

QUESTIONNAIRE FOR TEACHERS

This questionnaire is aimed at evaluating and collecting information and suggestions on the usability, pedagogical effectiveness and transferability of the model of the **Virtual Library**¹ designed by Biblioteca by Documentazione Pedagogica (BDP), which you have accessed and studied.

More specifically, the questionnaire is divided in two parts, each concentrating on a part of the **Virtual Library**, namely the **work environment** and the **database**.

The multimedia **work environment** i.e. the **Natural Park** is centred on a theme of study and contains information accessed through 2D and 3D environment and worksheets. The information is organised in different virtual paths, which are further subdivided in separate subject areas.

The main elements of the **Natural Park** are the following:

1. Specific nature and anthropological aspects have been developed.
2. Information is constructed with the aid of multimedia material (text, images, films, 3D environments and virtual reality).
3. Each navigation path provides a set of tests (multiple choice, yes/ no questions etc.) to check what has been learnt as well as on-line exercises and interactive games (memory, puzzles, building blocks, colouring pictures etc.).
4. The section "Laboratory" includes all the exercises and the assessment tests contained in the navigation paths as well as sheets with general guidelines on a number of activities to do with the class (building instruments for environment observation, advise for a real school outing in the park, creative and expressive activities)

Test activities of the **Natural Park** that can be implemented in classroom settings involve:

- Selection of one or more specific themes from those developed in the site, for in-depth study with the class. The choice can be dictated by the curricular subject in which the testing activity will be carried out (sciences, environmental education, history, geography etc).
- Pupils visit the site, navigate in the different paths and analyse the information made available. Pupils either individually or in groups, with the guidance of their teacher or unsupervised, visit the chosen paths, make notes and summarise the most relevant information.
- Use of the "laboratorio". Pupils play the games and engage in the different activities. The teacher will steer the pupils' work towards the type of activity, which addresses the age group involved.
- Administration of the on-line tests, relating to the path which has been chosen and studied (section "let's see what you have learnt")
- Plan for a multimedia project on the theme of the park and on environmental education
- Collection of material for the project, including material available in the virtual library
- Realization of a didactic project
- Input of the report of experience and end products in the virtual library.

¹ URL: <http://www.bdp.it/virtual/>

In addition to the **work environment** the model of the **Virtual Library** consists of a **database**. The **database** is a resource which aims at enabling students to look through an archive full of experiences of other European children, find texts, pictures, videos etc. and input reports of their own didactic experiences and materials, which they have produced. Inside the **database** pupils can also download a software (Tool-kit) that allows them to create easily hypertexts combining material available in the library with other objects created within their own research project.

The activities, which students can do with the **database**, can be summarised in the following:

- Collection of information and study activities
- Capturing multimedia material from the virtual library
- Class projects together with relevant material produced can be sent to the virtual library

Considering the above, we would like to ask you to complete the following questionnaire with relevant information. This information will provide the EUN network with clear guidelines on the technical and pedagogical requirements for a **Virtual Library**.

We thank you in advance for your help and feedback.

Please, use capital blocks when filling in

SECTION 1: PERSONAL DATA OF RESPONDENT

1.1. Name: _____

1.2. Surname _____

1.3. Country: _____

1.4. Gender: M F

1.5. Years of teaching experience: _____

1.6. Subject(s) taught: _____

1.7. Current position: _____

1.8. Number of years spent in current position: _____

1.9. 1.9.1. Type of current school:

upper secondary lower secondary primary

1.9.2 name: _____

1.9.3 address: _____

1.9.4 phone: _____

1.9.5 fax: _____

1.9.6 e-mail: _____

1.9.7 URL: _____

1.10. Competence in using the network:

beginner level intermediate level advanced level

1.11. Experience in using on-line resources for teaching and learning:

not at all little average much very much

SECTION 2: CONTEXT OF RESOURCE USE

2.1. Approximately how much time in total (in hours) did you spend reviewing each part of the resource i.e. the Virtual Library and the Natural Park?

Virtual Library _____ hours

Natural Park _____ hours

2.2. Where did you use each part of the resource?

Virtual Library: At school At home In a special lab Elsewhere (specify):

Natural Park: At school At home In a special lab Elsewhere (specify):

2.3. Did you give up using part of or the entire resource before completing the review?

If YES, please continue with 2.4. If NO, please go to Section 3.

YES NO

2.4. When did you give up using part of or the entire resource?

After _____

2.5. Why did you give up using part of or the entire resource?

Reasons	Please, put a tick (<input type="checkbox"/>)
Personal reasons	
Other professional commitments	
Technical problems <i>Please, specify:</i>	

<p>Problems with the resource itself <i>Please, specify:</i></p>	
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PART 1

NATURAL PARK

This part of the questionnaire concentrates on the evaluation of the usability, pedagogical effectiveness, content efficiency and model transferability of the Natural Park².

SECTION 3: ASSESSMENT OF RESOURCE USABILITY

Please, evaluate the resource you reviewed i.e. the Natural Park according to the **usability criteria** below. Circle the number, which you feel the resource deserves for each criterion. If an item does not apply, mark the Not Applicable box (NA).

1 = Very poor 2 = Poor 3 = Average 4 = Good 5 = Very good NA: Not Applicable

<i>Criteria</i>	1 very poor	2 poor	3 average	4 good	5 very good	NA
Navigation						
1. Pages are loaded quickly and efficiently.	1	2	3	4	5	
2. Navigation from page to page is easy.	1	2	3	4	5	
3. Navigation from link to link is easy.	1	2	3	4	5	
4. Pages are clearly labeled and serve an easily identified purpose.	1	2	3	4	5	
5. Links are clearly labeled and serve an easily identified purpose.	1	2	3	4	5	
6. The navigation tools provided (i.e. menus, buttons, history lists, site maps, tables of contents) are sufficient.	1	2	3	4	5	
7. The navigation tools (i.e. menus, buttons, history lists, indexes, site maps, tables of contents) provided are easy to understand and use.	1	2	3	4	5	
Search facility						
8. The search tools provided (i.e. search engines, search categories, indexes) are easy to understand and use.	1	2	3	4	5	
9. The search tools (i.e. search engines, search categories, indexes) provided facilitate the location of information.	1	2	3	4	5	
10. The search tools provided (i.e. search engines, search categories, indexes) "cover" the whole information of the resource.	1	2	3	4	5	

² URL: www.bdp.it/parco

Communication facility						
11. Interactive features provided (I.e. online forms, games, simulations) are easy to use.	1	2	3	4		5
12. Interactive features provided (I.e. online forms, games, simulations) are effective.	1	2	3	4		5
13. The messages included in the resource are easy to understand.	1	2	3	4		5
14. Communication tools provided are easy to use.	1	2	3	4		5
15. Communication tools provided are effective.	1	2	3	4		5
Help facility						
16. Essential help is provided for using navigation and search tools.	1	2	3	4		5
17. There are essential instructions for using interactive features (I.e. online forms, games, simulations).	1	2	3	4		5
18. Essential help is provided for using communication tools.	1	2	3	4		5
19. There are clear instructions for installing and/or locating plug-ins or helper applications necessary for the optimal use of the resource.	1	2	3	4		5
20. Essential help is provided for dealing with technical problems.	1	2	3	4		5

Please, suggest areas which, in your opinion, need improvement:

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SECTION 4: ASSESSMENT OF RESOURCE PEDAGOGICAL EFFECTIVENESS

4.1. Pedagogical approach

4.1.1. Please, evaluate the resource you reviewed i.e. the Natural Park according to the **general pedagogical criteria** below. Circle the number, which you feel the resource deserves for each criterion. If any item does not apply, mark the “Not Applicable” (NA) box.

1 = Very poor 2 = Poor 3 = Average 4 = Good 5 = Very good NA: Not Applicable

<i>General pedagogical criteria</i>	1 very poor	2 poor	3 average	4 good	5 very good	NA
1. The educational purpose of the resource is clearly stated.	1	2	3	4	5	
2. The resource fulfills the stated educational purpose.	1	2	3	4	5	
3. Learning objectives of different parts of the resource are clearly stated.	1	2	3	4	5	
4. The target audience of the resource (or different parts/levels of it) is clearly stated.	1	2	3	4	5	
5. Material and activities of the resource (or different parts/levels of it) are well-matched to the target audience.	1	2	3	4	5	

Please, suggest areas which, in your opinion, need improvement:

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4.1.2. Please, circle a number to indicate the extent to which the resource i.e. the Natural Park enables **the learner** to:

1 = Not at all 2 = Little 3 = Average 4 = Much 5 = Very much

<i>Learner-focused pedagogical requirements</i>	1 not at all	2 little	3 average	4 much	5 very much
1. Set his/her own learning objectives	1	2	3	4	5
2. Choose among different alternatives of studying and using the resource	1	2	3	4	5
3. Search for and explore information	1	2	3	4	5
4. Collect and extract information	1	2	3	4	5
5. Study material by him/herself	1	2	3	4	5
6. Create own information / material	1	2	3	4	5
7. Display and publish own information / material	1	2	3	4	5
8. Work on authentic tasks	1	2	3	4	5
9. Experiment and play with material	1	2	3	4	5
10. Exchange and share information with peers (other students)	1	2	3	4	5
11. Collaborate with peers in a common workspace	1	2	3	4	5
12. Design and develop projects	1	2	3	4	5
13. Ask for and receive support from subject area experts	1	2	3	4	5
14. Ask for and receive support from the creators of the resource	1	2	3	4	5
15. Use evaluation criteria in order to assess him/herself	1	2	3	4	5
16. Take tests in order to assess him/herself	1	2	3	4	5

Please, suggest areas which, in your opinion, need improvement:

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4.1.3. Please, circle a number to indicate the extent to which the resource i.e. the Natural Park enables **the teacher** to:

1 = Not at all 2 = Little 3 = Average 4 = Much 5 = Very much

<i>Teacher-focused pedagogical requirements</i>	1 not at all	2 little	3 average	4 much	5 very much
1. Set his/her own learning objectives	1	2	3	4	5
2. Search for and explore information	1	2	3	4	5
3. Collect and extract information	1	2	3	4	5
4. Choose among different alternatives of studying and using the resource	1	2	3	4	5
5. Create own teaching and learning material	1	2	3	4	5
6. Display and publish own information / material	1	2	3	4	5
7. Develop lesson plans and classroom activities	1	2	3	4	5
8. Communicate with learners	1	2	3	4	5
9. Share opinions and experiences in using the resource with colleagues	1	2	3	4	5
10. Design and develop projects	1	2	3	4	5
11. Ask for and receive professional support from subject area experts	1	2	3	4	5
12. Ask for and receive technical and pedagogical support from the creators of the resource	1	2	3	4	5
13. Collaborate with colleagues in a common workspace	1	2	3	4	5
14. Use evaluation criteria in order to assess the learner	1	2	3	4	5
15. Develop tests in order to assess the learner	1	2	3	4	5

Please, suggest areas which, in your opinion, need improvement:

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4.2. Interactivity

Please, evaluate the resource you reviewed i.e. the Natural Park according to the criteria below. Circle the number which you feel the resource deserves for each criterion:

1 = Not at all 2 = Little 3 = Average 4 = Much 5 = Very much

<i>Criteria</i>	1 not at all	2 little	3 average	4 much	5 very much
1. The communication messages included in the resource are prompt.	1	2	3	4	5
2. The communication messages included in the resource are friendly and "natural".	1	2	3	4	5
3. The resource facilitates person-to-person communication.	1	2	3	4	5
4. The resource facilitates group communication.	1	2	3	4	5
5. The resource provides spaces and tools for learners to display their work.	1	2	3	4	5
6. The resource provides ways and tools for learners to share their work.	1	2	3	4	5
7. The resource provides support for the development of on-line projects and communities.	1	2	3	4	5
8. The resource includes online forms for student data input or collection.	1	2	3	4	5
9. The resource includes online forms for teacher data input or collection.	1	2	3	4	5
10. The resource contains evaluation templates and online tests.	1	2	3	4	5
11. The resource includes online interactive gaming activities.	1	2	3	4	5

Please, suggest areas which, in your opinion, need improvement:

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SECTION 5: ASSESSMENT OF RESOURCE CONTENT EFFICIENCY

Please, evaluate the resource you reviewed i.e. the Natural Park according to the criteria below. Circle the number which you feel the resource deserves for each criterion:

1 = Not at all 2 = Little 3 = Average 4 = Much 5 = Very much

<i>Criteria</i>	1 not at all	2 little	3 average	4 much	5 very much
Information					
1. The scope of the resource is stated through meta-information.	1	2	3	4	5
2. The information included is detailed and extensive.	1	2	3	4	5
3. The information included is relevant to the stated educational objectives.	1	2	3	4	5
4. The information included is appropriate for the identified target audience.	1	2	3	4	5
5. The information included enriches school curriculum.	1	2	3	4	5
6. The information included is linked with other relevant on-line resources.	1	2	3	4	5
7. The information included is free of political, cultural, social, gender and racial bias, demeaning labels or stereotypes.	1	2	3	4	5
8. Various points of view are represented in the resource, when appropriate.	1	2	3	4	5
9. The sources of the information included are clearly stated (creator, year, publishing house, copyright owner, if the case arises).	1	2	3	4	5
10. The people in charge of the resource creation are clearly identified (name, organization, role, address, e-mail).	1	2	3	4	5
11. It is easy to find the date of last update of the information included.	1	2	3	4	5
Structure					
12. The information included is well-structured and organised.	1	2	3	4	5
13. The texts included are well-structured.	1	2	3	4	5
14. The labelling of pages/sections is representative of the information included in them.	1	2	3	4	5
15. The interlinking of information is meaningful and easy to understand	1	2	3	4	5
16. The on-line resources linked with the information are relevant and well-structured.	1	2	3	4	5

SECTION 6: ASSESSMENT OF THE RESOURCE MODEL TRANSFERABILITY

6.1. Across subjects

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6.1.1. Do you think that the resource model could be used in other subject areas?

- YES POSSIBLY NO I CAN'T TELL

6.1.1a. If YES or POSSIBLY, please specify **which** subject areas you think of:

6.1.1b. If NO, please explain **why** you think so:

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6.1.2. Are there any subject bias (e.g. jargon, special terms, abbreviations, hints understood only in certain subject contexts) in the resource?

- YES NO

6.1.2a. If YES, please specify **which** subject bias and **where** you have identified it:

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6.2. Across countries

6.2.1. Do you think that the resource model could be used in your country?

- YES POSSIBLY NO I CAN'T TELL

6.2.1a. If NO, please explain **why** you think so and **what could be changed** in order for the resource model to be used in your country:

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6.2.2. Are there any cultural or national bias in the resource?

- YES NO

6.2.2a. If YES, please specify **which** cultural/national bias and **where** you have identified it:

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PART 2

VIRTUAL LIBRARY

This part of the questionnaire concentrates on the evaluation of the usability of the Virtual Library (the database). Please circle the number, which you feel the resource i.e. the database³ deserves for each criterion. If an item does not apply, mark the Not Applicable box (NA).

	1 very poor	2 poor	3 averag e	4 good	5 very good	NA
To what extent is the database user-friendly?	1	2	3	4	5	
To what extent is the database appealing?	1	2	3	4	5	
To what extent does it provide adequate navigation tools?	1	2	3	4	5	
To what extent is the interface satisfactory for you?	1	2	3	4	5	
To what extent is the interface satisfactory for the students?	1	2	3	4	5	
To what extent is the search engine easy to use?	1	2	3	4	5	
To what extent are the criteria for selecting material appropriate?	1	2	3	4	5	
To what extent does the resource enable data input?	1	2	3	4	5	
To what extent is the "data input" process easy to understand?	1	2	3	4	5	
To what extent are the "metadata" useful?	1	2	3	4	5	
Does the resource enable authoring software download?	Y	N				
If yes, to what extent is the authoring software provided easy to use?	1	2	3	4	5	
Did you have problems in selecting the materials?	Y	N				

Please, suggest areas, which, in your opinion, need improvement:

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³ http://www.bdp.it/virtual/frame-gold_en.htm

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