# Evaluation Plan for Shakespeare 101: Romeo and Juliet – A Critical Reading

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## Abstract

This is an evaluation for a three-module asynchronous course I created for teaching *Romeo and Juliet*. The course is targeted towards high school learners to introduce them to Shakespearean dramatic conventions. I would like to focus on the following areas for the evaluation: presence and engagement, content effectiveness, achievement emotions, and usability. These areas will be evaluated by a subject matter expert (SME), an IT specialist, and target learners. The SME will evaluate the content, instructional strategy, materials and media, and assessment instruments. The IT expert will evaluate the course from the usability aspect – ease of navigation, access to links and media resources, and design appeal. The target learners will evaluate content delivery and motivational elements. Based on Dick and Carey's (2015) evaluation methods, I propose to have one-to-one evaluations with the SME and the IT expert. Learner participation and evaluation will be through small group evaluation and focus group discussion. I will provide questionnaires to the SME and the selected learners to fill out. The IT expert will do a checklist-based evaluation. Revisions to the course will be made based on the feedback received and its analysis.

## Evaluation Plan for Shakespeare 101: Romeo and Juliet – A Critical Reading

The purpose of this evaluation plan is to assess the effectiveness and suitability of a three-module asynchronous course to teach Shakespeare's Romeo and Juliet. The title of my course is Shakespeare 101: Romeo and Juliet – A Critical Reading. This course covers a brief introduction to Shakespeare and the characteristics of Shakespearean tragedy. The three modules will be structured around Shakespeare's craft and the structure of the play and, and how his use of language and rhetoric impacts plot and character development, and the relevance of the play in the current times and technology. The target learners for this course are Grades 9-12 students (or older). They are not expected to have read Shakespeare before this course. Each module will be two weeks long.

## Background

Almost every time, without fail, I have been met by groans, sighs, eye rolls and complaints, when I mention Shakespeare in class. Students believe Shakespeare to be irrelevant and outdated, his language difficult to understand. They come with preconceived notions about how "difficult" Shakespeare is, and that underlines the lack of motivation that is so prevalent among students (Lewellen, 2019). The years that I actively taught Shakespeare to undergraduate students, I soon came to realize that the traditional methods of instruction, for instance, the teacher reading the lines and giving a translation of what they meant, having them underline and annotate *for* them did nothing to make it more interesting. The beauty and nuances of the language, the characters, plots, that make Shakespeare so interesting and unique, or rather what made them so interesting and unique to *me* was completely lost in translation for the students. Why? Simply because it was me

who was doing all the work, and they were just passive receptors of information, information that does not become knowledge. This was the main reason for the disinterest and the lack of motivation for the students. I changed up my instructional strategy a little, in that instead of lecturing to them, I incorporated activities like role-play, having them watch stage and theatrical adaptations, not just in English, but local/regional film adaptations as well. All the while, I did supplement them with explanations, materials to aid comprehension and to ensure that they did well on tests and exams that, unfortunately, were the run of the mill types that resembled study guide questions and tests, for instance, simple, basic plot questions, or asking them to match characters with quotes. Lewellen (2019) echoes this in her paper, where she mentions how the standard tests and assessments do not measure how much the students have grappled with the language, or what connections they made with the play's characters. Needless to say, the change in strategy worked, and some of my best memories of teaching Shakespeare are the rich discussions around patriarchy, religion, politics, power and gender roles in the plays and the current times.

While thinking of a subject/topic to design a three-module course for IDT 8030, Shakespeare came to mind because I have always been intrigued and to be honest, a little wary (the traditionalist in me, I guess), of the possibility of teaching Shakespeare remotely or in an asynchronous environment. Then the pandemic happened and teaching in an online environment became a need rather than a possibility/choice. While assessing the need for such a course in the current times, I realized that there are two things that I need to mainly consider while designing the course. One is that sustained student engagement and motivation becomes even more important in an online learning environment. Here, the instructor role is not predominant. The role of the instructor is mainly that of the facilitator, and in some circumstances, it is possible that the course

may be delivered without the instructor. Therefore, it becomes crucial that the instructional materials, media lessons, assessments, etc. all be complete and self-contained. You then have to factor in other logistical challenges of an online learning environment, especially an asynchronous online environment, like lack of pedagogical support, prior IT, instructional design (Giese, 2021). The other issue is how to use the digital resources, and there are so many, effectively. While researching the overwhelmingly large number of digital resources for Shakespeare, there are mobile apps, YouTube videos, web-based educational materials, and Shakespeare-themed video games, I understood what Casey (2019) warns us about. In our excitement to use the most recent and popular multimedia technology, it is possible to overlook and ignore the practical feasibility of using them in the learning environment. Cognitive overload in students due to multitasking resulting from their constant and continued use of multiple technology and devices is very real, so one has to be very careful not to add to it. Giese (2021) also stresses the need for "less is more" (p. 161) with reference to resources and number of assignments used in asynchronous learning units. According to Giese (2021), limiting the number of assignments and digital resources result in better student engagement with them, and more insightful and high-quality student work.

Keeping these considerations in mind, I structured the course such that each of the three modules focus on different elements of the play, and naturally flow into the other. For instance, Module 1 focuses on the introducing the students to Shakespearean tragic conventions, the plot structure, sources, themes, and characters. Module 2 builds on that knowledge and delves into the language and rhetoric and how it informs character and plot development. Module 3 is geared towards encouraging students to make connections with the play and characters, by demonstrating how Shakespeare is still relevant today, and the various adaptations it has spawned in time, across

mediums. I designed all the materials and the media lessons around the strategies of Keller's ARCS (Attention, Relevance, Confidence, Satisfaction) model. To give an example, the audio lesson in Module 1 on Shakespearean tragic conventions adds Relevance by making connections to the current times, especially with reference to how Shakespeare had his fingers on the pulse of the society of his time, and how many of his themes, those about human nature, still hold true today. Similarly, the assignments and assessments in the modules, be it the screencast lessons, quizzes, discussion boards, or worksheets are designed to give the learners a sense of autonomy, helping them to own their learning and performance. All of these are targeted towards gradually building knowledge and then testing that knowledge to help them achieve the learning objectives. I would like to make a special mention of the final project designed around the Confidence and Satisfaction strategies, which is a kind of natural and creative culmination of the course and provides the students with a unique way to demonstrate the learning outcomes.

## Evaluation Methodology and Instruments

The main goal of the evaluation is to assess the effectiveness of the learning environment and artifact. Since this is an asynchronous course, I want to evaluate the following:

- The suitability of the subject/content for the online learning environment and effectiveness of content delivery.
- The usability of the learning artifact, and its perceived usefulness.
- The affective impact of the learning environment and artifact on the target learners (motivation, interest, engagement, immersion).

I plan to use formative evaluation to assess the effectiveness and feasibility of this course. Dick & Carey (2015) define formative evaluation as "the collection of data information during the development of instruction that can be used to improve the effectiveness of the instruction (p.283). Of the three phases of Dick & Carey's (2015) formative evaluation design, I plan to use one-to-one and small group evaluations and supplement it with a focus group discussion. The time constraints will not allow me to conduct a field-trial, and because I do not currently teach, finding enough students for a field trial is also not feasible. Additionally, the course spans six weeks, so it is also not possible for the test group learners to complete all the activities and assessments in the modules. The purpose of the evaluation with reference to the target learners is to evaluate the affective impact of the learning artifact. Does it engage their interest and motivate them to remain invested in the learning experience? Do they find the lessons and resources relevant and valuable? Does the asynchronous nature of the course add or detract from the learning experience? The one-to-one evaluations will be with the SME, IT expert, five high school students, and two students who have just graduated high school. This will be followed by a focus group discussion with learners.

The evaluation tools that I plan to use are questionnaires to be given to the SME, IT expert and the small test group. I also propose to have a focus group to supplement the questionnaire data with the small test group.

**Rationale for Evaluation Tools**

"A focus group is a carefully planned discussion designed to obtain perceptions on a defined area of interest in a permissive, non-threatening environment" (Kreuger, 1994, p. 6). It is a good

resource for collecting qualitative data, involving a small number of participants, approximately 7-10. Since the main goal of the evaluation is to assess the suitability and usability of the course for an asynchronous learning environment and the affective impact of the course on the target learners, a focus group discussion will be a good source of gauging perceptions and thoughts. This, according to me, will be a step in the right direction while making revisions and conducting a field trial in the future. Since focus group questions are pointed and open-ended, the discussion will remain on topic and generate valid feedback. Moreover, the environment is unthreatening and informal, the participants are comfortable with each other and me, which I believe is an added advantage. Kreuger (1994) states that focus groups rely heavily on human interactions, and this comfort level between the participants and me will definitely yield good feedback. (see Appendix D for Focus Group questions).

Dick & Carey (2015) state that the objective of one-to-one evaluations is to obtain initial perceptions and reactions to the content by the learners. This helps to identify problem areas and address them. Through these evaluations, I want to assess the suitability of the artifact to the asynchronous environment, whether the content/materials is clear to the target learners, what is the affective impact of such a learning environment and artifact on learner attitudes and achievement, and whether the content and instruction is feasible given the resources provided (Dick & Carey, 2015).

Questionnaires can be an effective means of collecting both qualitative and quantitative data about the behavior, attitudes, preferences, perceptions, etc. of test subjects quickly compared to other tools. Using questionnaires will not only allow me to collect data quickly, but it will also help a quicker and easier data analysis. Also given the current circumstances, questionnaires would

be a suitable tool to accommodate the different schedules of the participants, and they will also be able to complete them at their convenience. The questionnaires for the SME and the IT expert (see Appendices A and B) will use a 4-point Likert and 3-point scale as I want definitive feedback on the areas of strengths and weaknesses of the artifact. I used a 5-point Likert scale for the questionnaires for the learners (see Appendix C) with the 'Neutral' option following the guidelines of Wakita et al. (2012) to allow for equal psychological distance between the options. Another reason for the 5-point Likert scale for learners is that I did not want force them into a positive or negative response. If they opt for the neutral option, it will give me an opportunity to obtain honest perceptions which I can further discuss during the focus group. This will help in revisions if needed.

I chose Presence and Engagement, Emotion (denoted as Motivational Design), and Usability as main constructs for the questionnaires as they align with the evaluation goals. According to Witmer & Singer (1998), presence in a virtual/remote environment "refers to experiencing a computer generated rather than the actual physical locale" (p.225). It is important to identify the factors that contribute to the exact nature of that experience., I will use Witmer & Singer's (1998) Presence Questionnaire because I want to measure how meaningful the learning experience was to the students, and how did the learning environment contribute to that meaningfulness. Students' engagement and continued interest in the learning experience is dictated by their emotional response or reaction to the learning experience. These are called achievement emotions (emotions that students experience in achievement and academic contexts, like boredom, enjoyment, anxiety, shame, etc.). I plan to use Pekrun et al.'s (2011) The Achievement Emotions Questionnaire (AEQ) to measure this construct. Today, remote/online learning has opened new

avenues in the delivery of learning experiences and is much sought-after by students. According to Chang (1999), the role of the teacher has changed from a knowledge giver to that of a facilitator. In this role, the teacher has to ensure that the student can explore the learning environment (with guidance) freely, without restrictions, at their own pace. This is possible only if the online learning process is made easy. Chang's (1999) Web-Based Learning Environment Inventory (WEBLEI) instrument is an excellent tool to gauge the ease of learning and the ease of using the learning artifact. Some questions are slightly modified to fit the purpose of the questionnaire(s). In addition, I have also used UW La Crosse, Colorado State University and SREB's online course evaluation guidelines for the questionnaire and checklist to be given to the SME and IT expert respectively.

**Step-by-Step Plan**

I will email the questionnaire and the checklist to the SME and the IT expert respectively. They will also be added to the course sandbox on Canvas so that they have access to the course. They will be given a week's time to complete the evaluation and provide feedback, after which I will have a discussion with them about the feedback.

For the learners I have a three-step evaluation plan. First, I will hold one focus group discussion with the learners before they interact with the course content to gauge their perceptions and attitudes towards the topic. The questions will be targeted towards eliciting responses to not just their experience with an asynchronous learning environment, but also their experiences with studying Shakespeare, good or bad. The next step in the process is the small group evaluation conducted over two sessions. The learners will be asked to go through the lessons and complete some activities. They will be interacting with the lessons from the perspective of the affective

appeal of the content and the learning environment. I will be a passive observer for the most part, answering questions and making clarifications as needed. This is in keeping with the guidelines set by Dick & Carey (2015) which state that there should be minimal intervention by the instructor during the evaluation process. The third step after the small group evaluation is another focus group discussion targeted towards discussing their experience with the course and the learning environment, and the impact on their achievement emotions, for instance, did they enjoy the lessons, did they find them relevant and valuable, do they feel confident and satisfied, etc. They will then be given the questionnaire to complete. These exercises will be over Zoom or in-person as their preference. The entire process will be conducted over a period of 10 days.

## Sampling Methodology

The participants for this evaluation will be a subject matter expert (SME), two IT experts, and a small group of 7 learners.

According to Dick & Carey (2015), it is important to have an SME to review the instruction, in addition to collecting data from learners. I have enlisted the help of Scott Gibbons, my instructor for IDT 8010 to evaluate the course. His expertise in not only in the subject area of the course, but also in Instructional Design. He will be a valuable source of feedback on the instructional design aspects of the artifact, content accuracy and currency, feasibility, and transfer, and level of complexity. The questionnaire that will be given to him is comprehensive and will cover items on course overview, content effectiveness and delivery, learner accessibility and support, presence, emotion, and assessment. Though presence, engagement, and emotion are constructs predominantly to be assessed by learners, having the SME look at it from the perspective

of the learners will be advantageous. He will also provide comments on areas of excellence and improvement, which will aid in revisions.

According to Nakamura (2018), usability is an important factor in the teaching and learning process. If the learner has to spend a lot of time trying to learn how to use it, or has problems accessing the technology, then it has a negative impact on emotion, which is detrimental to a meaningful learning experience. The IT expert, Asha Antony, an IT executive and Quality Control Manager, will provide input on the usability features of the course. This will be done by a checklist-based evaluation (Nakamura, 2018). This is a technique where the IT expert/inspector will be given a list of criteria to evaluate, for instance, if all the links are working, if the various elements of the course are easily accessible from the user experience point-of-view, etc.

There will be 7 learners who will go through the course and provide feedback on the clarity, feasibility, and impact of the instruction. There are 5 high school learners, and 2 who have recently graduated high school. The 5 high school learners are 9$^{th}$ and 10$^{th}$ graders, whereas the older ones are undergrad sophomores. Dick & Carey (2015) stress the importance of selecting learners carefully, who "represent the range of ability" (p. 288) of the target group. Some of the high school learners are new to Shakespeare, whereas the others have studied Shakespeare in school. The rationale for having students who already are familiar with Shakespeare is that they will be able to provide feedback about the kind of instruction they received and how that compares with the instruction in this course. The students who are new to Shakespeare will provide feedback on the clarity of instruction, ease of comprehension, and motivational/attitude elements (achievement emotions). The students will complete the questionnaires that include sections on Presence and Engagement, Usability and Appearance and Motivational Design. The focus group exercise will

also provide me with qualitative data to supplement the data form the questionnaire. The advantage of using focus groups is that with the broader or open-ended questions/prompts, for instance, what do they like/dislike about Shakespeare, what are their fears or concerns while reading the text, what are their confidence and satisfaction levels after interacting with the course content, etc. will provide more detailed feedback that will help me to make readjustments or revisions if necessary.

## Analysis Procedures

This assessment plan contains qualitative as well as quantitative data. The questionnaires and checklist will have quantitative data using the 5-point Likert scale and will also have 3 open-ended questions that will yield qualitative data. The focus group will have qualitative data, which I will analyze according to the guidelines given by Kreuger (1994).

### Questionnaire Data Analysis

To make it easier to interpret the responses, I will transfer the data onto an Excel spreadsheet with the scale numbers corresponding to the respondents, and this is an optimal tool to use to analyze data quickly. I will calculate mean, standard deviation and variance for each section of the questionnaires based on suggested data analysis procedures by Boone & Boone (2012). This information will point to concern areas, if any, which I can then address during revisions. Next, I will use a simple coding process to analyze the responses to the open-ended questions. I do not have any categories (other than positive or negative) in mind but will decide on them as I go through the responses for emerging trends/patterns.

### Focus Group Data Analysis

Kreuger (1994) stresses that focus group analysis should be "practical, systematic, and verifiable" (p. 141). I will analyze the focus group data based on his guidelines. Since there is a time constraint, I will use note-based analysis which is lesser time-consuming analysis strategy. This strategy relies on "field notes, a debriefing session, and summary contents" (p. 144) at the end of the exercise. These may be supplemented by the recording of the discussion as needed. As I analyze the responses and discussion points, I will listen carefully and code for context, internal consistency (taking note of shifts in opinion), frequency, intensity and extensiveness of comments, and specificity of responses. Once this is done, I can look for patterns in perception/attitude as well as find the "big ideas" (p.151). I will also code for emotions (non-verbal communication cues) if the focus group will take place in person. The results/findings will be organized around the key questions or big ideas in the discussion.

## Timeline

| **TASK** | **DATE** |
|---|---|
| Evaluation Plan Draft | January 23 |
| Evaluation Plan Revised | February 9 |
| SME and IT expert added to Course Sandbox | February 5 |
| Questionnaire and Checklist sent to SME and IT expert respectively | February 5 |
| Completed Questionnaire and Checklist received from the SME and IT expert respectively | February 14 |
| Focus group 1 | February 11 |
| Small Group Evaluation 1 | February 14 |
| Small Group Evaluation 2 | February 16 |
| Focus Group 2 and Questionnaire distribution to learners and collection | February 18 |
| Evaluation Analysis | February 20 |
| Evaluation Report Draft | February 27 |
| Evaluation Report Revised | March 13 |
| Artifact Revision | March 13 – March 20 |

| | |
|---|---|
| Portfolio Completion | April 3 |
| Presentation and Defense | April 7 |

This is the estimated timeline for the Master's Project Defense. I plan to start working on getting parts of the evaluation report ready as and when the steps are completed. I anticipate no problems as of now with the deadlines since I have locked down the dates with learners in advance. I plan to have the final Evaluation Report based on peer feedback done by March 13, after which I will use the Spring Break to start working and hopefully complete the artifact revision. Lastly, I will update my portfolio and the presentation materials by April 3, which will give me 3 days to prepare for the presentation and defense.

## Conclusion

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## Appendix A

**COURSE EVALUATION QUESTIONNAIRE *FOR SHAKESPEARE 101: ROMEO AND JULIET – A CRITICAL READING***

**INSTRUCTOR'S NAME:** Vidya Menon

**REVIEWER/SME NAME:** Scott Gibbons

**DATE OF REVIEW:**

**COURSE OVERVIEW**

This is an asynchronous course spanning 6 weeks. The course is divided into three 2-week modules. The materials and resources that the students will need are all provided within the modules, and the students will not need any supplementary resources to successfully complete the course.

This course will cover a brief introduction to Shakespeare and the characteristics of Shakespearean tragedy. The course will also familiarize the students with Shakespeare's craft and structure of the play, his use of language and rhetoric. Through this course the students will interact with the play and critically analyze the setting, major themes, and characters and how the interplay between these contribute to the development of the play's plot. The students will compare and contrast the play with subsequent cinematic/ stage adaptations, and comment on the similarities and differences. The students will also analyze the relevance of the play in the current times and technology. The target learners for this course are Grades 9-10 students (or older). The students will have successfully completed the Grade 8 proficiency requirements. The students are not expected to have read Shakespeare before this course.

**For I, II, III, and IV, please rate the criteria using the following scale:**
4 = Excellent
3 = Good
2 = Satisfactory

1 = Needs Improvement

**For V, please rate the criteria using the following scale:**
4 = Strongly Agree
3 = Agree
2 = Disagree
1 = Strongly Disagree

* Note: Those criteria checked as "Needs Improvement" and “Disagree” **require** comments. Comments for the other scale points are optional, though they would be welcome and appreciated.

**I. COURSE OVERVIEW/INFORMATION**
**Please rate the criteria using the following scale:**
4 = Excellent
3 = Good
2 = Satisfactory
1 = Needs Improvement

| | Criteria | 4 | 3 | 2 | 1 | Comments |
|---|---|---|---|---|---|---|
| 1. | The Course begins with a motivational Welcome message that includes instructions on how to get started. | | | | | |
| 2. | The syllabus is current and comprehensive, describing course objectives and description, topics, policies, expectations. | | | | | |
| 3. | The Course and module learning objectives are clearly stated and are aligned to student learning activities and assessments. | | | | | |
| 4. | The modules clearly state what is expected each week/module. | | | | | |

**II. COURSE CONTENT AND DELIVERY**
**Please rate the criteria using the following scale:**
4 = Excellent
3 = Good
2 = Satisfactory
1 = Needs Improvement

| | Criteria | 4 | 3 | 2 | 1 | Comments |
|---|---|---|---|---|---|---|
| 1. | The Course content demonstrates appropriate depth of knowledge of course subject. | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 2. | Content is appropriate to course level and target learners. | | | | | |
| 3. | The Course content is appropriate for the course length. | | | | | |
| 4. | The Course content is clearly presented and structured in a logical, consistent, and uncluttered manner. | | | | | |
| 5. | The Course content is chunked or grouped to help students learn the content. | | | | | |
| 6. | Explains difficult/new terms, concepts in the lessons/activities. | | | | | |
| 7. | The assignments/activities are related to course/module content. | | | | | |
| 8. | There are clearly stated instructions to learners that clarify how assignments and assessments are to be completed. | | | | | |
| 9. | The Course provides opportunities for students to engage in active learning (i.e., collaborative work/projects, discussion forums, multimedia presentations, etc.). | | | | | |
| 10. | The Course actively engages learners in a variety of instructional delivery methods. | | | | | |

**III. ASSESSMENT AND FEEDBACK**

**Please rate the criteria using the following scale:**

4 = Excellent
3 = Good
2 = Satisfactory
1 = Needs Improvement

| | **Criteria** | **4** | **3** | **2** | **1** | **Comments** |
|---|---|---|---|---|---|---|
| 1. | The Course contains detailed rubrics and instructions for all assessments. | | | | | |
| 2. | The Course provides a variety of assessments that measure stated learning objectives and are appropriate to the asynchronous learning environment. | | | | | |
| 3. | The Course provides opportunities for the learner to give descriptive feedback on course design, course | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | content, facilitation, assessments, and activities to improve the course for the learners. | | | | | |
| **IV. LEARNER ACCESSIBILITY AND SUPPORT** | | | | | | |
| | **Criteria** | **4** | **3** | **2** | **1** | **Comments** |
| 1. | The course materials are accessible and provides maximum readability (captions, audio and written transcripts, Alt Text, etc.) | | | | | |
| 2. | The course materials and/or media-based content contains hyperlinks that are descriptive. | | | | | |
| **V. PRESENCE, ENGAGEMENT, AND EMOTION**<br>**Please rate the criteria using the following scale:**<br>4 = Strongly Agree<br>3 = Agree<br>2 = Disagree<br>1 = Strongly Disagree | | | | | | |
| | **Criteria** | **4** | **3** | **2** | **1** | **Comments** |
| 1. | The learners will have an optimistic view toward studying in this environment. | | | | | |
| 2. | The learners will have a sense of satisfaction and achievement about this learning environment and artifact. | | | | | |
| 3. | The learner can access the course and modules at times convenient to them. | | | | | |
| 4. | The learners are allowed enough time to work at their own pace to achieve the learning objectives. | | | | | |
| 5. | The learners can access the course without difficulty. | | | | | |
| 6. | The learners are in control of their progress as they move through the module lessons and activities. | | | | | |
| 7. | The structure of the course and the lessons/activities will keep the learners focused on what is to be learned. | | | | | |
| 8. | The learners will find the course design and layout appealing. | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 9. | The content is appropriate the online/asynchronous learning environment. | | | | | |
| 10. | The web-based learning approach can substitute the traditional classroom approach. | | | | | |
| 11. | The web-based learning approach can be used to supplement the traditional classroom approach. | | | | | |
| **OTHER** | | | | | | |
| What are the highlights/areas of excellence of this course? | | | | | | |
| What might the instructor/instructional designer do to enhance this course? | | | | | | |

Reviewed by:

Date:

## Appendix B

## CHECKLIST FOR EVALUATION BY IT EXPERT

The questionnaire contains criteria items to evaluate user interface, accessibility, and technical support.
Please rate the criteria according to the following scale:
1= Meets criteria
2 = Partially meets criteria
3 = Does not meet criteria

*Note: Those criteria checked as "Partially meets criteria" and "Does not meet criteria" **require** comments

| **I. COURSE ORGANIZATION AND NAVIGATION** | | | | | |
|---|---|---|---|---|---|
| | **Criteria** | **1** | **2** | **3** | **Comments** |
| 1. | The design and the layout of the homepage is visually appealing. | | | | |
| 2. | Navigational instructions make the organization of the course easy to follow. | | | | |
| 3. | Provides orientation to course and its structure | | | | |
| 4. | Course calendar is available and up to date. | | | | |
| 5. | Syllabus and other course information (learning objectives, grading policies, rubric) is easy to find. | | | | |
| 6. | Instructor's contact information is clearly visible. | | | | |
| 7. | Uses modules to organize course content. The Course content is clearly presented and structured in a logical, consistent, and uncluttered manner. | | | | |
| 8. | Students can move logically and easily between areas of the course; color, graphics and icons are used to guide the student through the course; and a consistent look and feel exist throughout the course (consistent text, colors, bullets, and heading styles). | | | | |
| 9. | All links to the media lessons and written materials worked. | | | | |

| **II. LEARNER ACCESSIBILITY AND SUPPORT** | | | | | |
|---|---|---|---|---|---|
| | **Criteria** | **1** | **2** | **3** | **Comments** |
| 10. | The course meets universal design principles, Section 508 standards and W3C guidelines to ensure access for all students (Content can be accessed by all students, including students who use assistive technology to see, hear and move the information, captions, audio and written transcripts, Alt Text, etc. are provided) | | | | |
| 11. | The course materials and/or media-based content contains hyperlinks that are working and descriptive. | | | | |
| 12. | Online course design describes available technical support. | | | | |

What other suggestions/recommendations do you have to improve the overall usability of the course design and organization?

| |
|---|
| |

Reviewed by:

Date:

## Appendix C

### Menon User Experience Test Group Learners

Please answer the questions honestly and to the best of your ability so that I can improve the relevance and validity of the course

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The respondent's email (**null**) was recorded on submission of this form.

1. Email *

2. Name and email

**Scale**

1 = Strongly agree; 2 = Agree; 3 = Neutral; 4 = Disagree; 5 = Strongly disagree

1 =Completely natural; 2 = Natural; 3 = Neutral; 4 = Unnatural; 5 = Completely unnatural

**Presence, Engagement**

3. I can access the course and learning activities/lessons at times convenient to me.

*Mark only one oval.*

1 2 3 4 5

Strongly Agree Strongly Disagree

4. I am allowed to work at my own pace to achieve learning objectives.

*Mark only one oval.*

1 2 3 4 5

Strongly Agree Strongly Disagree

5. The flexibility allows me to meet my learning goals.

*Mark only one oval.*

1 2 3 4 5

Strongly Agree Strongly Disagree

6. The asynchronous nature of the interactions enables me to reflect and respondwhen I had formulated an appropriate response.

*Mark only one oval.*

1 2 3 4 5

Strongly Agree Strongly Disagree

7. How natural did your interactions with the learning environment and the course seem?

*Mark only one oval.*

1 2 3 4 5

Completely natural Completely unnatural

8. How completely were all of your senses engaged?

*Mark only one oval.*

1 2 3 4 5

Completely natural Completely unnatural

9. How much did your experiences in the virtual environment seem consistent withyour real-world experiences?

*Mark only one oval.*

1 2 3 4 5

Completely natural Completely unnatural

10. If you rated any of the above questions a 4 or 5, please explain your rationale, sothat it would help me make improvements.

**Usability (Ease of Navigation) & Appearance**

11. The Course begins with a motivational Welcome message that includesinstructions on how to get started.

*Mark only one oval.*

1 2 3 4 5

Strongly Agree Strongly Disagree

12. The syllabus is current and comprehensive, describing course objectives anddescription, topics, policies, expectations.

*Mark only one oval.*

1 2 3 4 5

Strongly Agree Strongly Disagree

13. The Course content is clearly presented and structured in a logical, consistent, anduncluttered manner.

*Mark only one oval.*

1 2 3 4 5

Strongly Agree Strongly Disagree

14. The learning objectives are clearly stated in each lesson.

*Mark only one oval.*

1 2 3 4 5

Strongly Agree Strongly Disagree

15. The organization of each lesson is easy to follow.

*Mark only one oval.*

1 2 3 4 5

Strongly Agree Strongly Disagree

16. The structure of the overall course and the individual lessons in the modules keep me focused on what is to be learned.

*Mark only one oval.*

1 2 3 4 5

Strongly Agree Strongly Disagree

17. Expectations of assignments and grading policies are clearly stated in my subject.

*Mark only one oval.*

1 2 3 4 5

Strongly Agree Strongly Disagree

18. There are clearly stated instructions to learners that clarify how

assignments andassessments are to be completed.

*Mark only one oval.*

1 2 3 4 5

Strongly Agree Strongly Disagree

19. The presentation of the subject content is clear and follows a logical sequence.

*Mark only one oval.*

1 2 3 4 5

Strongly Agree Strongly Disagree

20. The multimedia technology (eg animation, graphics, sound, video) contributes tothe affective appeal of the learning material.

*Mark only one oval.*

1 2 3 4 5

Strongly Agree Strongly Disagree

21. The links provided in the material are clearly visible and logical.

*Mark only one oval.*

1 2 3 4 5

Strongly Agree Strongly Disagree

22. The links provided are relevant and appropriate to the document.

*Mark only one oval.*

1 2 3 4 5

Strongly Agree Strongly Disagree

23. The links provided are reliable i.e no inactive links.

*Mark only one oval.*

1 2 3 4 5

Strongly Agree Strongly Disagree

24. I had no difficulty using the technology.

*Mark only one oval.*

1 2 3 4 5

Strongly Agree Strongly Disagree

25. If you rated any of the above questions a 4 or 5, please explain your rationale, sothat it would help me make improvements.

**Motivational Design**

26. I enjoy the challenge of learning the material in a new learning environment.

*Mark only one oval.*

1 2 3 4 5

Strongly Agree Strongly Disagree

27. I have an optimistic view toward studying in this environment.

*Mark only one oval.*

1 2 3 4 5

Strongly Agree Strongly Disagree

28. I am confident because I understand the material.

*Mark only one oval.*

1 2 3 4 5

Strongly Agree Strongly Disagree

29. Being confident that I will understand the material motivates me to learn.

*Mark only one oval.*

1 2 3 4 5

Strongly Agree Strongly Disagree

30. I have no problems going through the materials on my own.

*Mark only one oval.*

1 2 3 4 5

Strongly Agree Strongly Disagree

31. I had no difficulty using the technology.

*Mark only one oval.*

1 2 3 4 5

Strongly Agree Strongly Disagree

32. I was in control of my progress as I moved through the material.

*Mark only one oval.*

1 2 3 4 5

Strongly Agree Strongly Disagree

33. The web based learning environment held my interest throughout the course.

*Mark only one oval.*

1 2 3 4 5

Strongly Agree Strongly Disagree

34. I felt a sense of satisfaction and achievement about this learning environment

*Mark only one oval.*

1 2 3 4 5

Strongly Agree Strongly Disagree

35. I felt a sense of boredom as I went through the course material and lessons.

*Mark only one oval.*

1 2 3 4 5

Strongly Agree Strongly Disagree

37. If you rated any of the above questions a 4 or 5, please explain your rationale, sothat it would help me make improvements.

Other

This section is optional, but I would really appreciate any feedback/comments that you would give.

38. What elements of the course did you like?

39. What suggestions/recommendations do you have to improve the course?

## Appendix D

# FOCUS GROUP FOR EVALUATION OF SHAKESPEARE 101: ROMEO & JULIET – A CRITICAL READING

## Meeting 1

### Opening Question

- Please state your name, your grade, and name of your school and your grade level.
- How familiar are you with Shakespeare?

### Introductory Questions

- When you think of Shakespeare, what is the first thing that comes to mind? (for the inexperienced learner)
- How would you rate your experiences with studying Shakespeare? Enjoyable, bored, difficult, easy, can't say. (for the experienced learners)

### Transition Questions

- What, according to you, is the main reason for your choice to the previous question? The instructor, instructional method, lesson structure, materials, and resources available, assessment methods, tests, etc.? Please explain.

### Key questions

- Did you experience a disconnect while studying Shakespeare? Did you question the relevance and currency of studying his works? Please explain.
- What according to you would be an ideal learning course/environment for studying Shakespeare?

**Ending questions**

- The interviewer/moderator will present a summary of the discussion and ask if the participants would like to add to the summary, or comment.

**Meeting 2**

**Opening Question**

- Please state your name, your grade, and name of your school

**Introductory Questions**

- What have your experiences been with a remote/online learning environment?
- Do you know what ‘asynchronous’ means?

**Transition Questions**

- Did you have trouble accessing the course?
- Did you go through the lessons and activities in the modules?

**Key questions**

- Which lessons and activities did you like the most and why?
- Did the asynchronous nature of the course add or detract from your learning experience? Please explain. (the instructor can elaborate on the question if needed).
- What according to you are the advantages of the course?
- What according to you could be the disadvantages? Do you have any suggestions to mitigate them?
- After going through the course content, do you feel confident of performing well in an assessment?
- What did you think of the assessments in the course?

**Ending questions**

- Please summarize your learning experience with this course and modules? What areas did you like best, what areas could do with improvement?