screen. The modules were nice too...added a teaching aspect of the course instead of being totally on our own.
The rubrics and how to use them.
The access to materials, easy to navigate the pages, and a very friendly, positive instructor.
The access to the material when it was convenient to me.
The materials given to us.
The most helpful features were the modules, tools, and resources.
The PowerPoint presentations and materials.
The PowerPoint presentations, the bulletin board.

### **Least Helpful Features**

Participants were asked to identify the least helpful features of the online course. Two respondents indicated that the discussion area was crowded and the group discussions were hard to follow, one mentioned the educational jargon used, one identified the examples used, one found it difficult to access the HEAP school health links, and one did not find the list of other state coordinators to be useful.

#### **Least Helpful Features**

Educational jargon.
I thought the bulletin board was too crowded...not sure if there is anything to do to organize the board better...maybe by module or something on that order.
I wasn't real keen on the juvenile representations (juggling, buckets) to help understand the concepts. I actually found them more confusing. Probably just me.
It seemed difficult at times to access the HEAP school health links. I'm not sure if it was just my computer though.
The group discussions were hard to follow.
The listing of other state coordinators.

## Recommendations for Improvement

Participants were asked to indicate what recommendations, if any, they had for improving the online course. Two recommended increasing the level of interaction between participants, one recommended providing more instruction around how to interact with the facilitator, one requested that names be used in the bulletin board to make it more personal, one recommended removing the personal drop box, one requested more examples of performance-based assessments, and one thought that only the facilitator should be able to start new conversation topics.

### Recommendations for Improvement

Give more instructions for the communication between teachers. I really was never sure if I did everything the right way.
I would prefer names in the bulletin board to make it more personal.
I would recommend removal of the personal drop box; it just added a level of confusion to deciding the location for placing responses.
More discussion with others, more sharing of examples of performance-based assessments.
More interaction between participants in responding to each other's ideas in group drop boxes.
Only the instructor should be able to start new conversation topics...it became confusing in regard to which were the most important to read and in which order.

## Application of Information

Participants were asked to indicate how, if at all, they expect to use the information from the course. Six participants planned to incorporate performance-based rubrics into their instructional activities, and three participants planned to share the information with other educators in their district to enhance collaboration.

### Application of Information

I plan to use this for professional growth and to enhance collaboration at all levels.
I will attempt to change more of my instruction into performance-based rubrics and skills.
I will be posting the National Health Standards and rubrics in my classroom. I plan to incorporate more skills-based assessment in my lessons and grading.
I will be using the binder to help me develop rubrics for my Wellness classes.
I will definitely be making changes to my current grading system and using more performance-based learning tasks.
Posters to help me remember to assess student learning; rubrics for students to self-evaluate and self-check themselves.
Share the information with the high school teachers in our district.
Share with other health educators in our district.
To improve assessment and to tie to the standards.

## CONCLUSIONS

In general, the results from the pilot-test do not support large-scale changes to the online course. The vast majority of participants reported that they were satisfied, that the information/ideas presented were useful, that they would recommend the course to others, and that it was easy to participate in the course. Participants also provided high satisfaction ratings for the layout/organization of the course, the course content, the facilitator, the homework activities, and the supporting binder and materials. In addition, participants demonstrated improvements from pretest to posttest on almost all of the content knowledge items, and reported that the course was successful in achieving the stated learning objectives.

Based on participant feedback, consideration should be given to the following issues concerning the discussion area and the level of interaction:

- Explore ways in which to increase the level of participant-to-participant interaction in the discussion area.
- Examine ways in which to better structure the discussion board (e.g., the use of posting protocols) to make it less busy and confusing to participants.
- Consider eliminating or better defining the participant drop box feature.

It is important to note, however, that issues concerning low levels of participant-to-participant interaction are most likely a result of the small number of participants who took part in the pilot-test. These issues will most likely resolve themselves when the course is brought to scale.