

University of Strathclyde

Department of Management Science

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What Value has Design in Computer-Based Learning (CBL)?: An Analysis from the  
Student Perspective

**Appendices**

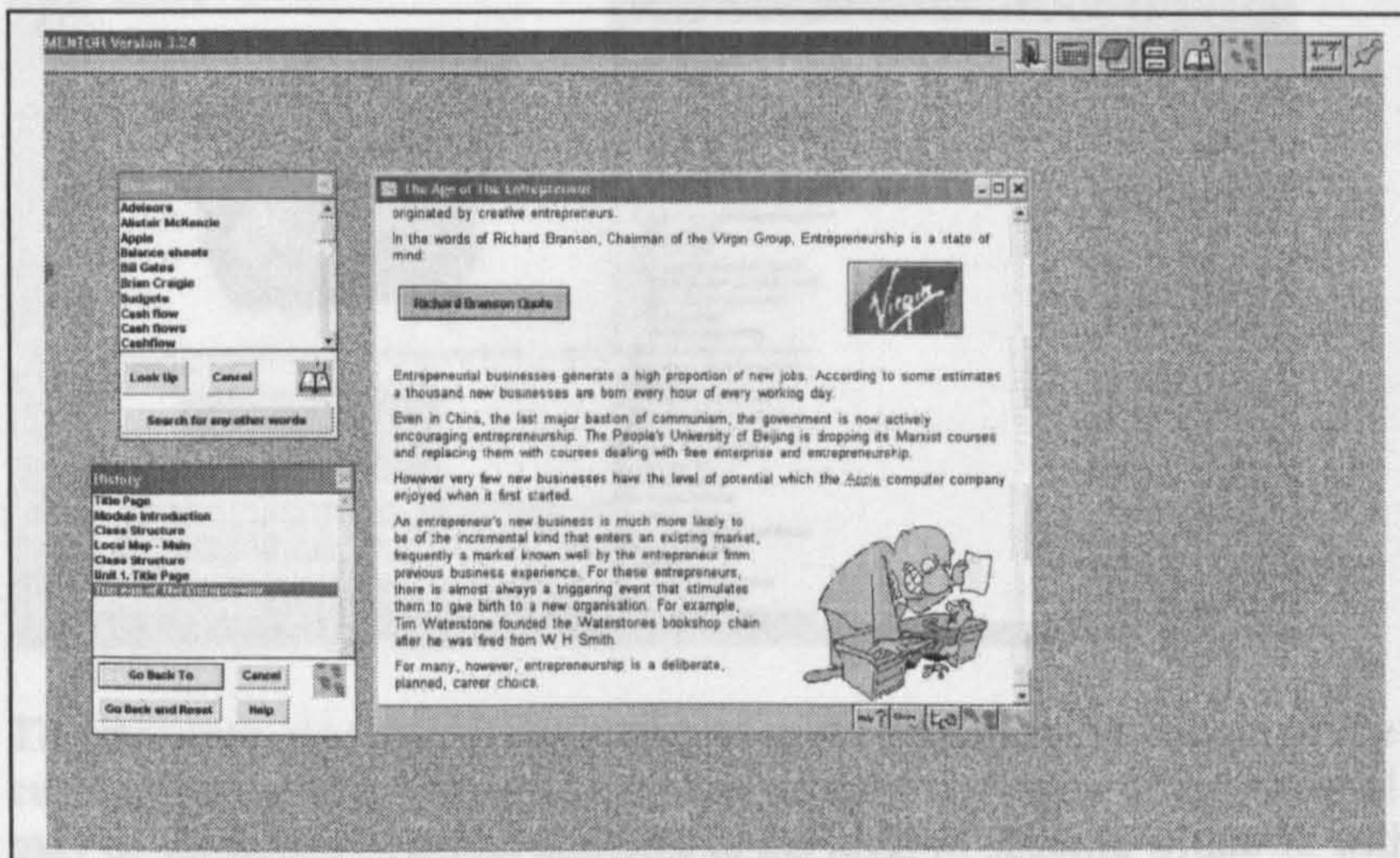
NCOL III

Submitted in fulfilment of the degree of Doctor of Philosophy

August 2003

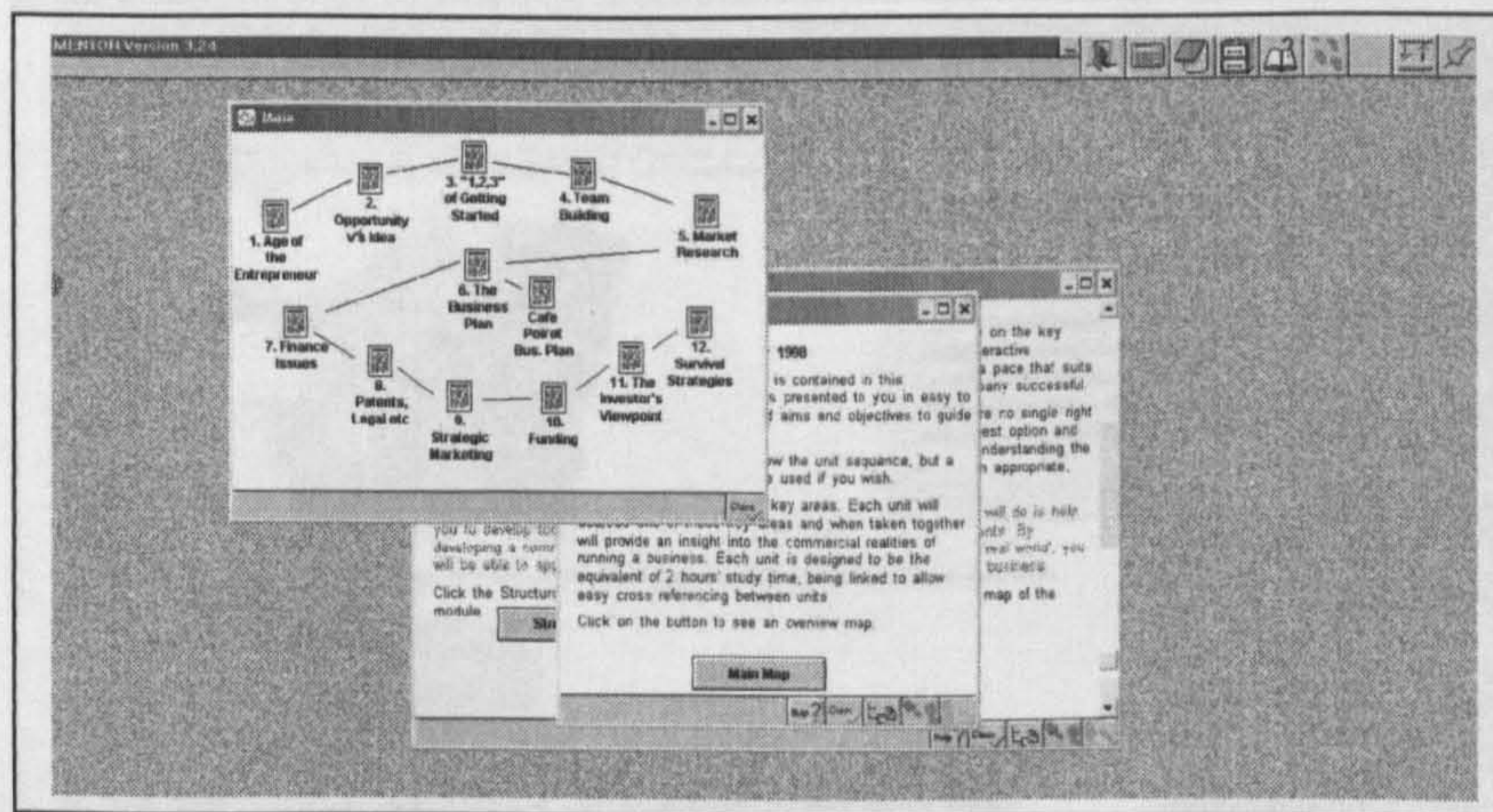
## Appendix 1: Screenshots of CBL Material

### A1.1: MENTOR Screenshot Showing Glossary and History



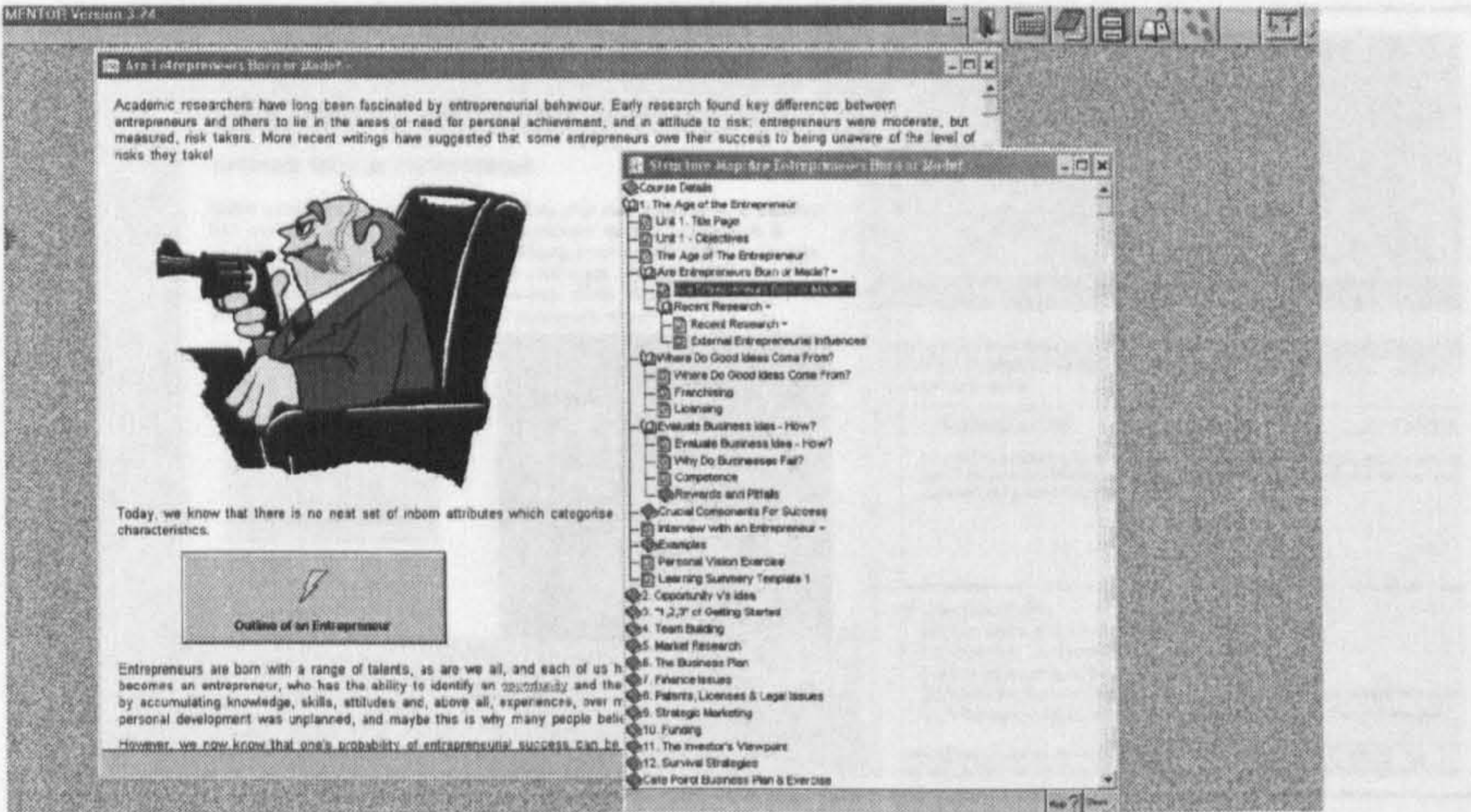
The Glossary may be accessed using the button bar on the screen and this offers the learner the option of clarifying the meanings of the terms used in the material.

### A1.2: MENTOR Screenshot Showing The Main Map Screen



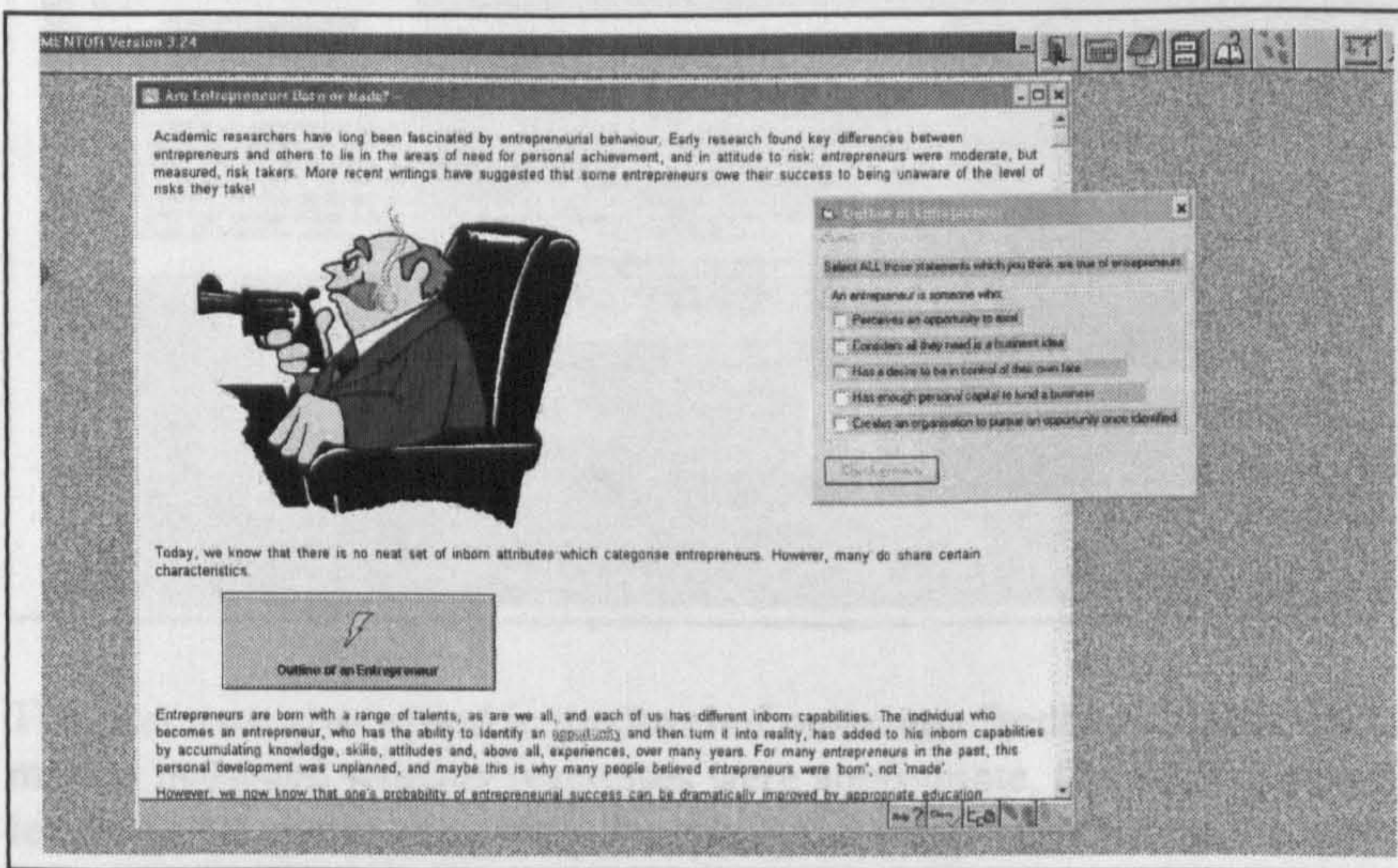
The main map may be accessed from the button bar, or from the introductory screen as shown. This offers a diagrammatic overview of the material concerned and enables the user to navigate directly to the start point of any of the units within the module.

### A1.3: MENTOR Screenshot Showing Structure Map



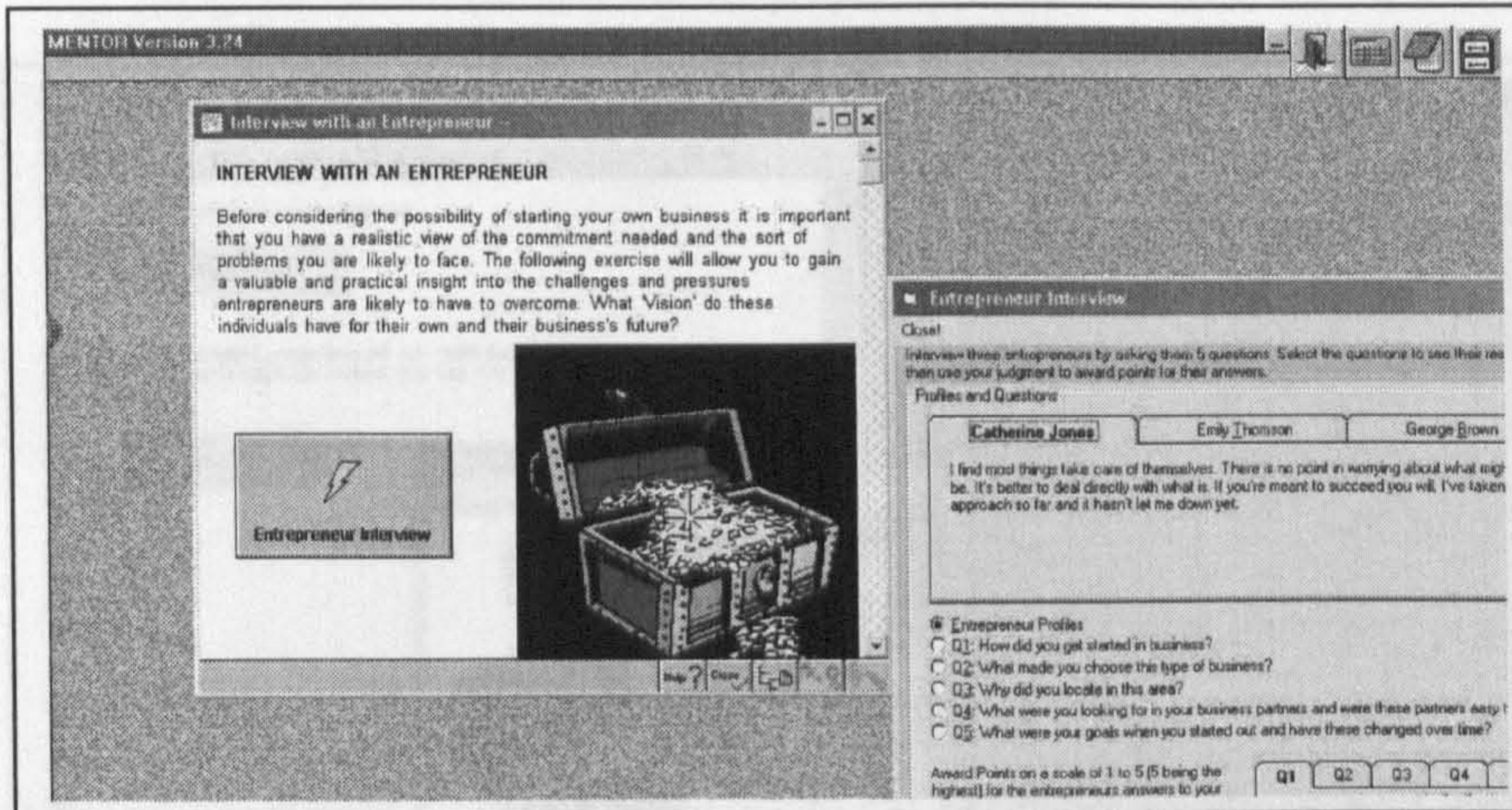
The structure map may be accessed using the button at the bottom of the active window currently on screen. This offers a more detailed overview of the material within the module and may be expanded to reveal contents to the level of specific windows within specific units of the module. This map allows the user to navigate directly to individual windows within the material. When the button for this map is clicked the map opens to show the currently active window highlighted within the map, thereby offering the user an indication of their current location within the material.

### A1.4 MENTOR Screenshot Showing Simple Exercise



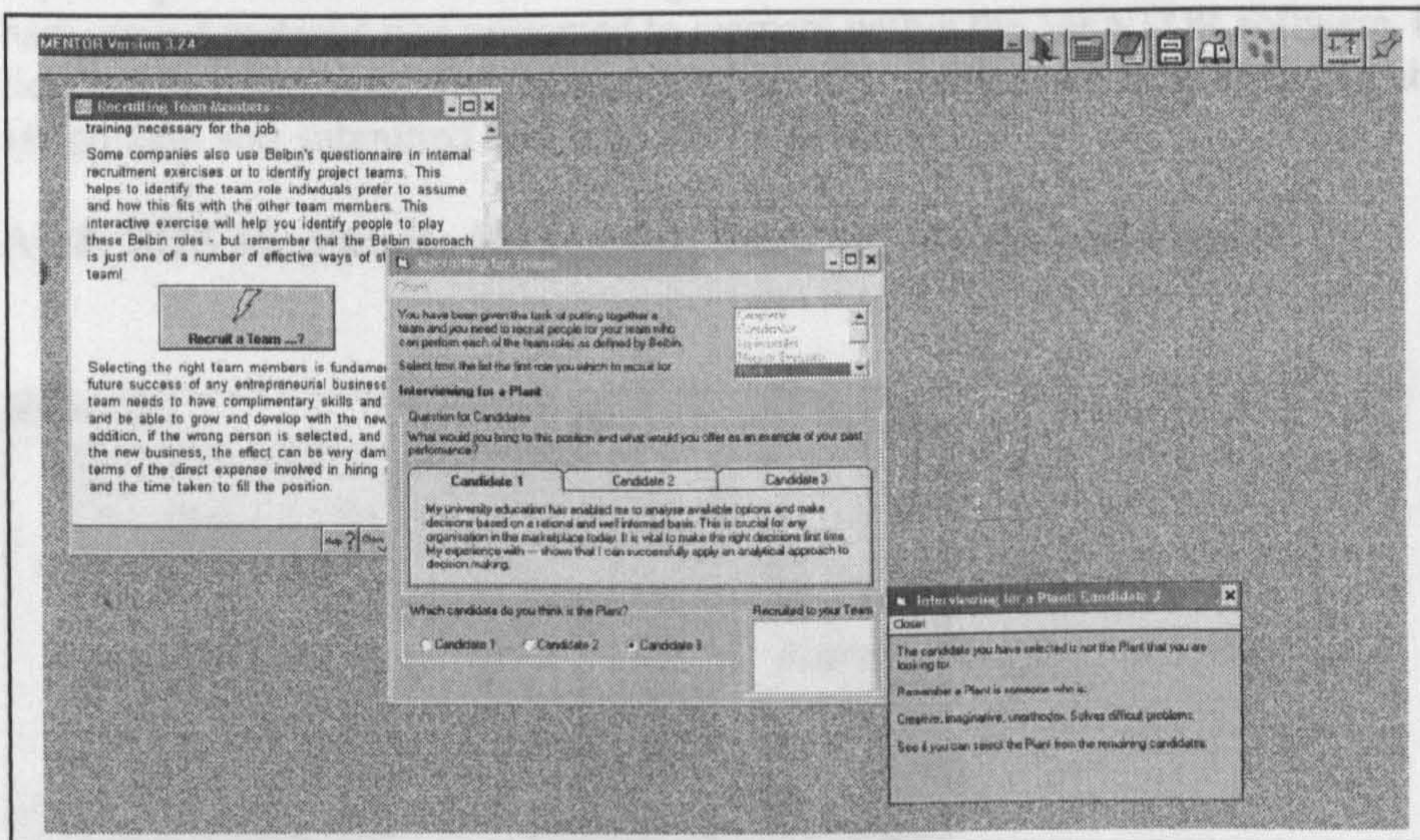
The exercises vary in their complexity, with some exercises requiring only recall of material covered previously, to the level where learners are required to discriminate the material from distractor material shown and to respond by making a decision.

## A1.5: MENTOR Screenshot Showing More Complex Exercise



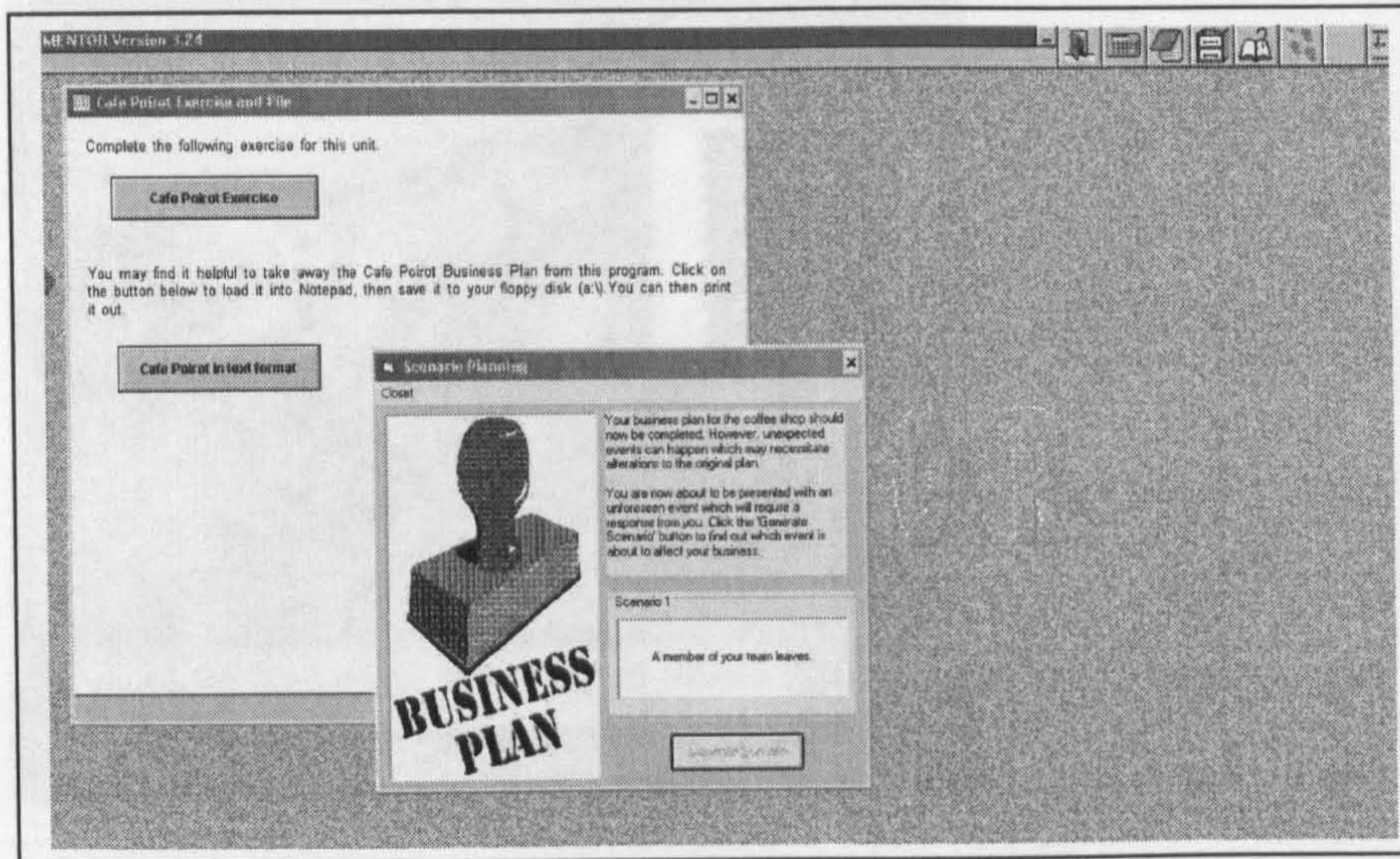
The more complex exercises required an understanding of material covered previously and the capability to utilise that understanding in order to make context specific decisions.

## A1.6: MENTOR Screenshot Showing Feedback Offered in Exercise



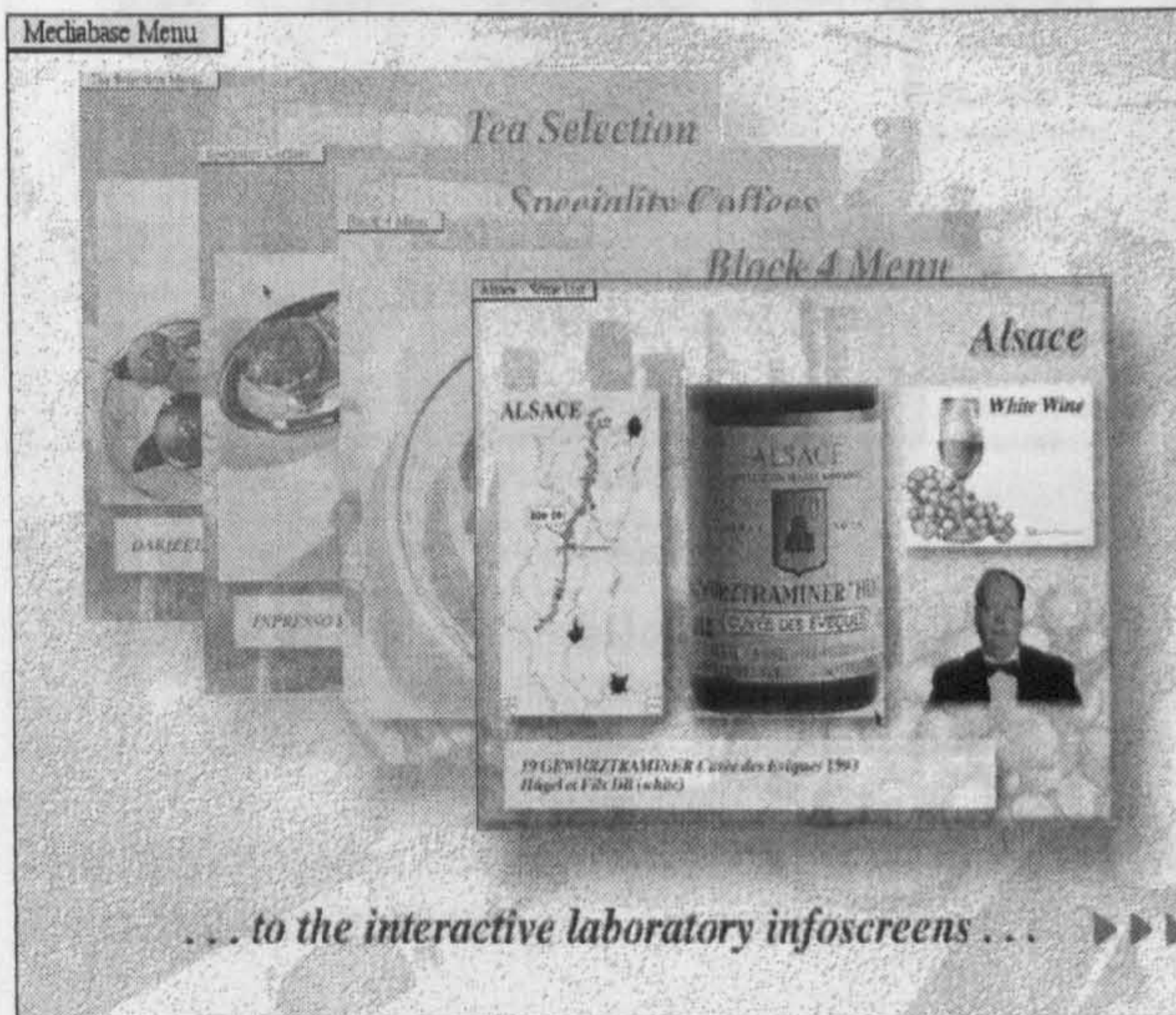
The exercises also varied in the level of on-screen feedback offered. While the simpler exercises merely indicated whether responses were appropriate, the more complex exercises offered some level of explanation regarding the appropriate responses within the specific context.

### A1.7: MENTOR Screenshot Showing PSE Assessed Exercise



The assessed exercise required understanding of the material previously covered and the capability to utilise that understanding in order to make decisions within a wider context. The background material was presented to learners within the MENTOR software, including a fictional business plan. The learners accessed the problem scenario as shown above and their assignment was submitted as a print out for grading.

### A1.8: SHS Mediabase Screenshot Showing Menus and Layers



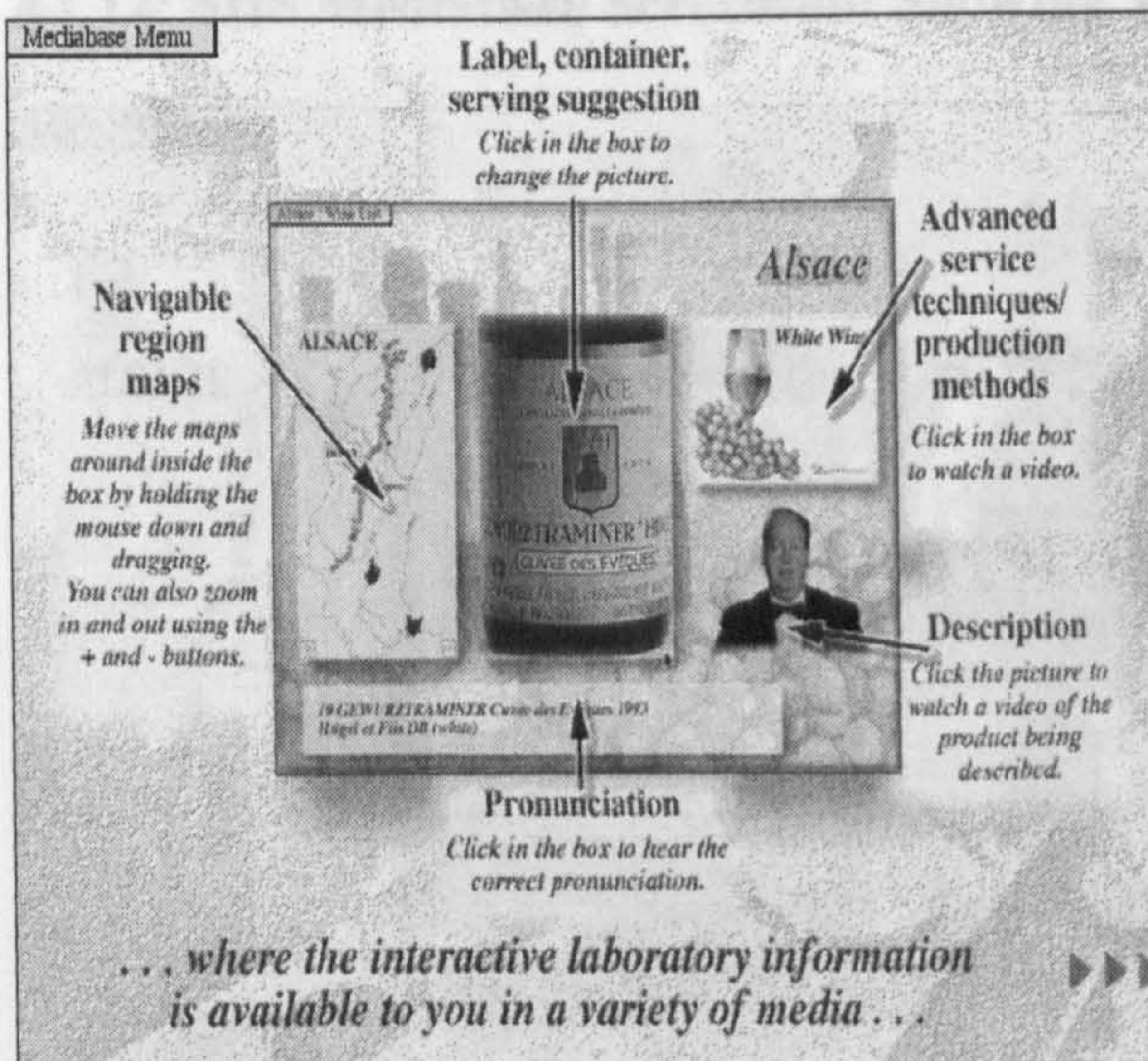
The Mediabase includes a wide range of related material, navigation of which is provided in the form of menus and sub-menus.

### A1.9: SHS Mediabase Screenshot Showing Typical Food & Beverage Screen



The Mediabase includes video clips of production methods and still images of completed dishes and servings.

### A1.10: SHS Mediabase Screenshot Showing Range of Modalities Used



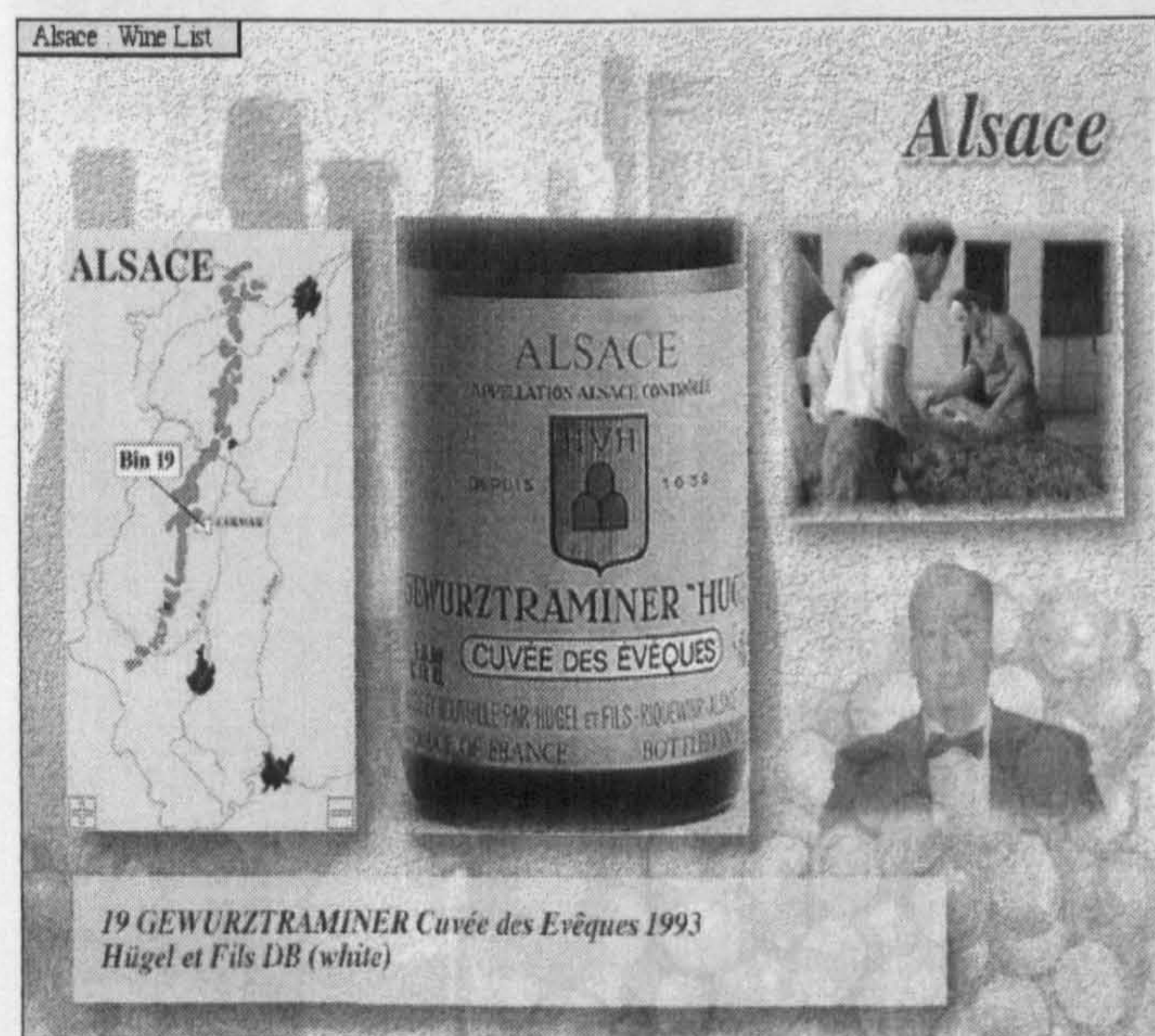
The Mediabase contains a wide range of material which it presents as interactive screens including navigable maps, VR scenes, and exercises.

### A1.11: SHS Mediabase Screenshot Showing Role Playing Scenarios



The Mediabase includes a range of role play scenarios in the form of videos of good and bad practice in the restaurant.

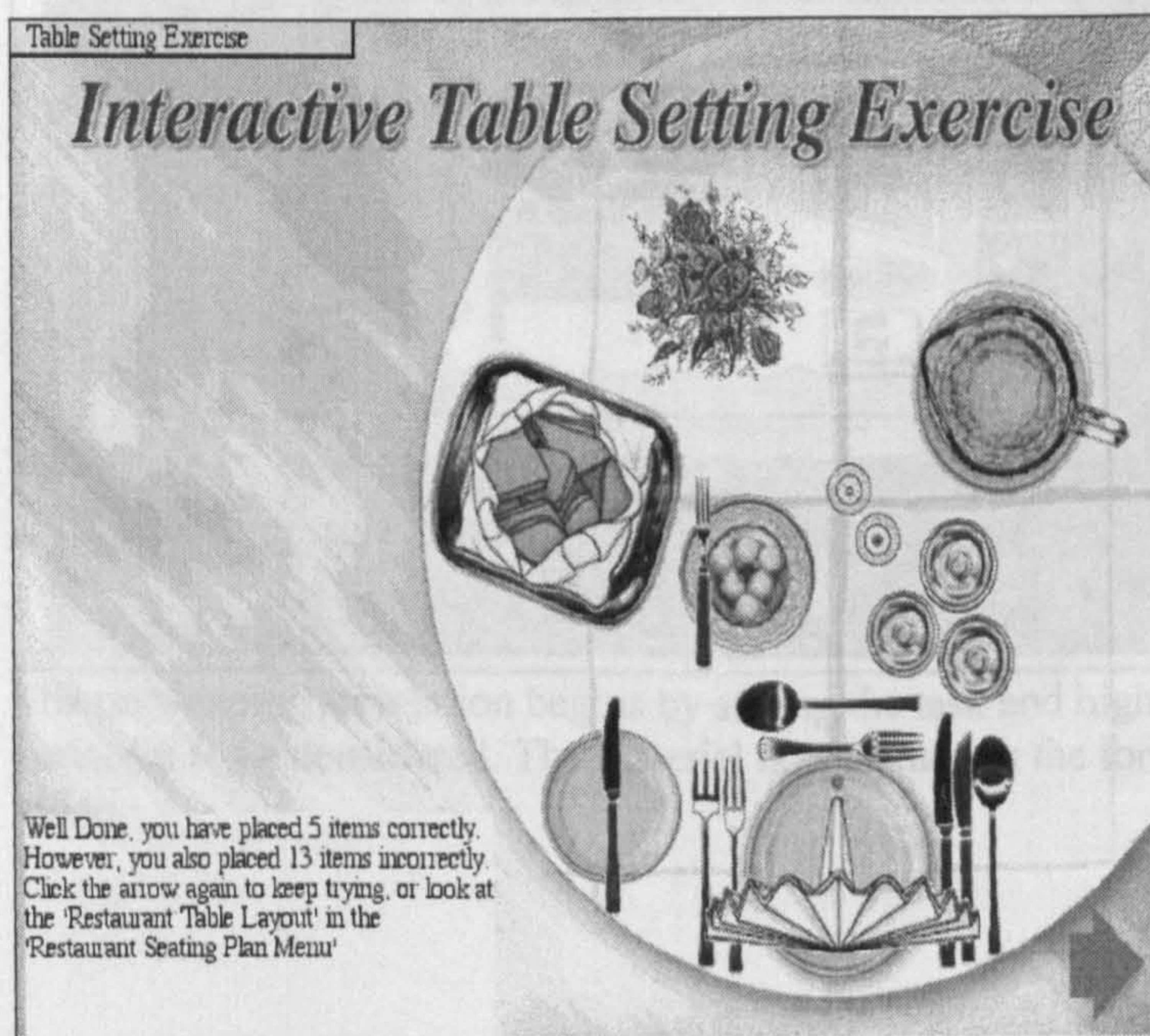
### A1.12: SHS Mediabase Screenshot Showing Video Screen of Wine Background



**A1.13: SHS Mediabase Screenshot Showing Role Playing Exercise**

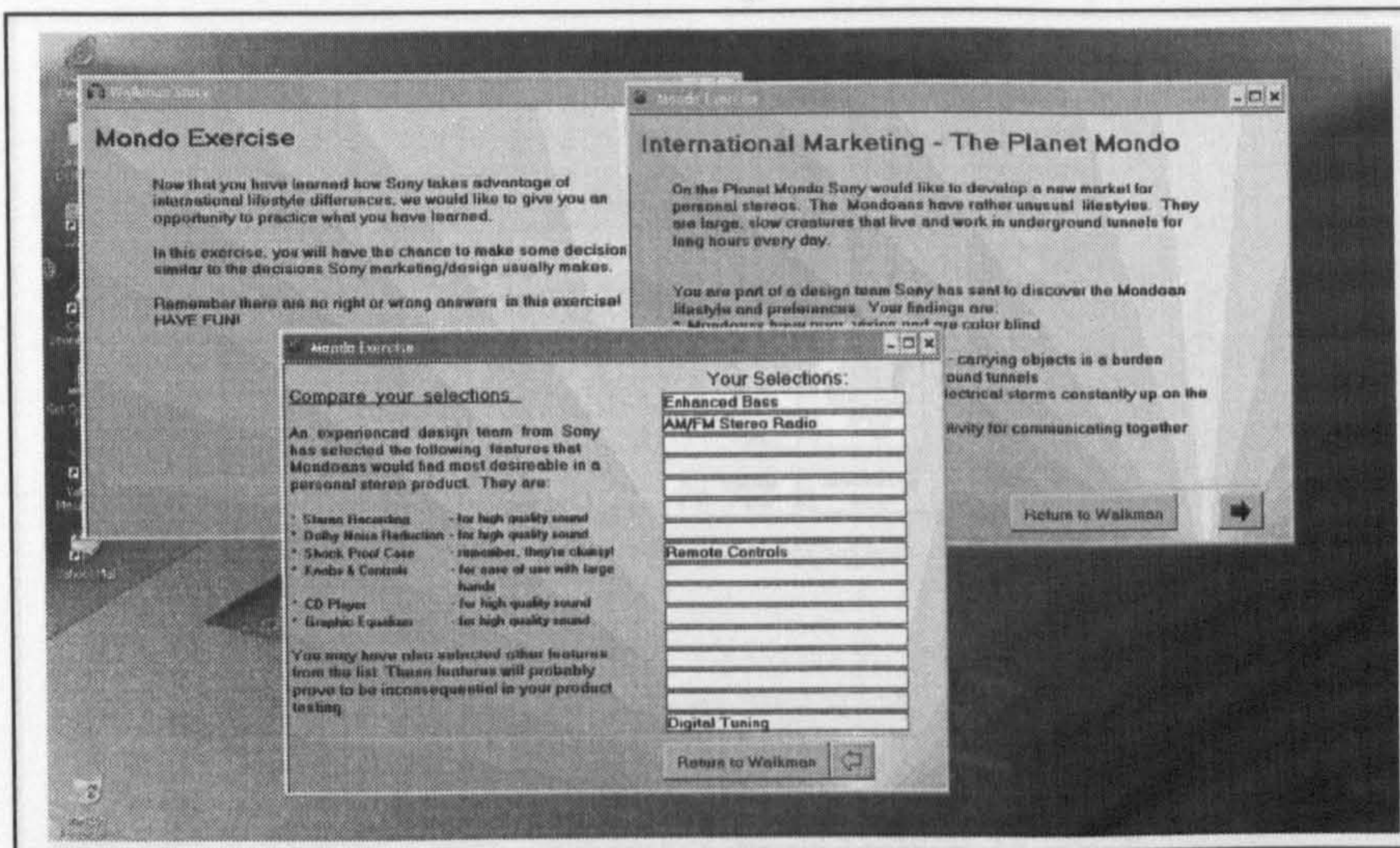


**A1.14: SHS Mediabase Screenshot Showing Table Setting Exercise**



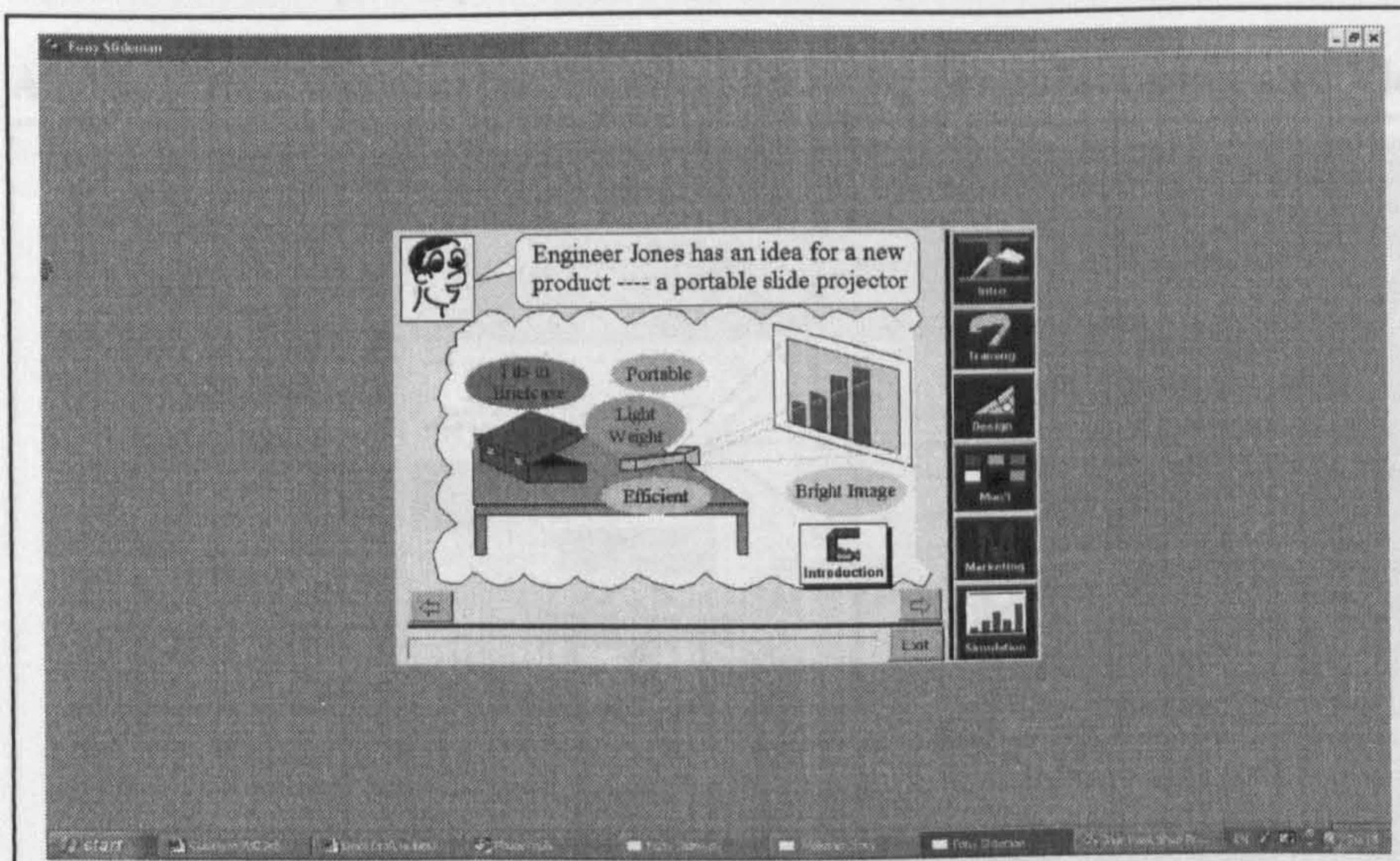


## A1.15: DMLE Screenshot Showing Mondo Exercise Feedback



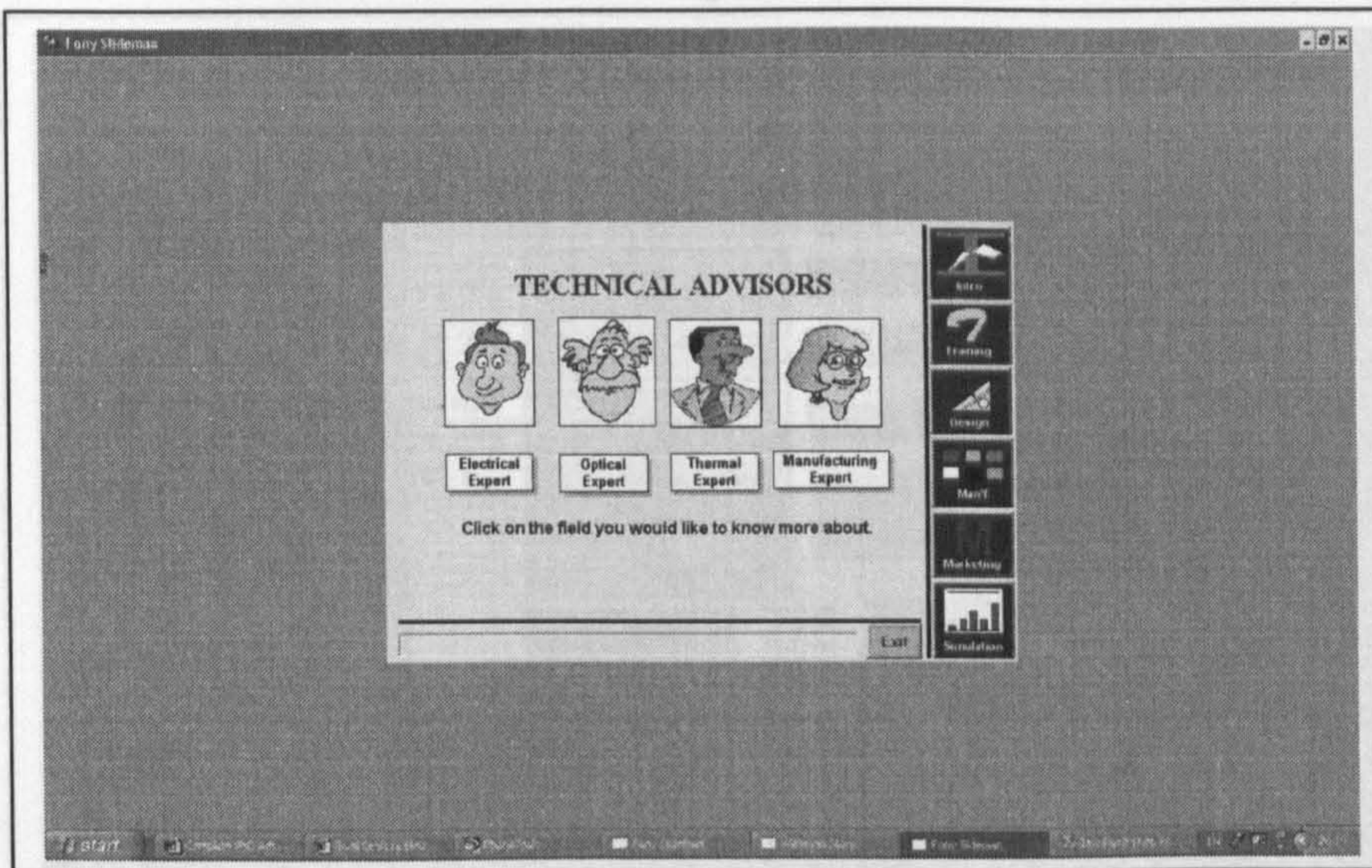
The Mondo Exercise offers some level of explanation regarding the appropriate responses within the specific context.

## A1.16: DMLE Screenshot Showing Prototype Scenario Setting



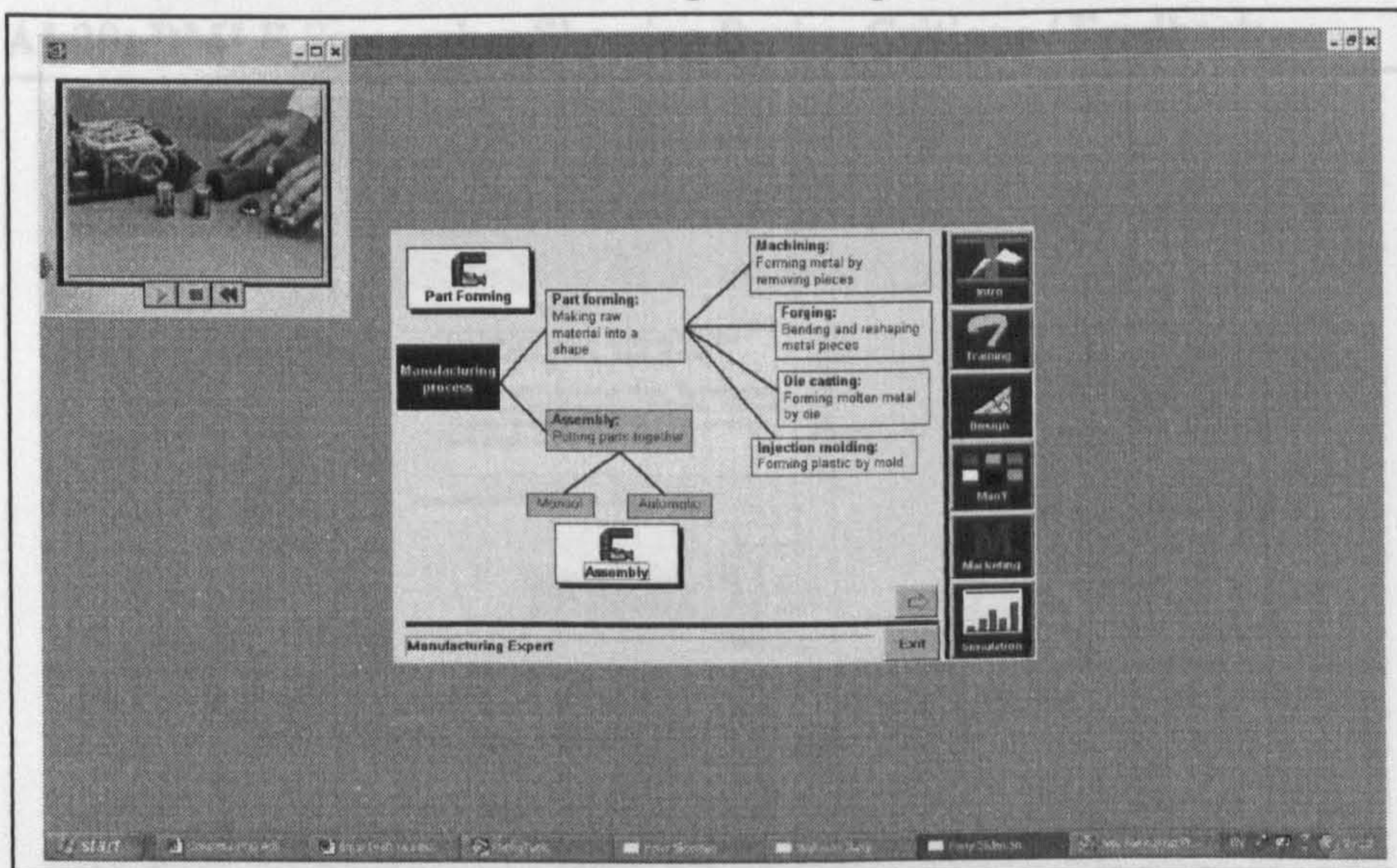
The prototyping simulation begins by setting the task and highlighting some of the important variables to be considered. The material is presented in the form of text, graphics, animation and video.

### A1.17: DMLE Screenshot Showing Technical Advisors / Experts



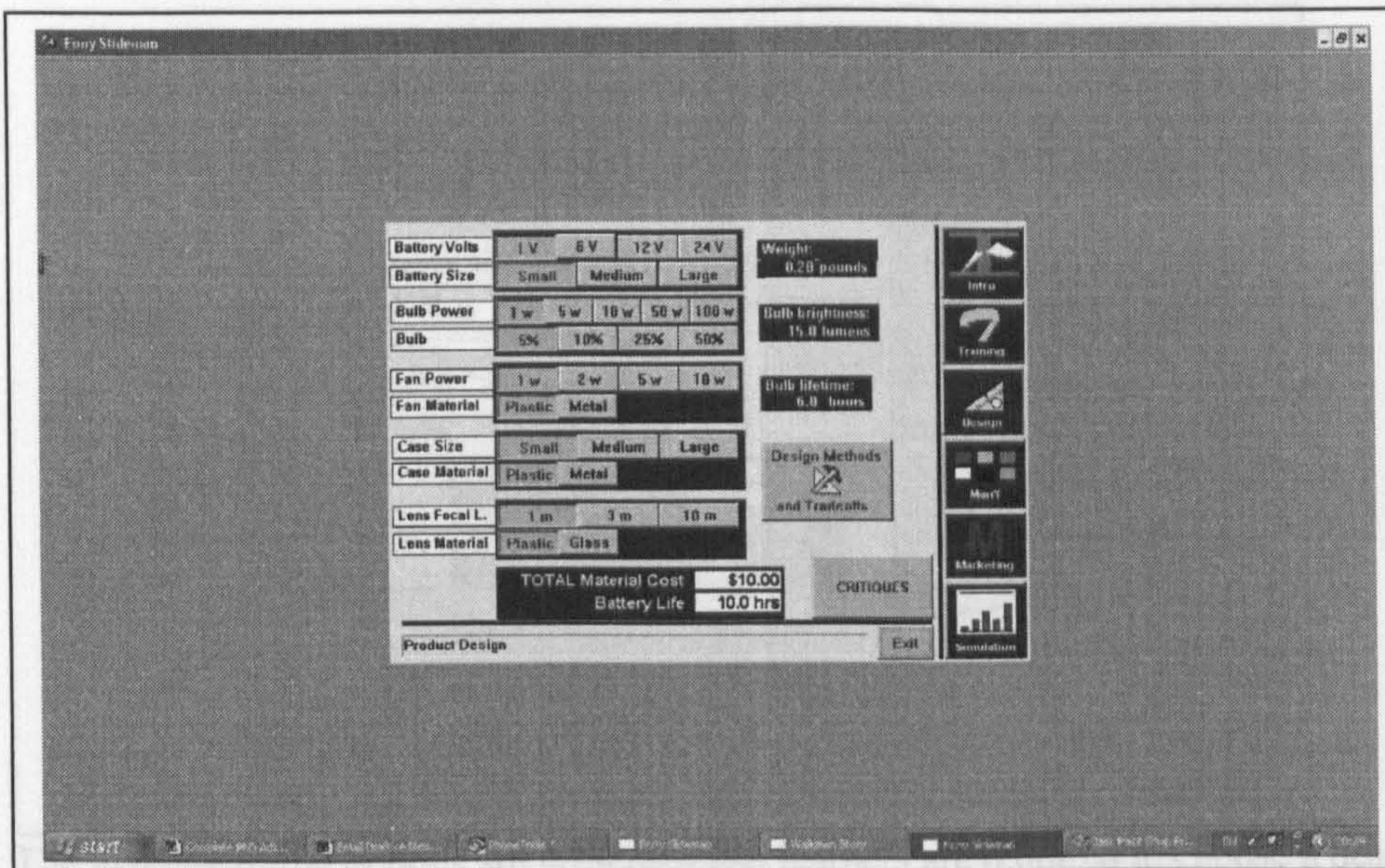
Expert advice may be accessed using the on-screen buttons. The advice is offered using a range of text, graphics, animations and videos, including some drag and drop style simulation elements which learners may manipulate to observe effects.

### A1.18: DMLE Screenshot Showing Manufacturing and Video



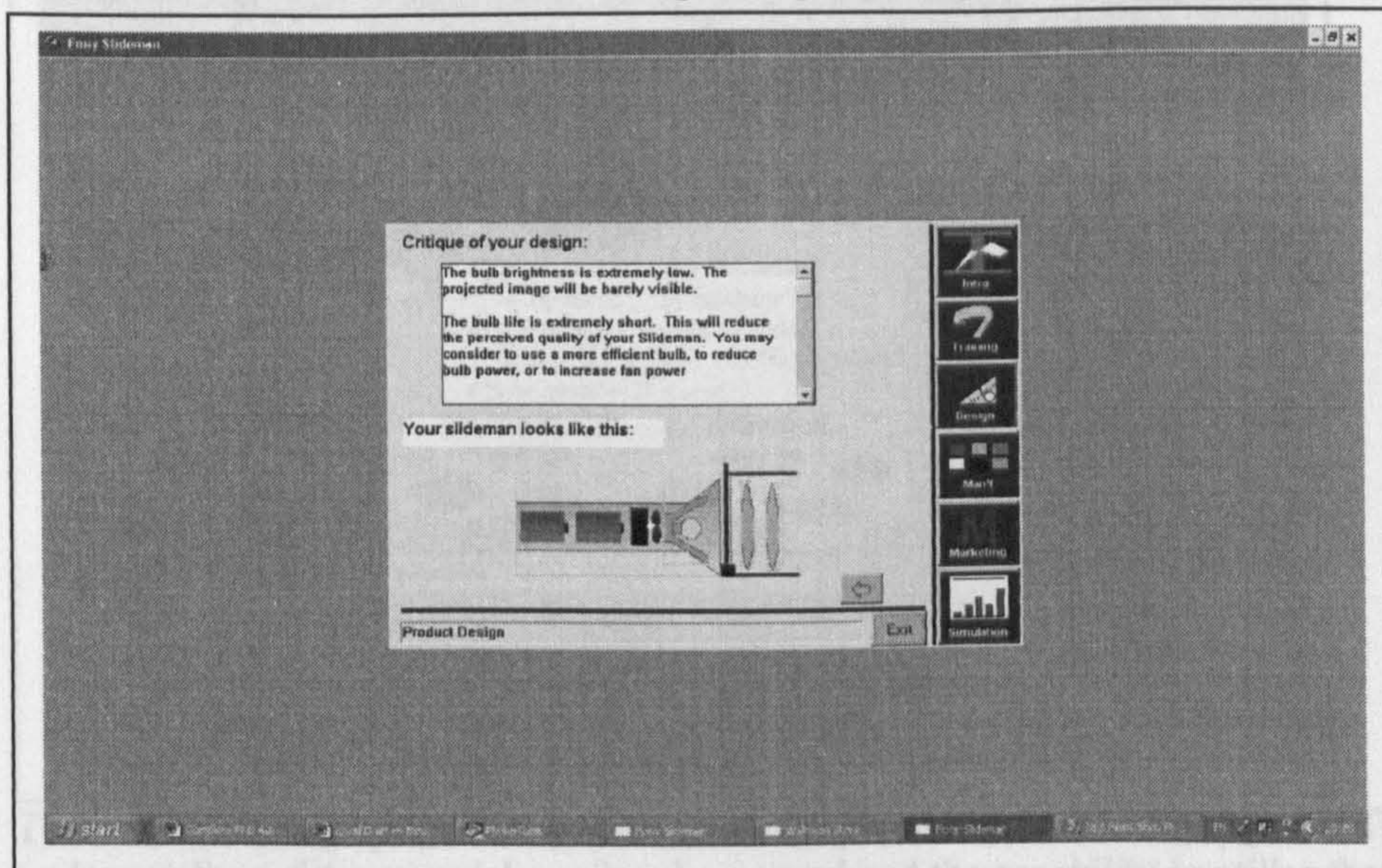
Overviews are offered from the perspectives involved in the design, manufacturing and marketing of the Slideman project. The material makes use of text, graphics, sound and video material.

## A1.19: DMLE Screenshot Showing Design Variables



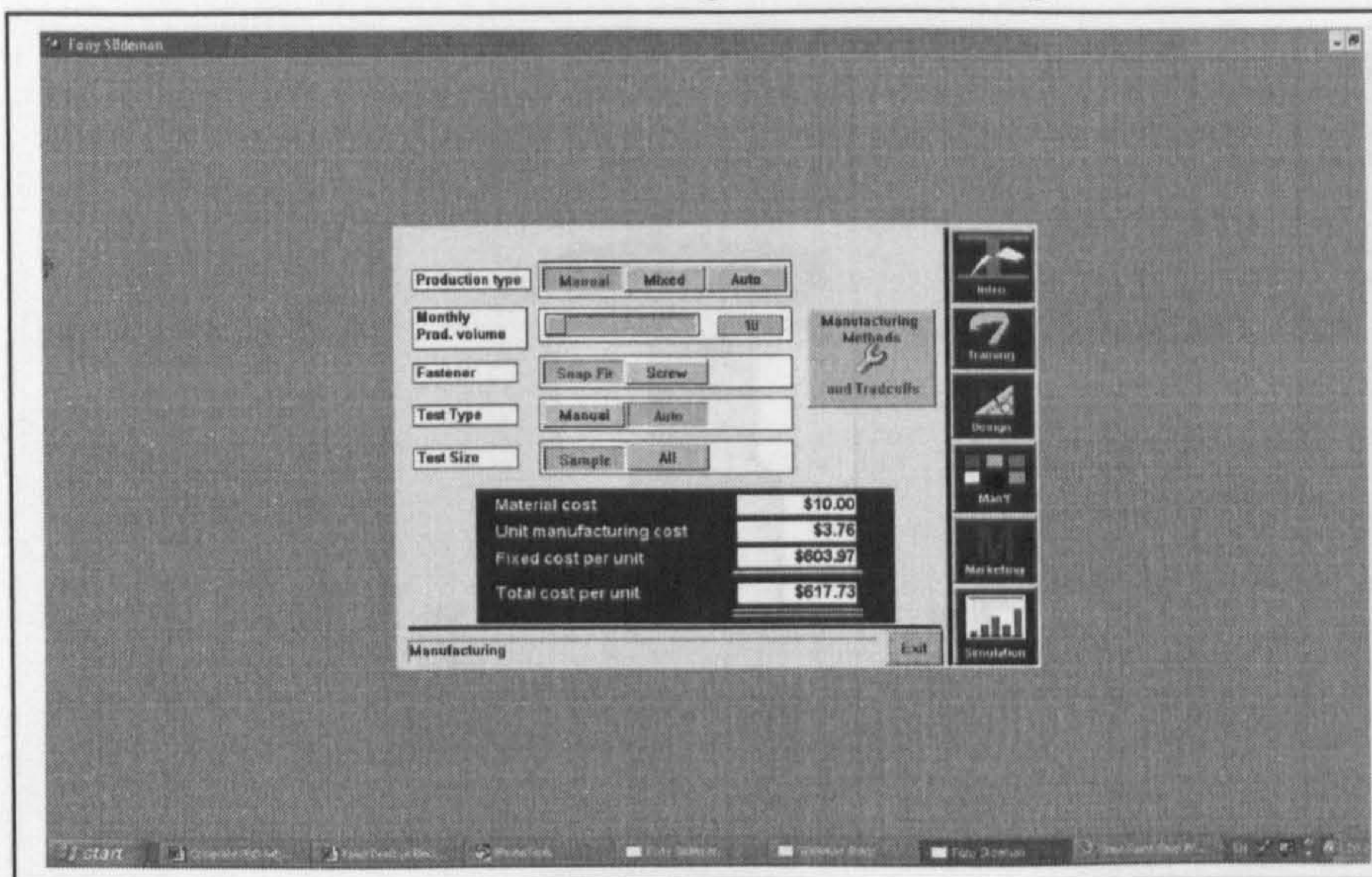
The design options are presented and learners are required to choose a design specification. This requires understanding of the material previously covered and the capability to utilise that understanding in order to make decisions within a specific context.

## A1.20: DMLE Screenshot Showing Design Critique / Feedback



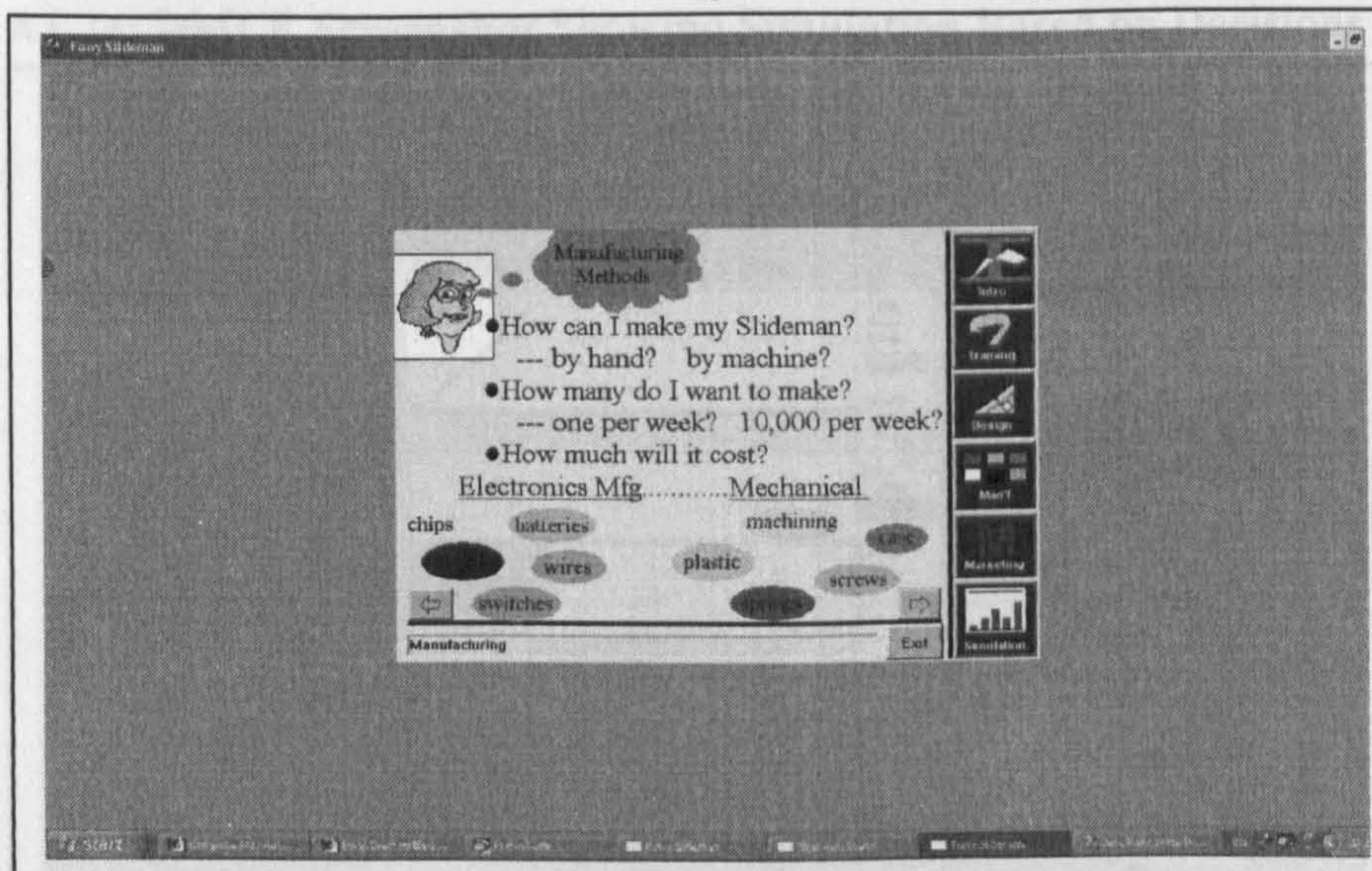
The design specification exercise offered some level of explanation regarding the appropriate responses within the specific context.

### A1.21: DMLE Screenshot Showing Manufacturing Variables



The manufacturing options are presented and learners are required to choose a design specification. This requires understanding of the material previously covered and the capability to utilise that understanding in order to make decisions within a specific context.

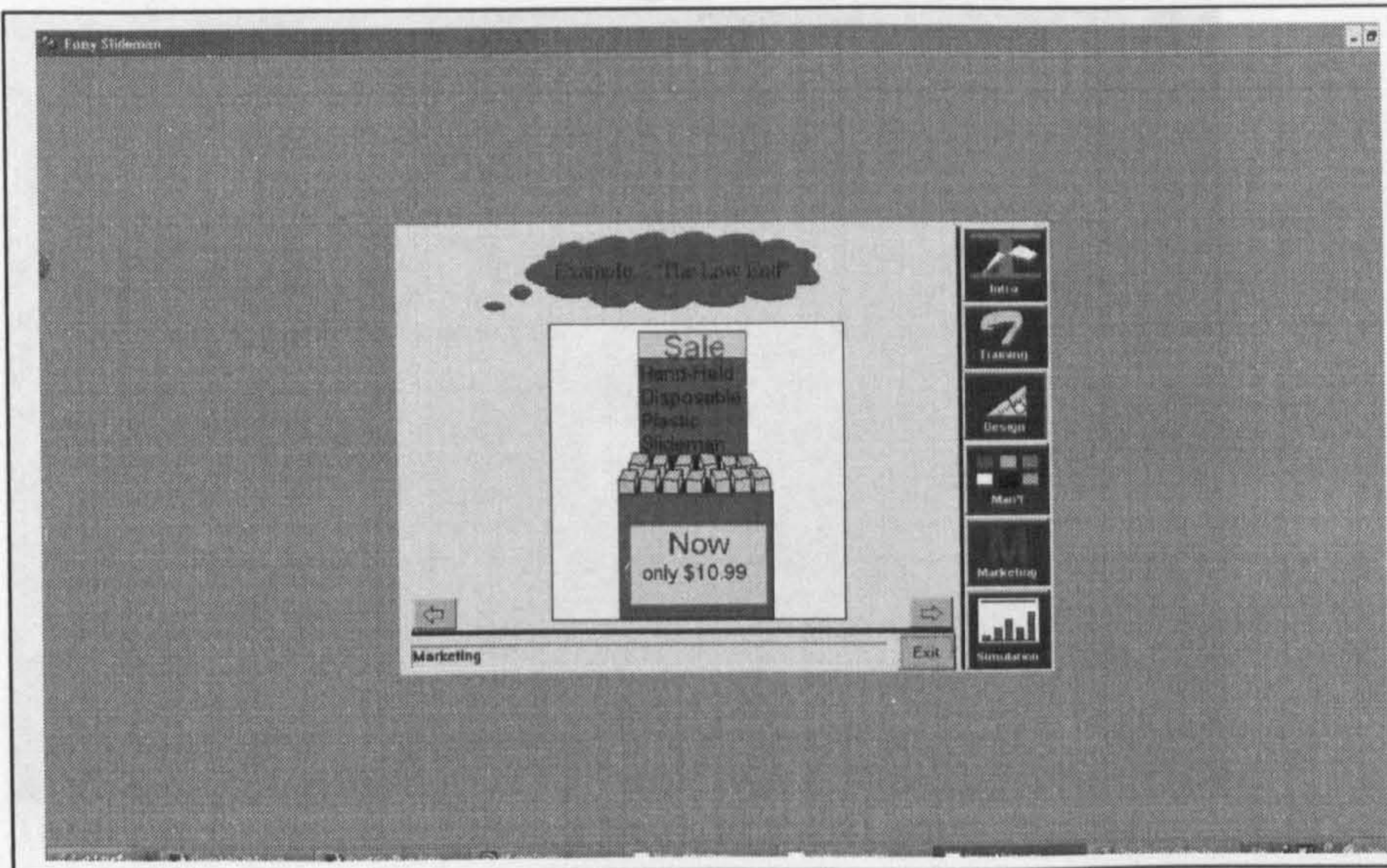
### A1.22: DMLE Screenshot Showing Manufacturing Issues



The manufacturing options are presented and important issues are highlighted. This required understanding of the material previously covered and the capability to utilise that understanding in order to make decisions within a specific context.

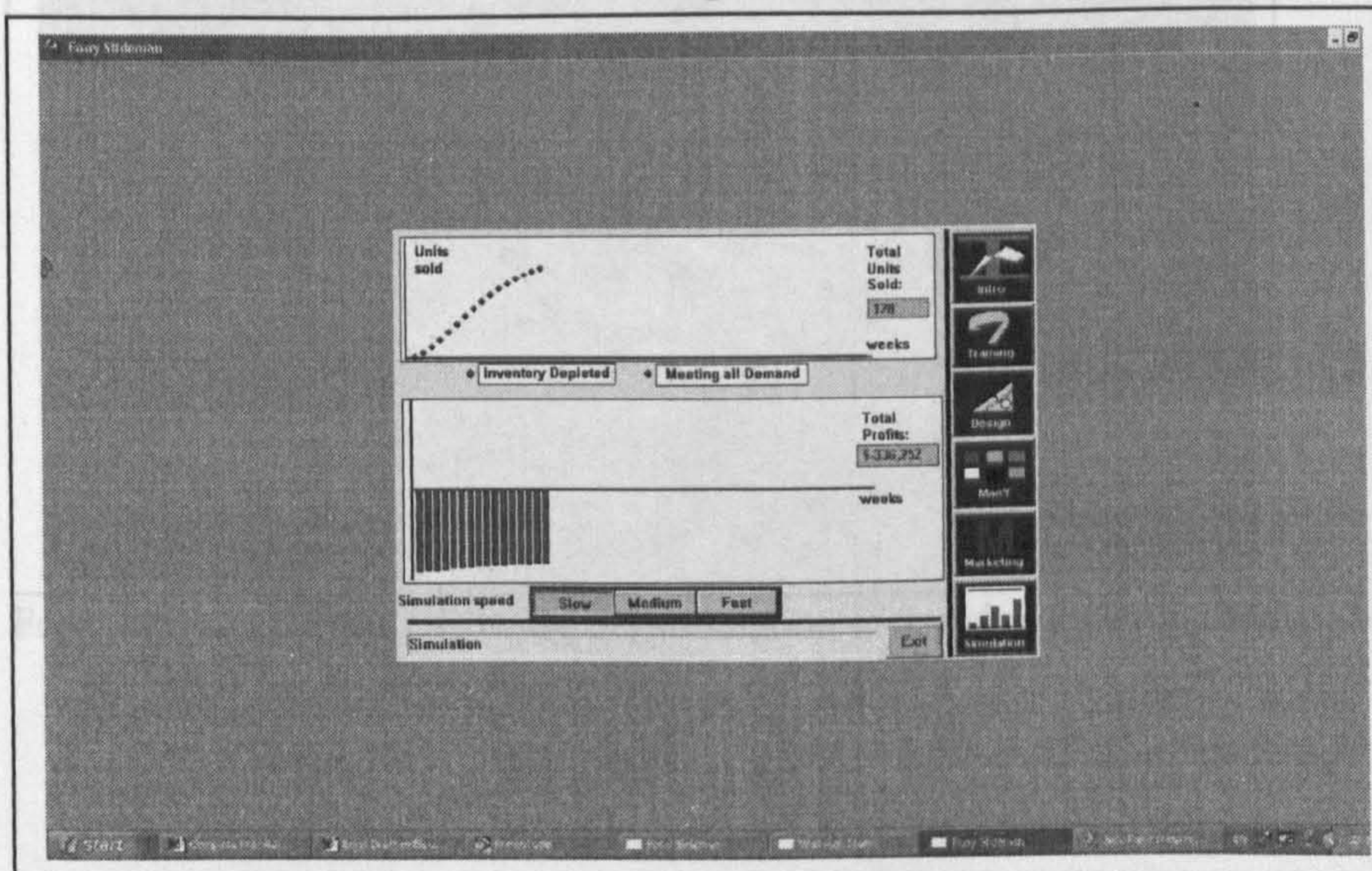
The feedback is provided using a dynamic graph which shows results of trading over time, given the decisions made by the learner. This reveals the level of profit achieved and reflects the design, manufacturing, and marketing decisions made by the learners.

### A1.23: DMLE Screenshot Showing Marketing Options



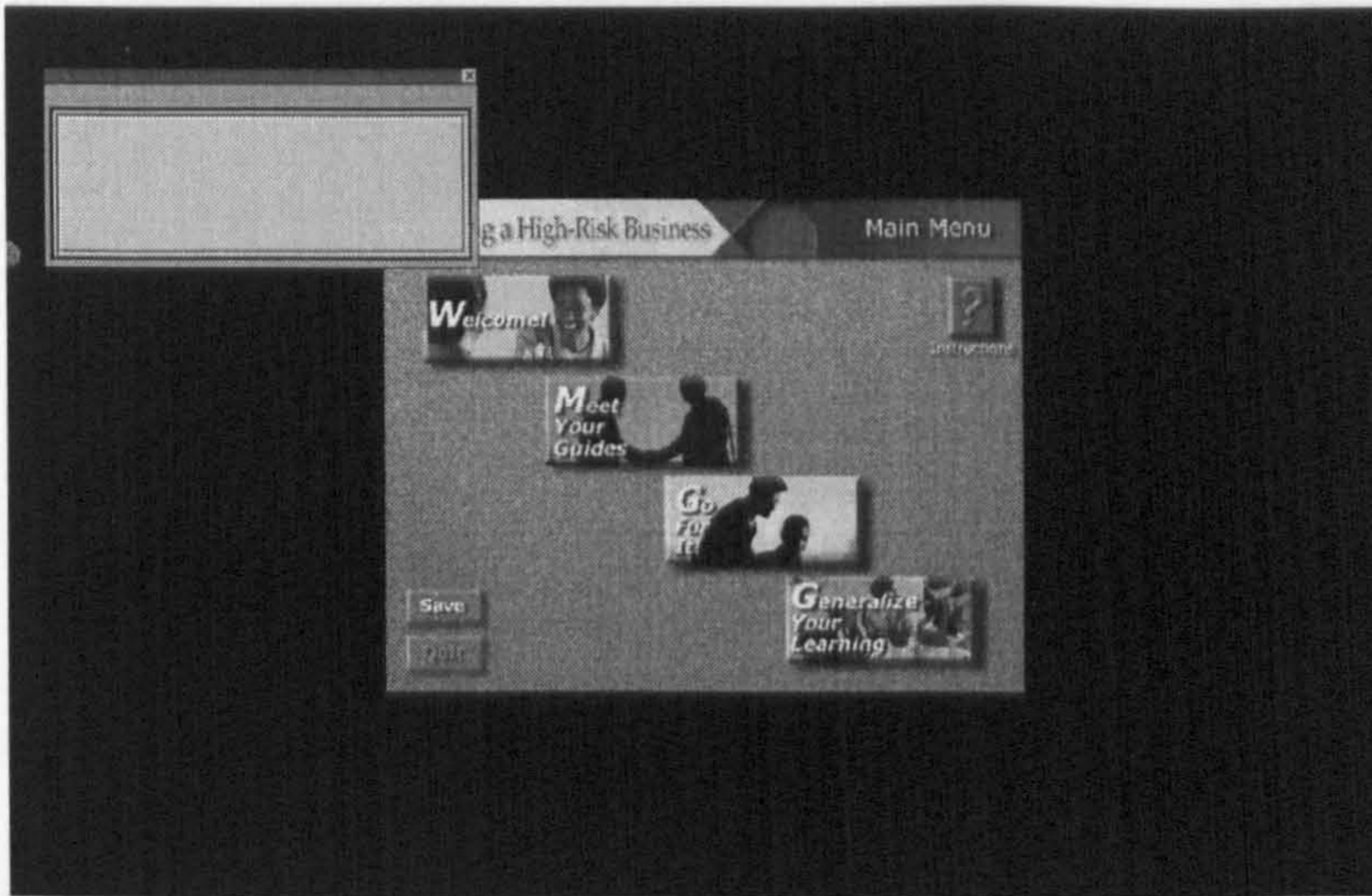
Learners are required to choose a marketing approach. This required understanding of the material previously covered and the capability to utilise that understanding in order to make decisions within a specific context.

### A1.24: DMLE Screenshot Showing Simulation Based on Decisions Made



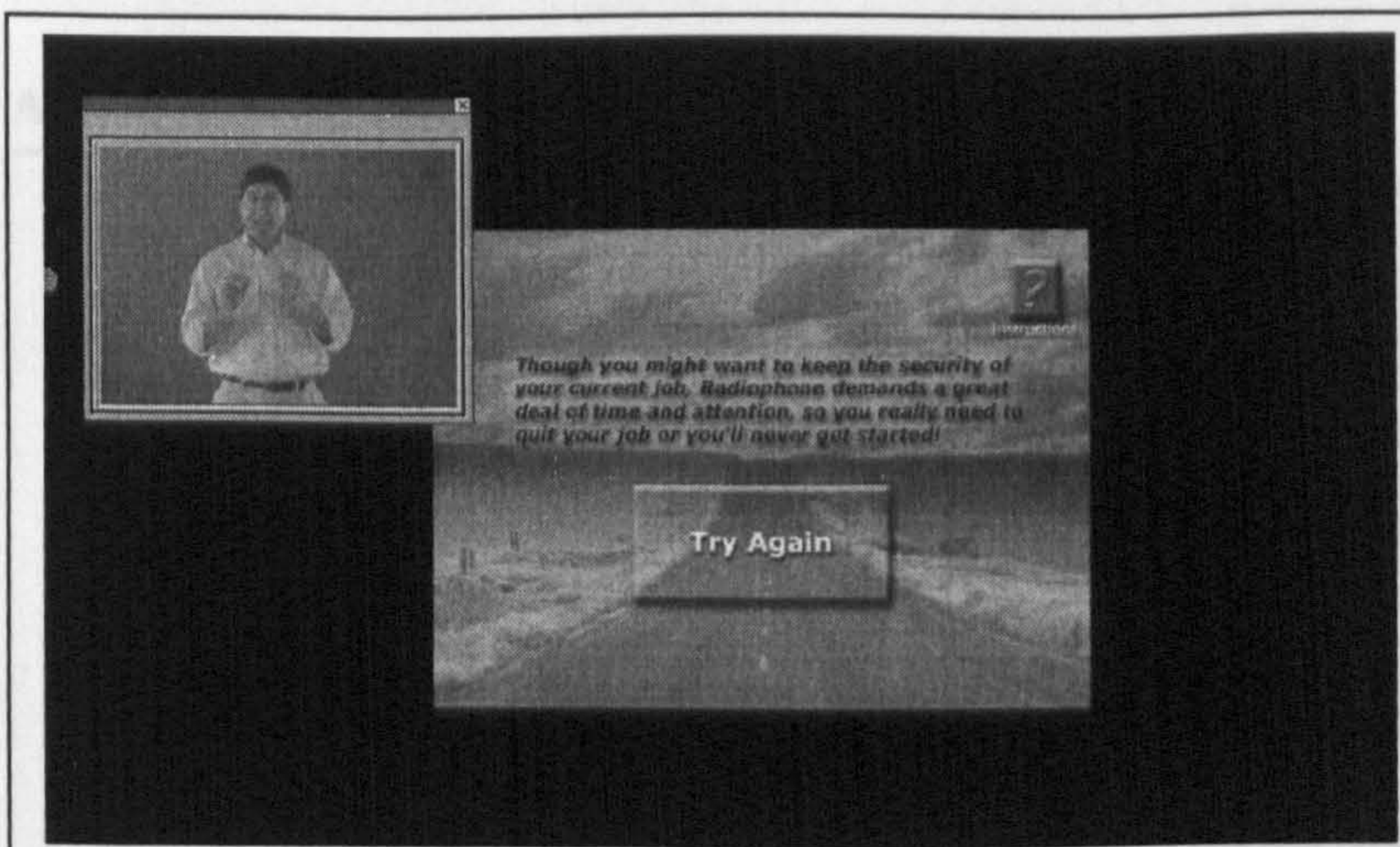
Having taken decisions based on their understanding of the material covered, learners may then run the simulation to discover how their business fares. The feedback is provided using a dynamic graph which shows results of trading over time, given the decisions made by the learner. This reveals the level of profit achieved and reflects the design, manufacturing, and marketing decisions made by the learners.

### A1.25: HBS Screenshot Showing Intro Panel



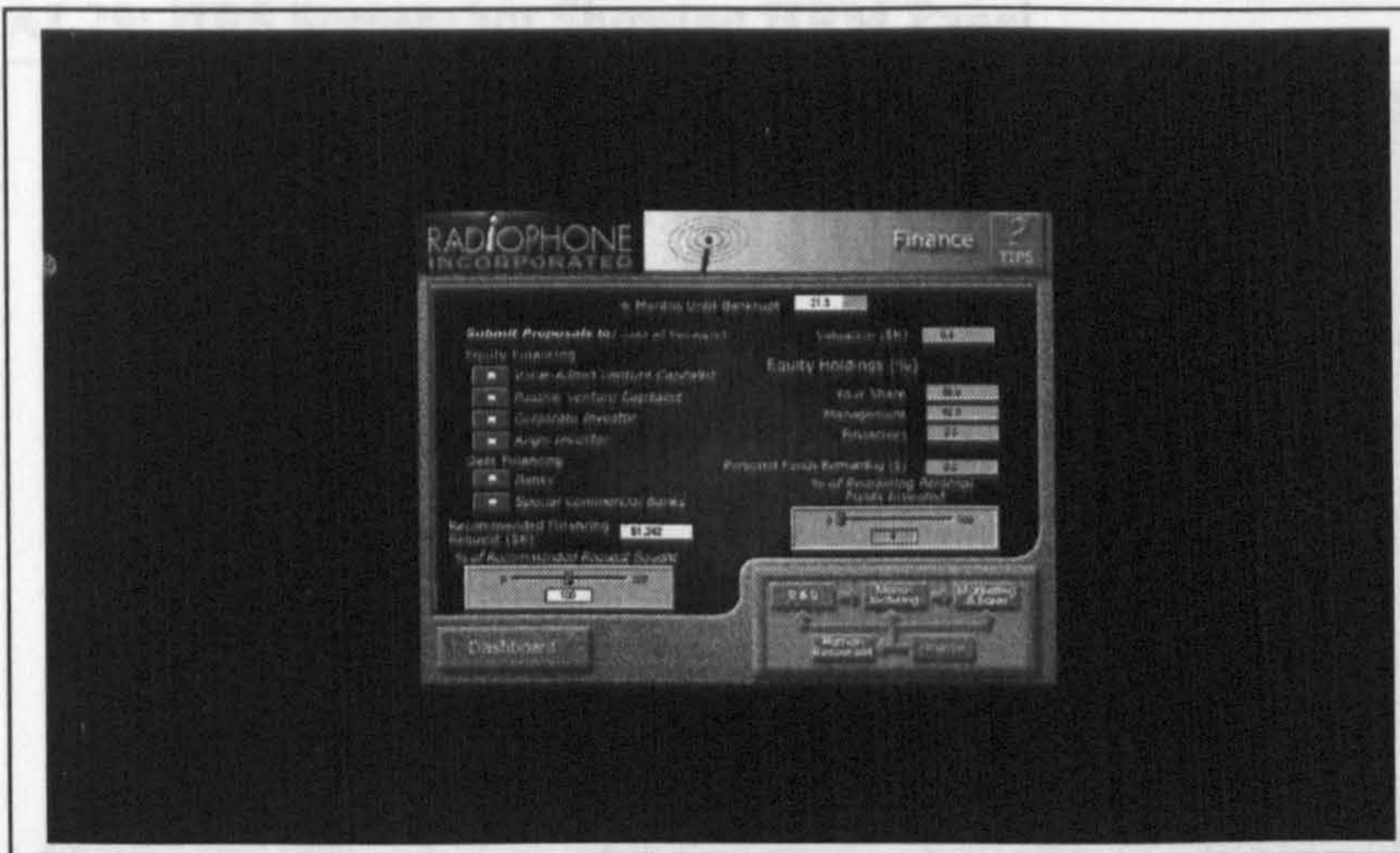
The topics covered may be accessed using the on-screen buttons.

### A1.26: HBS Screenshot Showing Feedback Loop & Advice Video



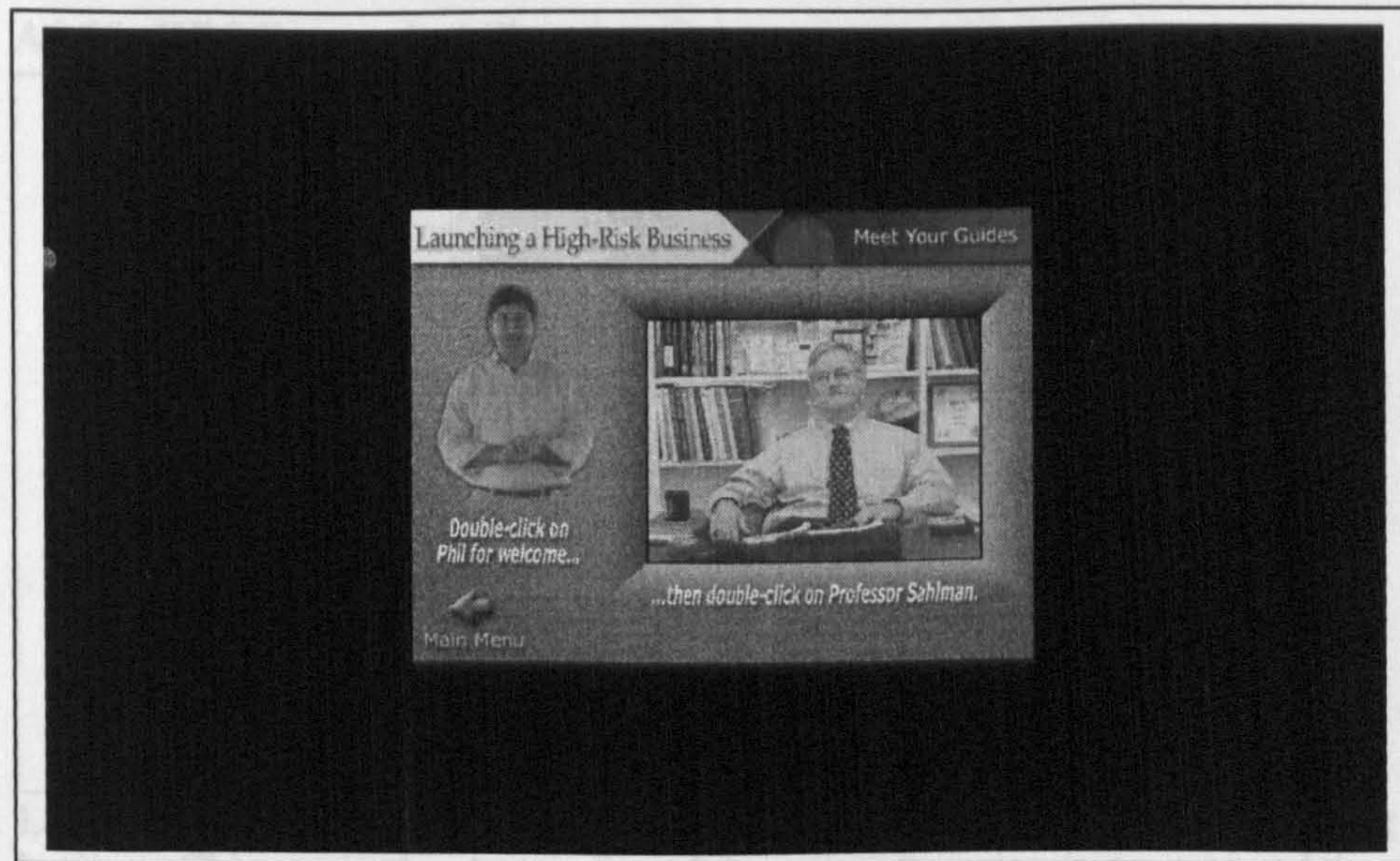
Feedback is provided following the simulation with video material offering some expert advice.

### A1.27: HBS Screenshot Showing Finance Panel



Learners are required to choose an approach to financing their business. This required understanding of the material previously covered and the capability to utilise that understanding in order to make decisions within a specific context. The material is presented using text, graphics and animation.

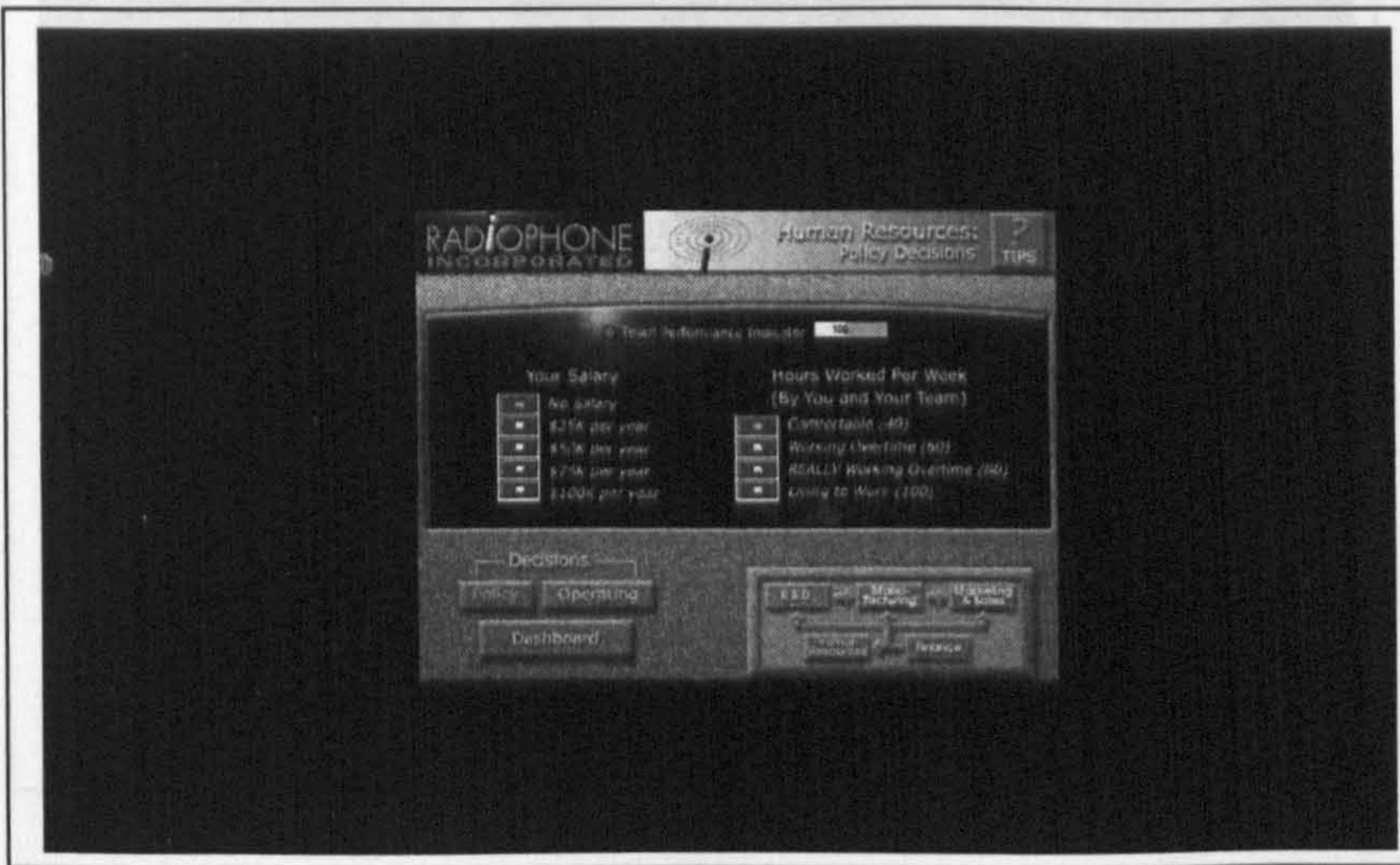
### A1.28: HBS Screenshot Showing Guides



The business issues are presented and important issues are highlighted by the “guides”. The material is presented using sound and video.

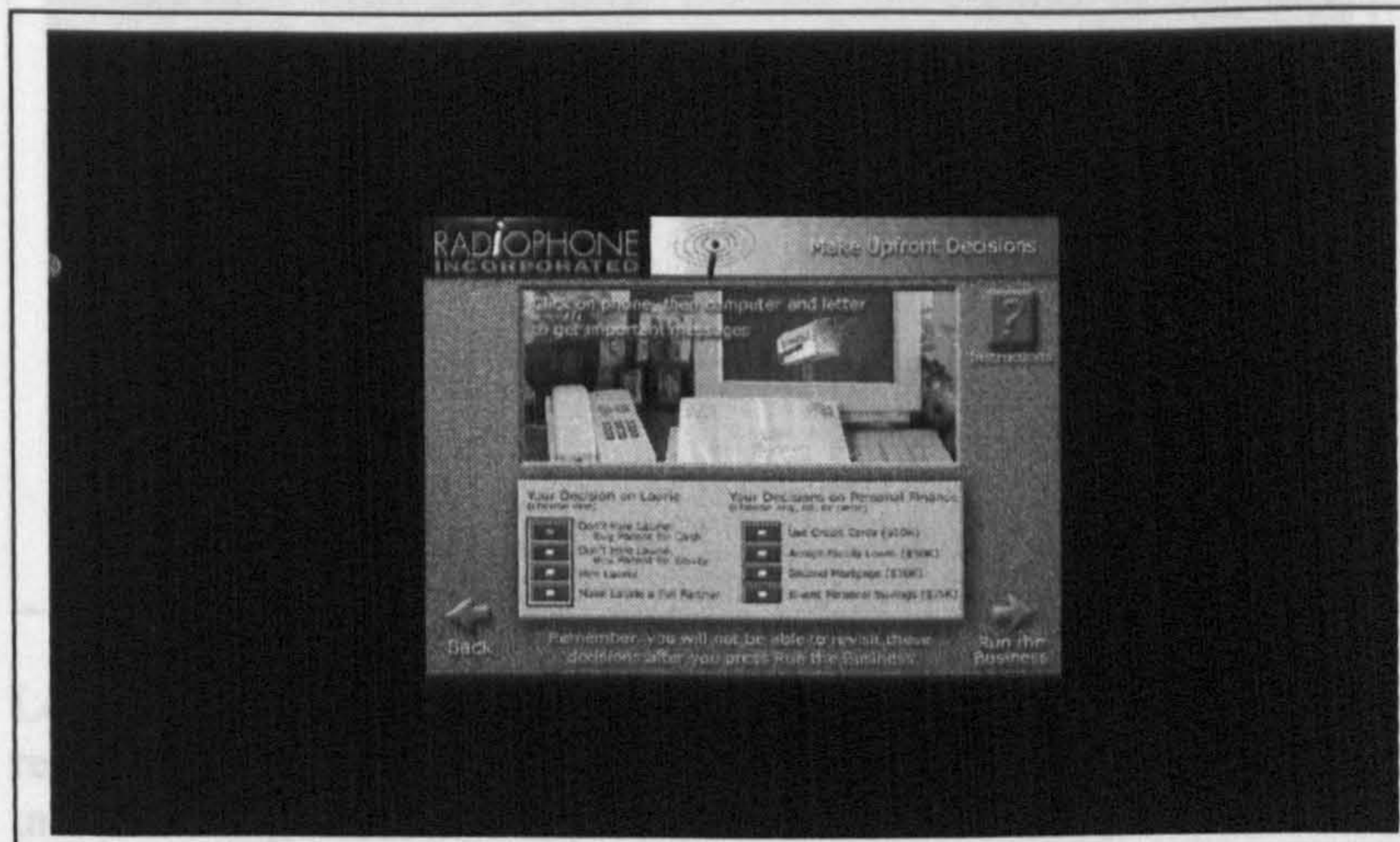
A1.31: HBS Screenshot Showing Intro Buttons

**A1.29: HBS Screenshot Showing HRM Panel**



Learners are required to make decisions based on their understanding of HRM issues in their business. This required understanding of the material previously covered and the capability to utilise that understanding in order to make decisions within a specific context.

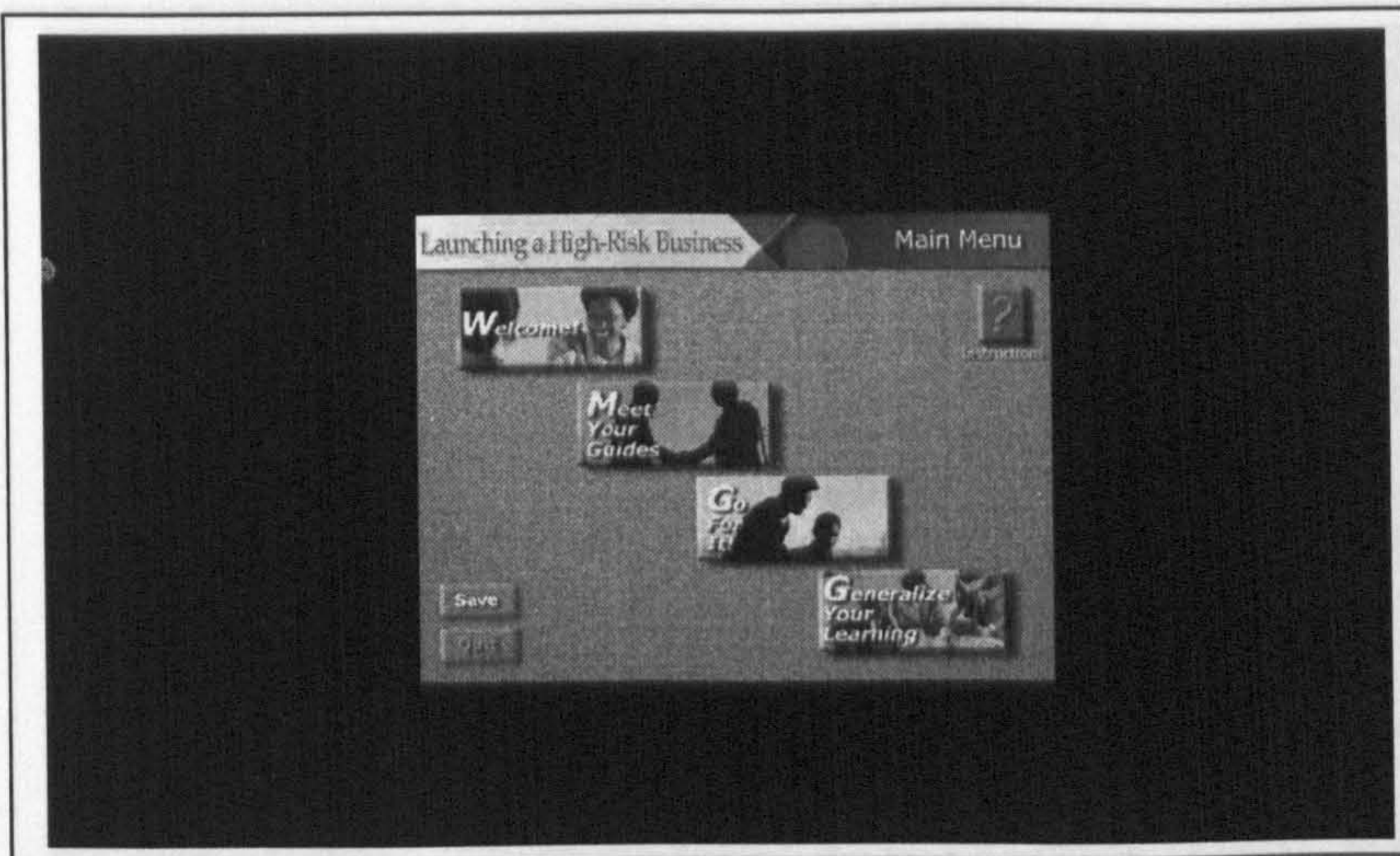
**A1.30: HBS Screenshot Showing Company**



Learners are required to make decisions at the outset based on their understanding of their business. This required understanding of the material previously covered and the capability to utilise that understanding in order to make decisions within a specific but complex and ill defined context.

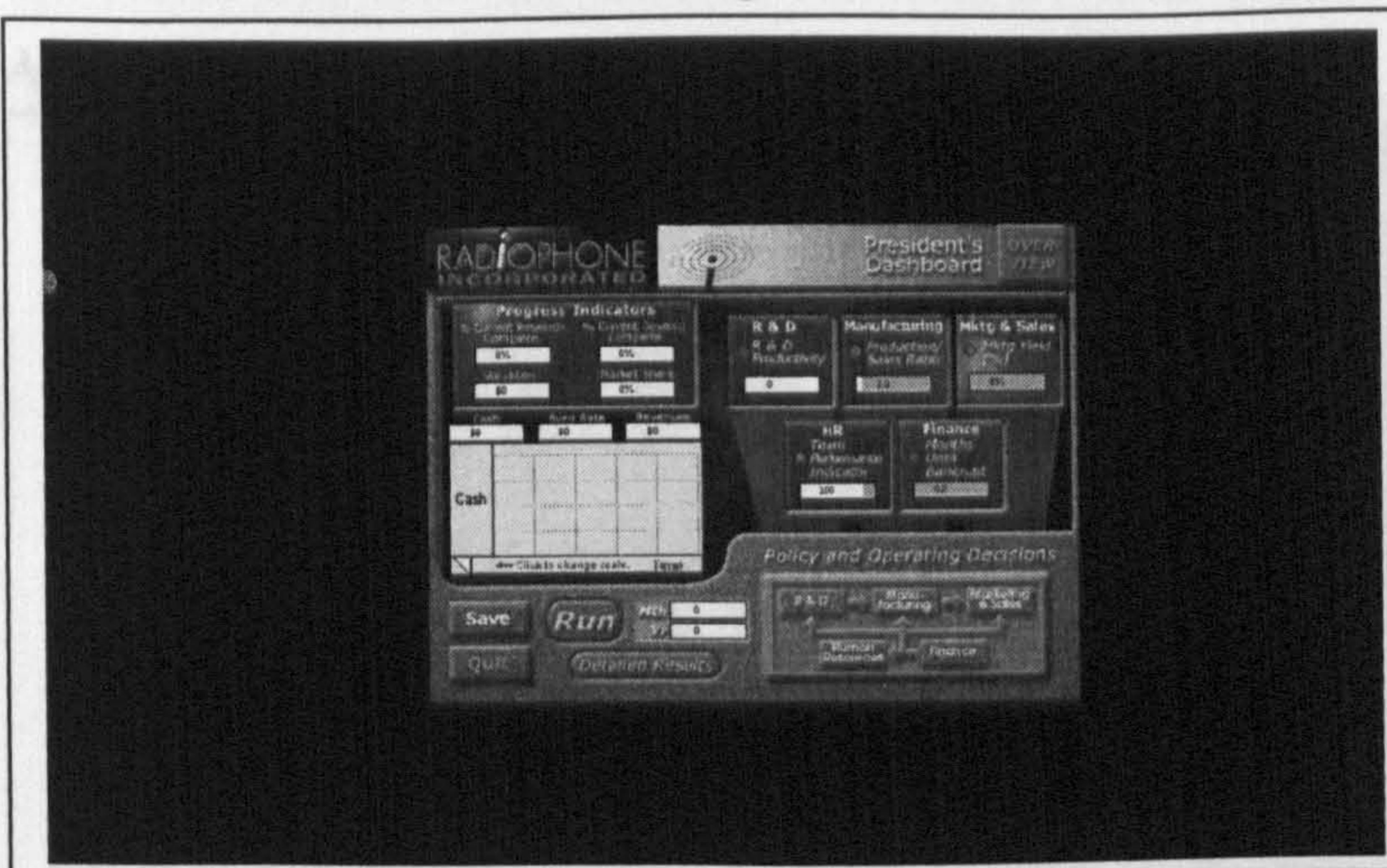


### A1.31: HBS Screenshot Showing Intro Buttons



The topics covered may be accessed using the on-screen buttons.

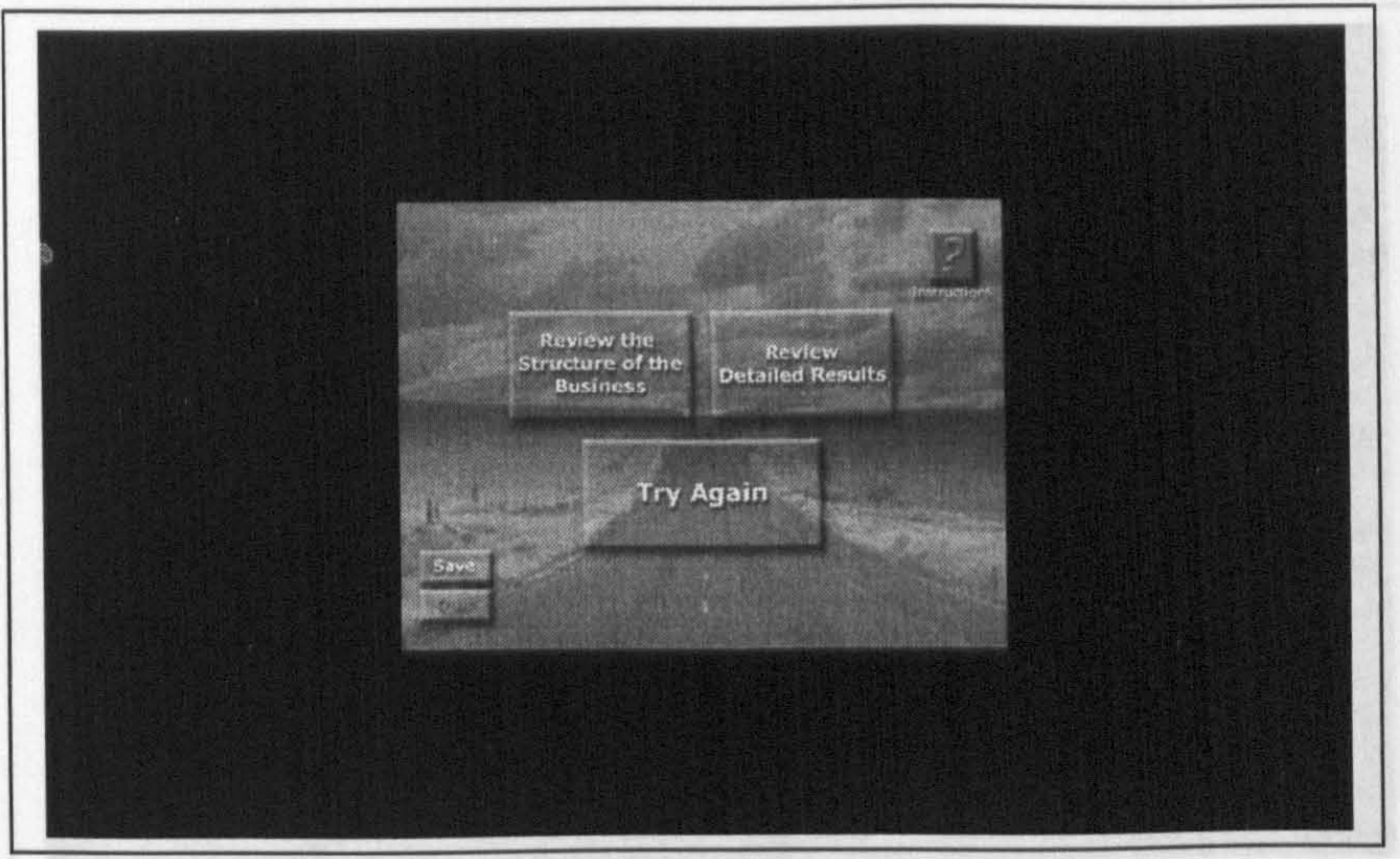
### A1.32: HBS Screenshot Showing Presidents Dashboard



Learners may observe the impact of their decisions using the "President's Dashboard". This required understanding of the material previously covered and the capability to utilize that understanding in order to appreciate the issues unfolding and take further decisions to address such.

Learners are required to make decisions at the outset, based on their understanding of business at that point. This requires use of prior learning, understanding of material previously covered, and the capability to utilize that understanding in order to make decisions within a specific context.

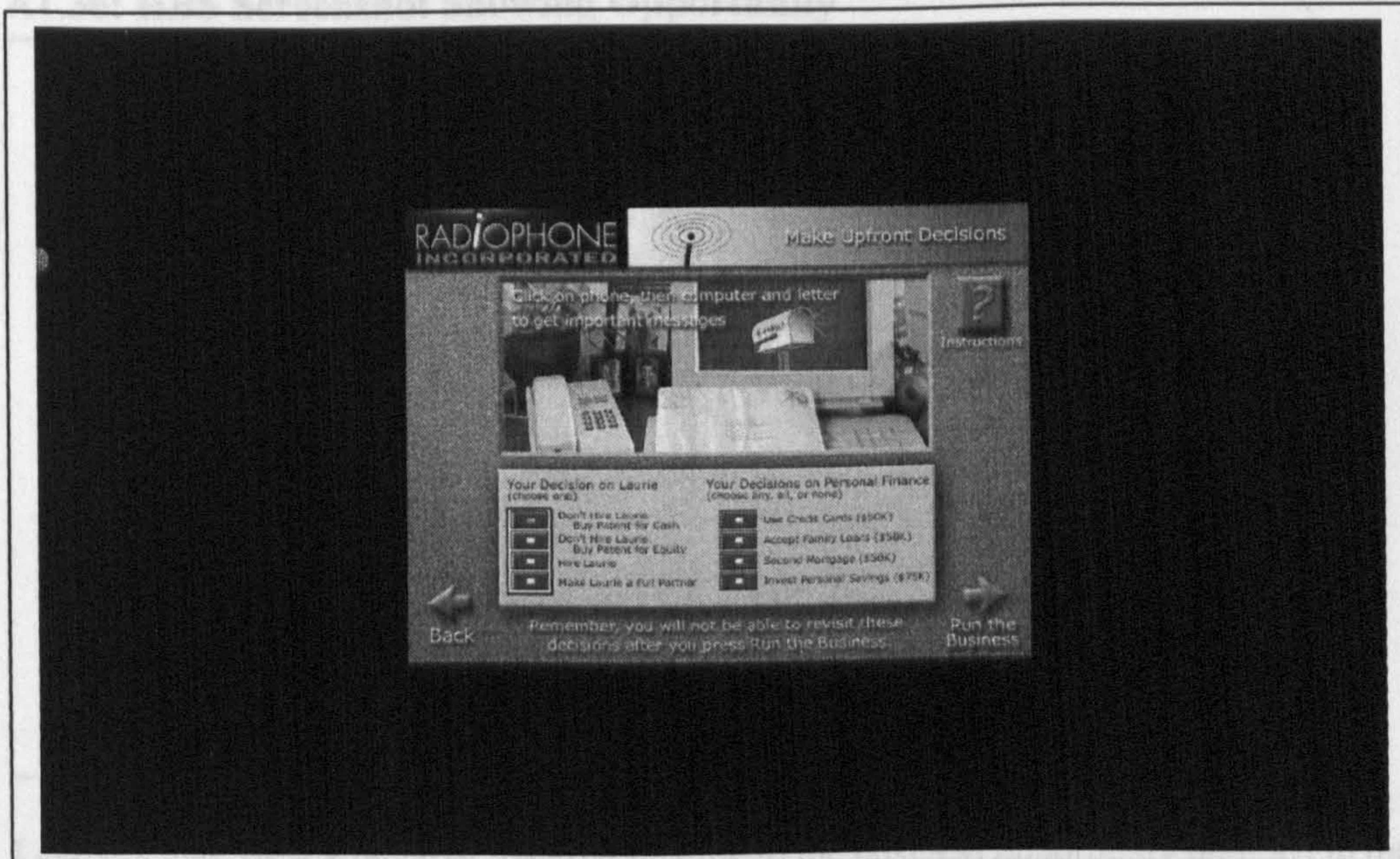
### A1.33: HBS Screenshot Showing Feedback Loop or Seize



Learners may review their approach and re-run the simulation.

Learners may review the business opportunity outlined in the scenario, or move to seize the opportunity presented when they are ready, using the on-screen buttons.

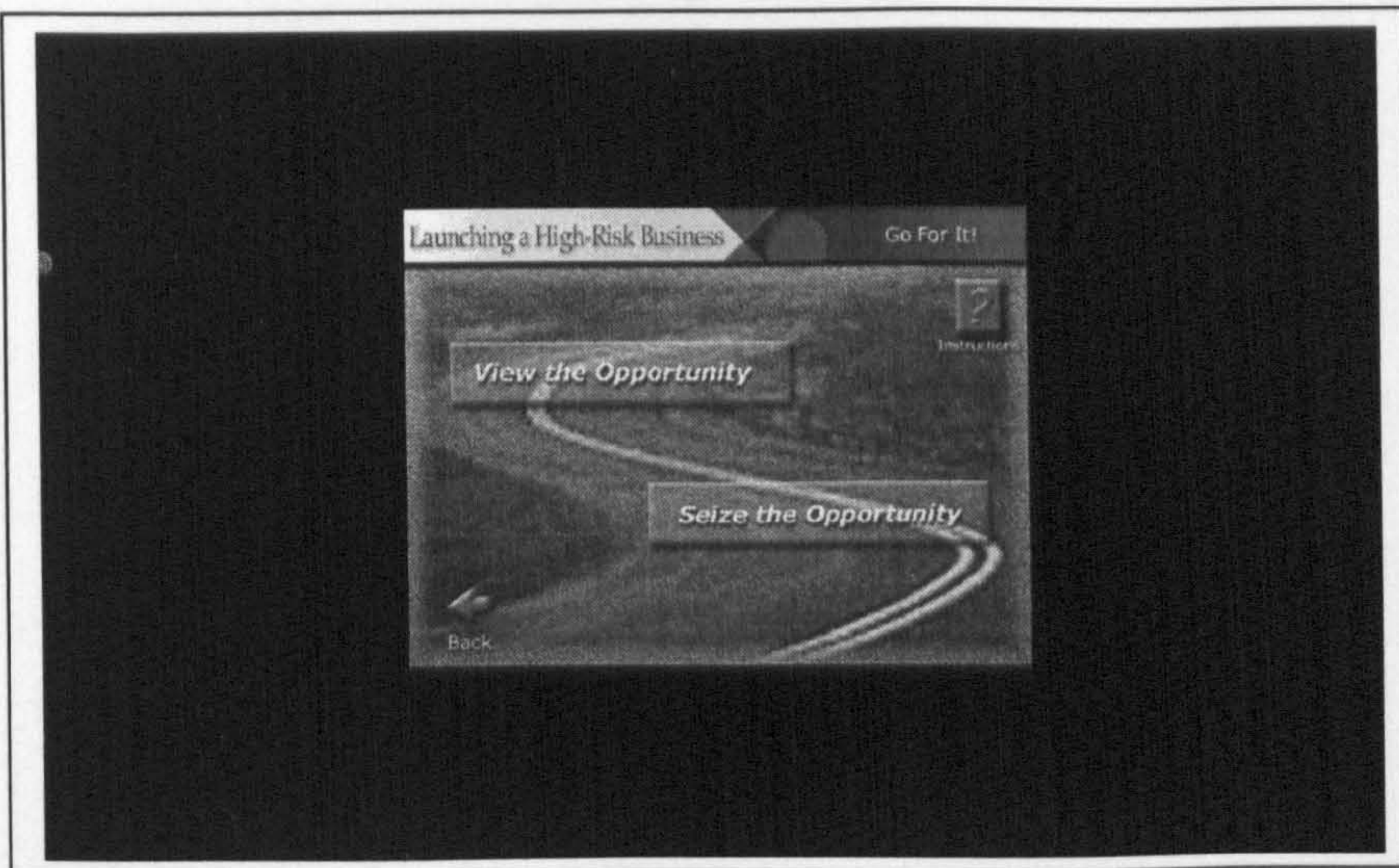
### A1.34: HBS Screenshot Showing Initial Decisions



scenario, using the on-screen buttons.

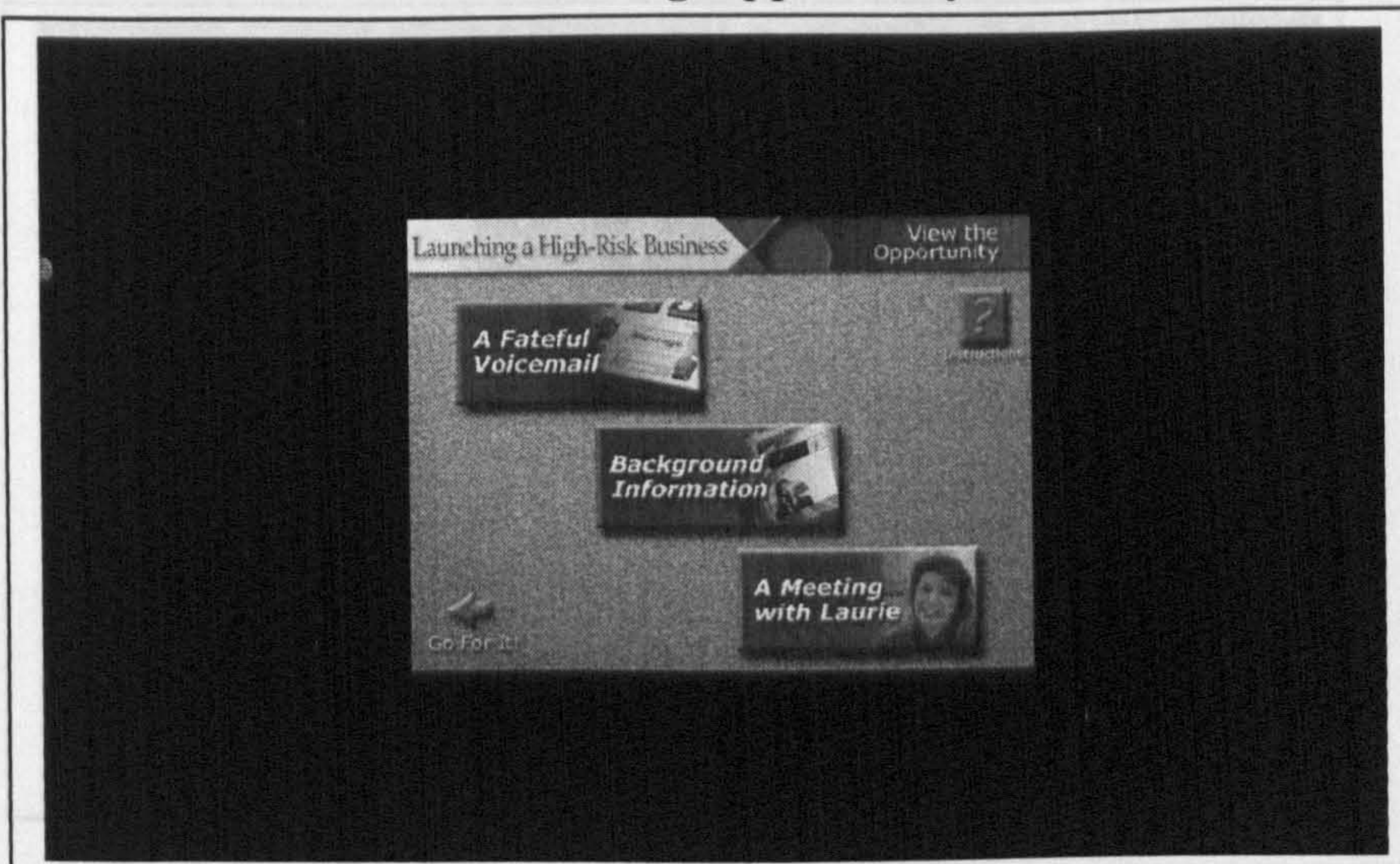
Learners are required to make decisions at the outset, based on their understanding of business at that point. This required use of prior learning, understanding of material previously covered, and the capability to utilise that understanding in order to make decisions within a specific context.

### A1.35: HBS Screenshot Showing Option to View or Seize



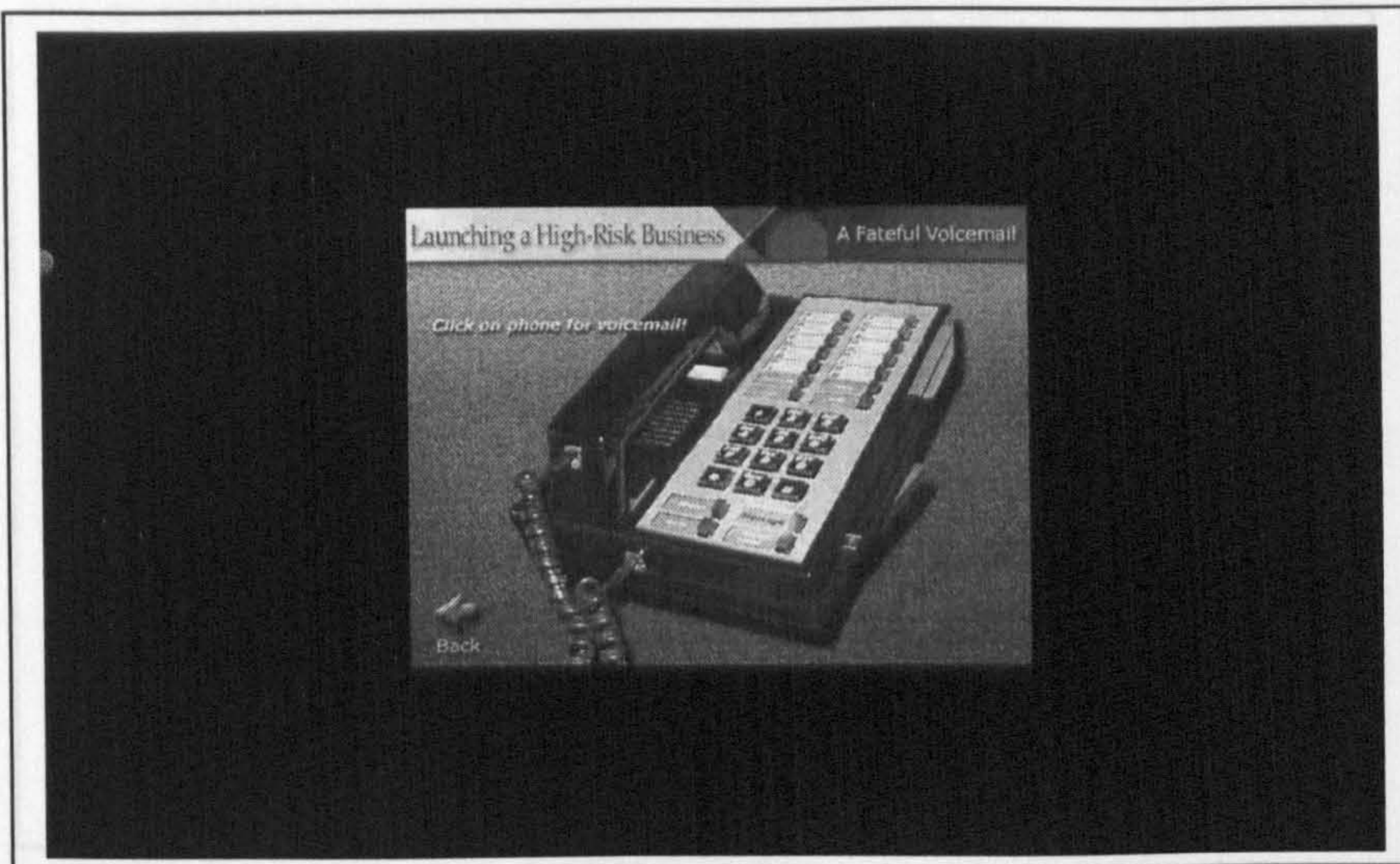
Learners may review the business opportunity outlined in the scenario, or move to seize the opportunity presented when they are ready, using the on-screen buttons.

### A1.36: HBS Screenshot Showing Opportunity



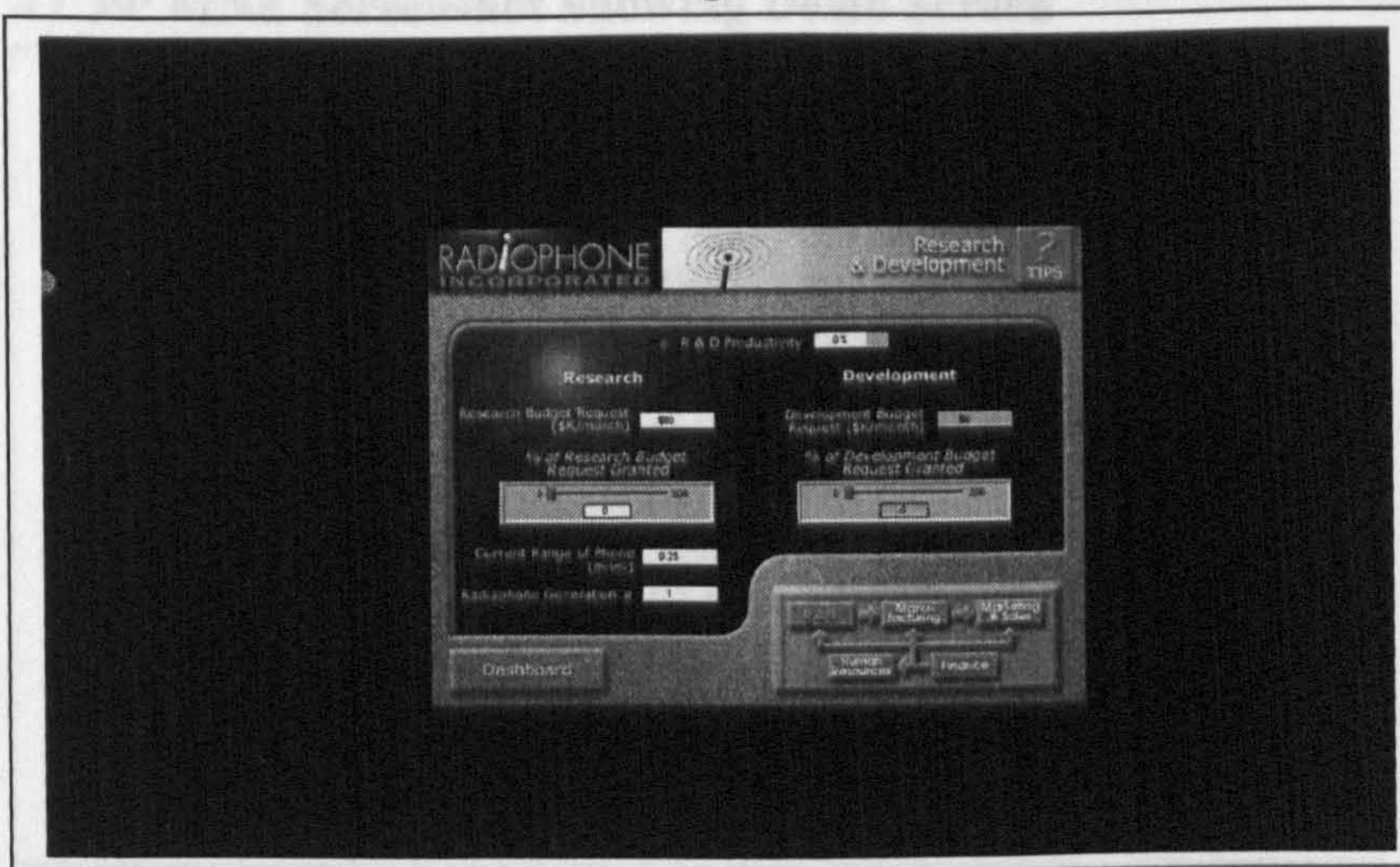
Learners may view a range of material relating to the business opportunity outlined in the scenario, using the on-screen buttons.

### A1.37: HBS Screenshot Showing Voicemail



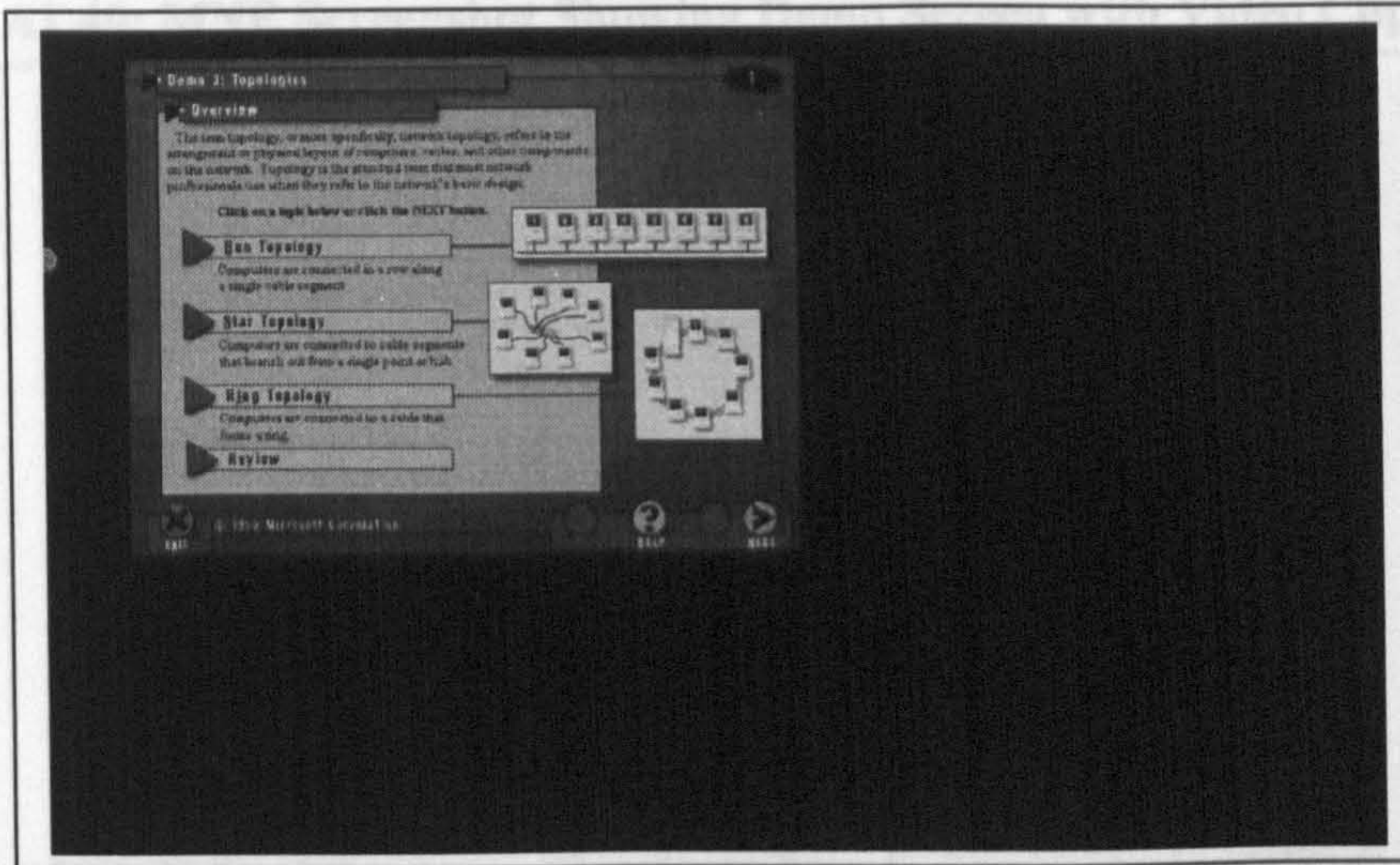
Learners may listen to a voicemail message relating to the business opportunity outlined in the scenario, using the on screen hotspot within the phone image.

### A1.38: HBS Screenshot Showing R&D Panel



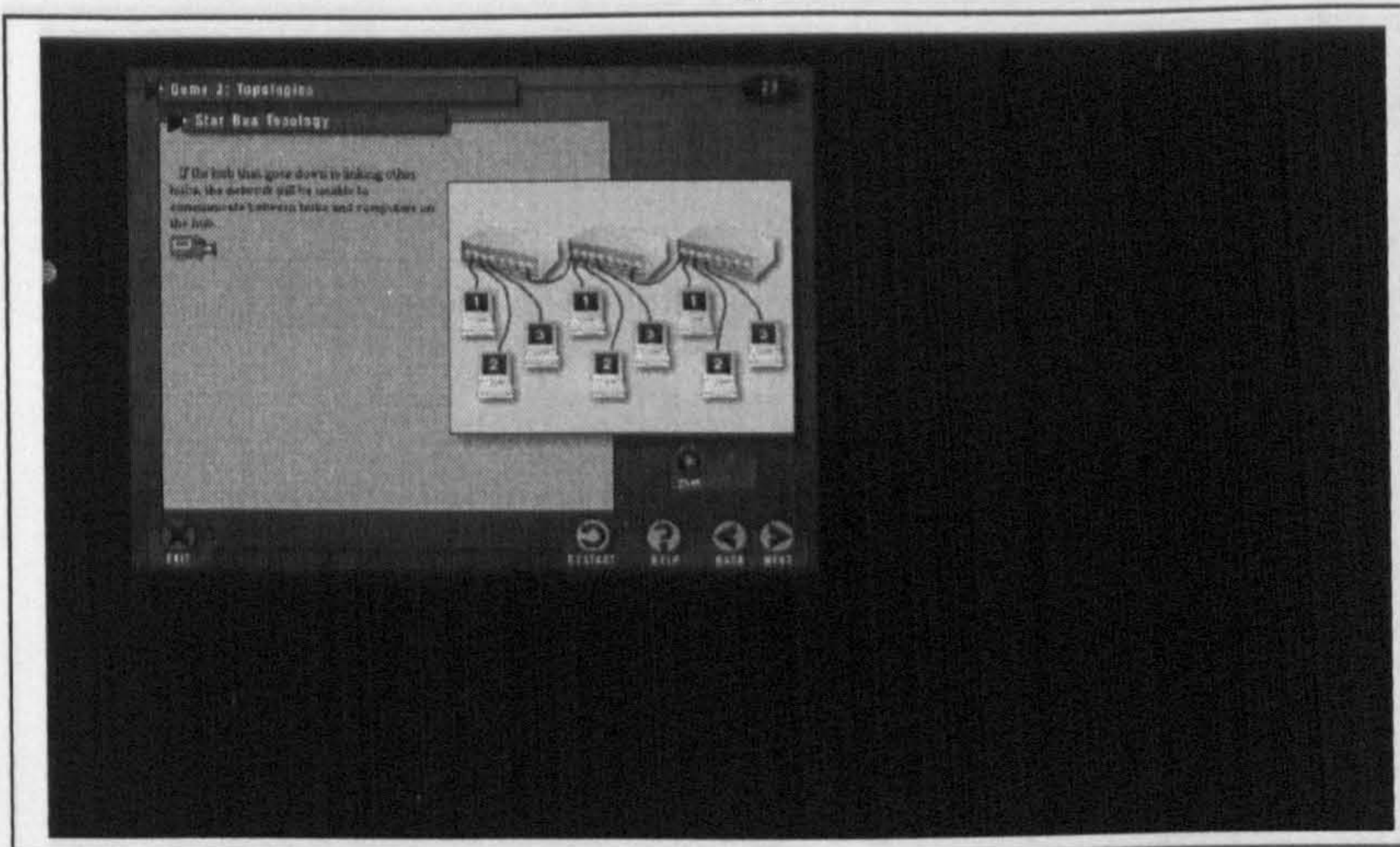
Learners are required to make decisions relating to research and development, based on their understanding of their business. This required, understanding of material previously covered, and the capability to utilise that understanding in order to make decisions within a specific context.

### A1.39: MNE Screenshot Showing Demo Screen



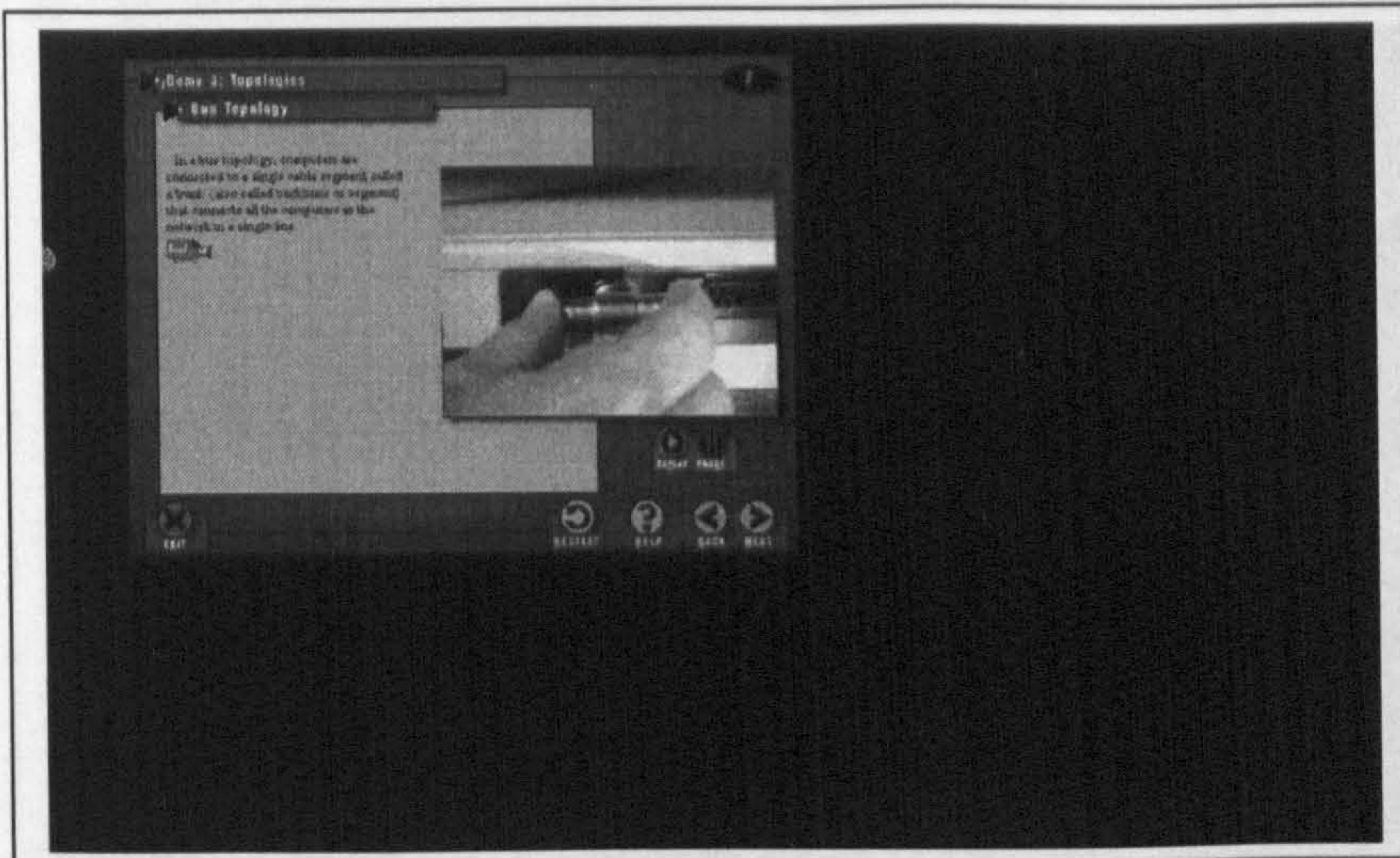
Learners may view material relating to the topics addressed by choosing the appropriate "Demo". The demo material provides a range of text, graphics, animations and video clips to show the material and processes addressed.

### A1.39: MNE Screenshot Showing Demo Screen



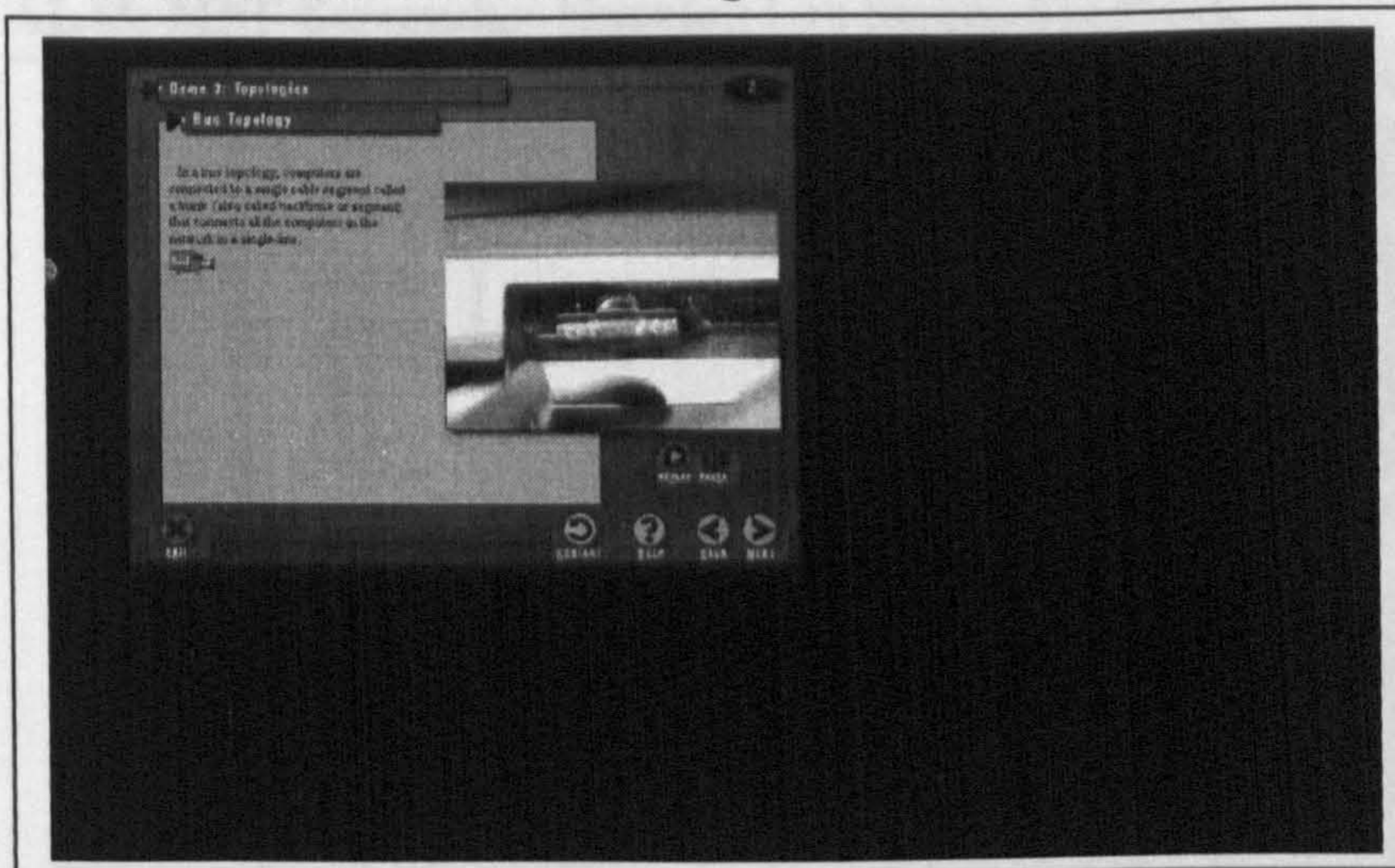
Learners may view material relating to the topics addressed by choosing the appropriate "Demo". The demo material provides a range of text, graphics, animations and video clips to show the material and processes addressed.

### A1.40: MNE Screenshot Showing Demo Screen with Video Clip



Learners may view material relating to the topics addressed by choosing the appropriate "Demo". The demo material provides a range of text, graphics, animations and video clips to show the material and processes addressed.

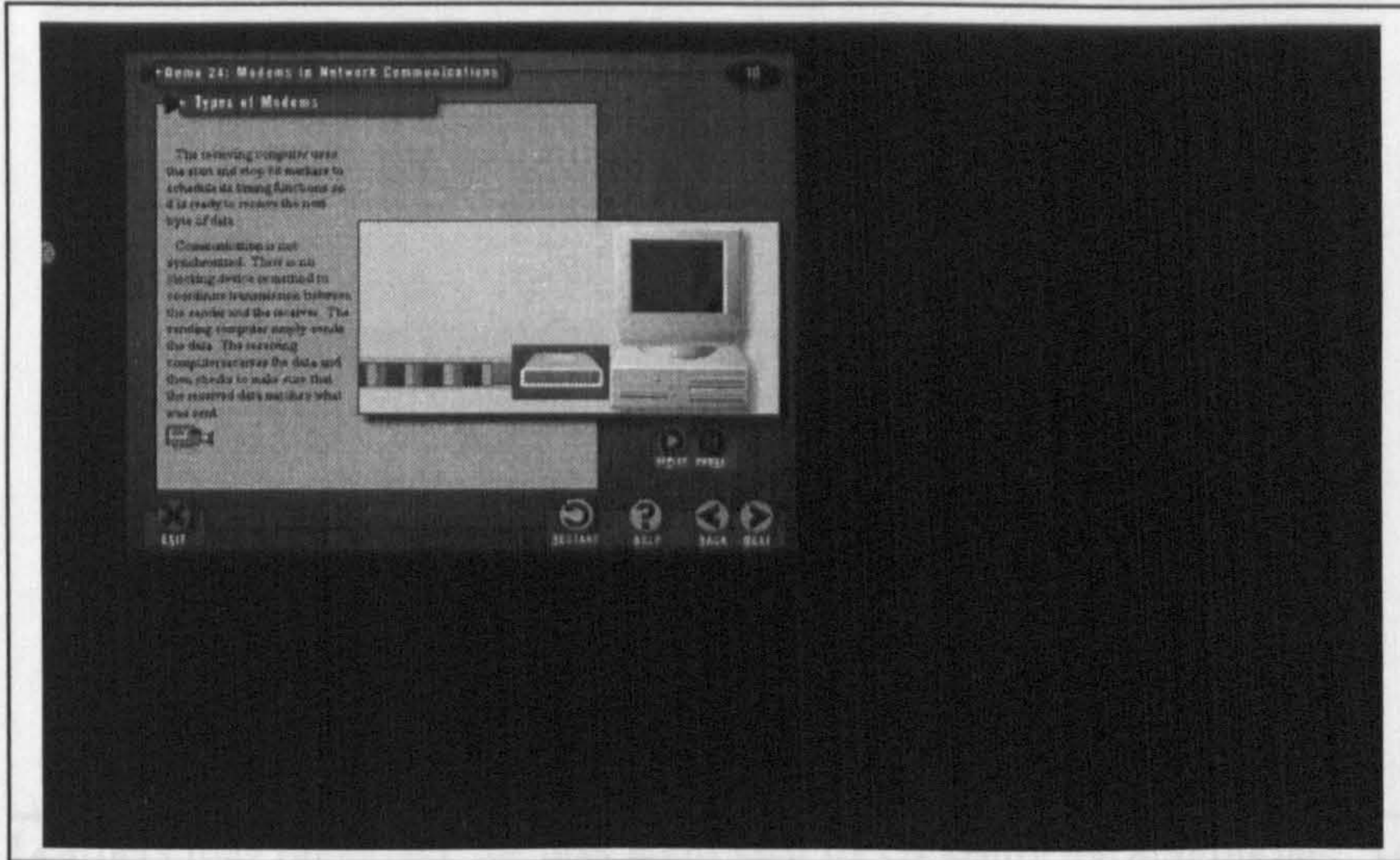
### A1.41: MNE Screenshot Showing Demo Screen with Video Clip



Learners may view material relating to the topics addressed by choosing the appropriate "Demo". The demo material provides a range of text, graphics, animations and video clips to show the material and processes addressed.

#### A1.42: MNE Screenshot Showing Lab Screen

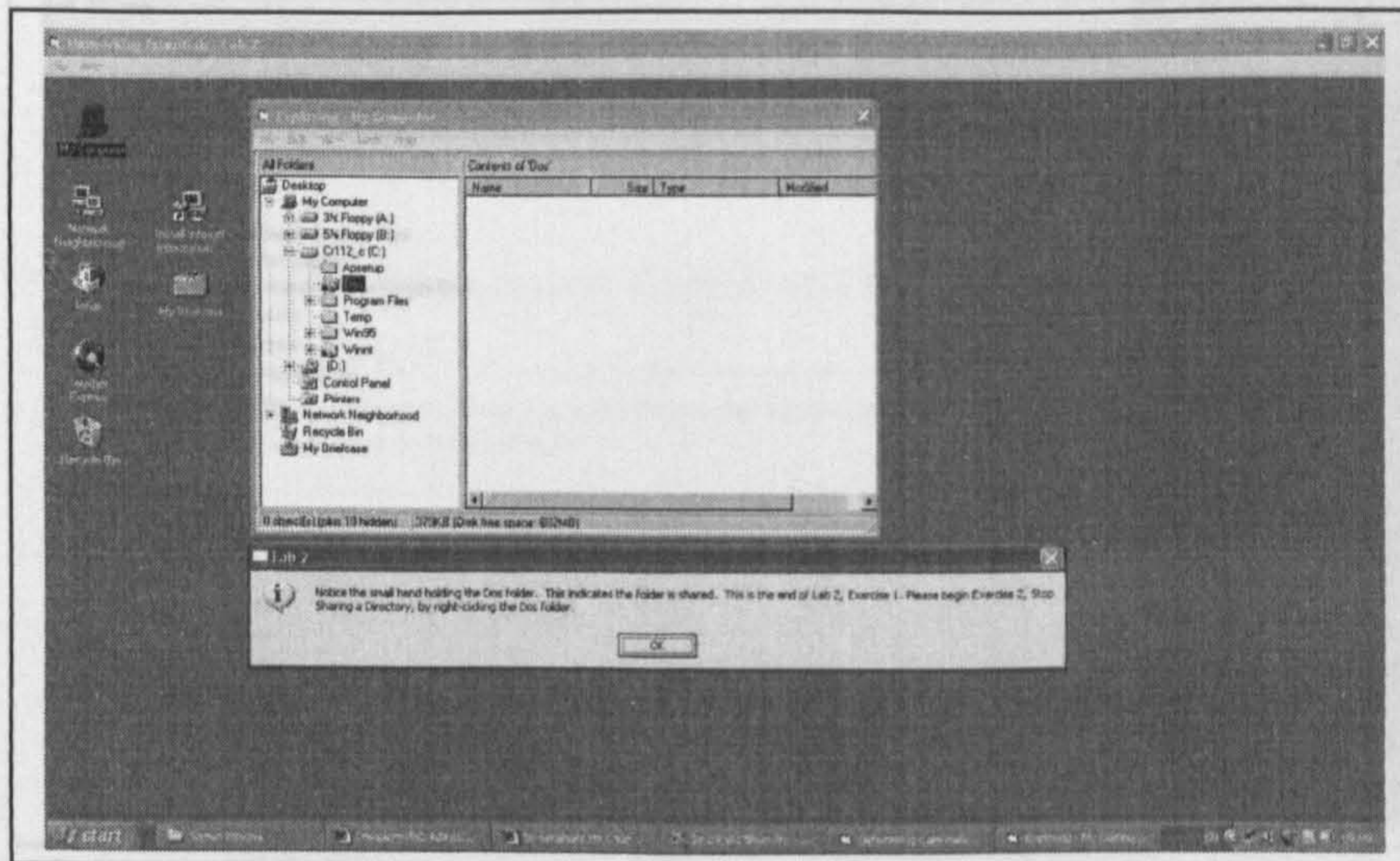
### A1.42: MNE Screenshot Showing Demo Screen



Learners may view material relating to the topics addressed by choosing the appropriate “Demo”. The demo material provides a range of text, graphics, animations and video clips to show the material and processes addressed.

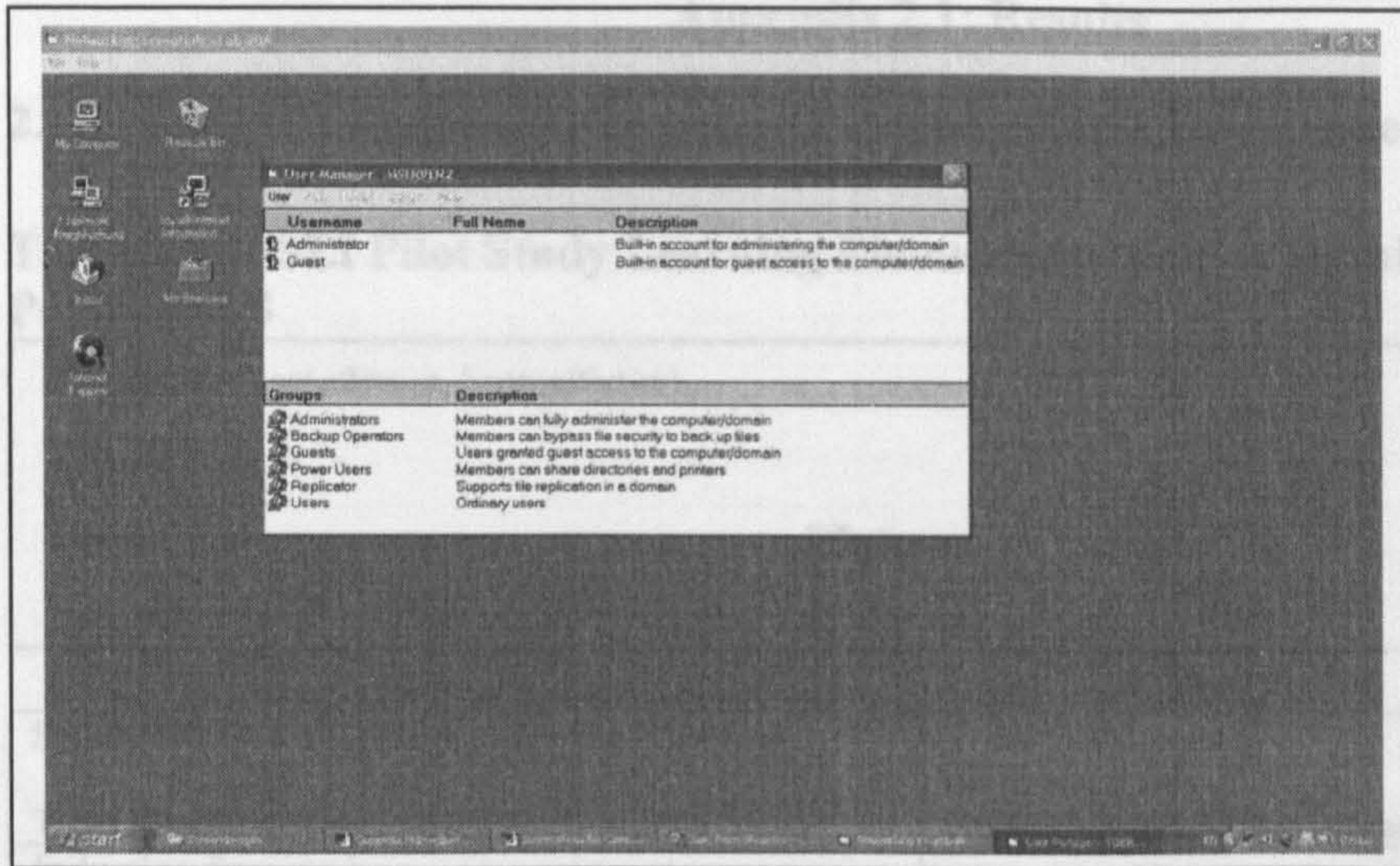
#### A1.43: MNE Screenshot Showing Lab Screen

### A1.43: MNE Screenshot Showing Lab Screen Feedback



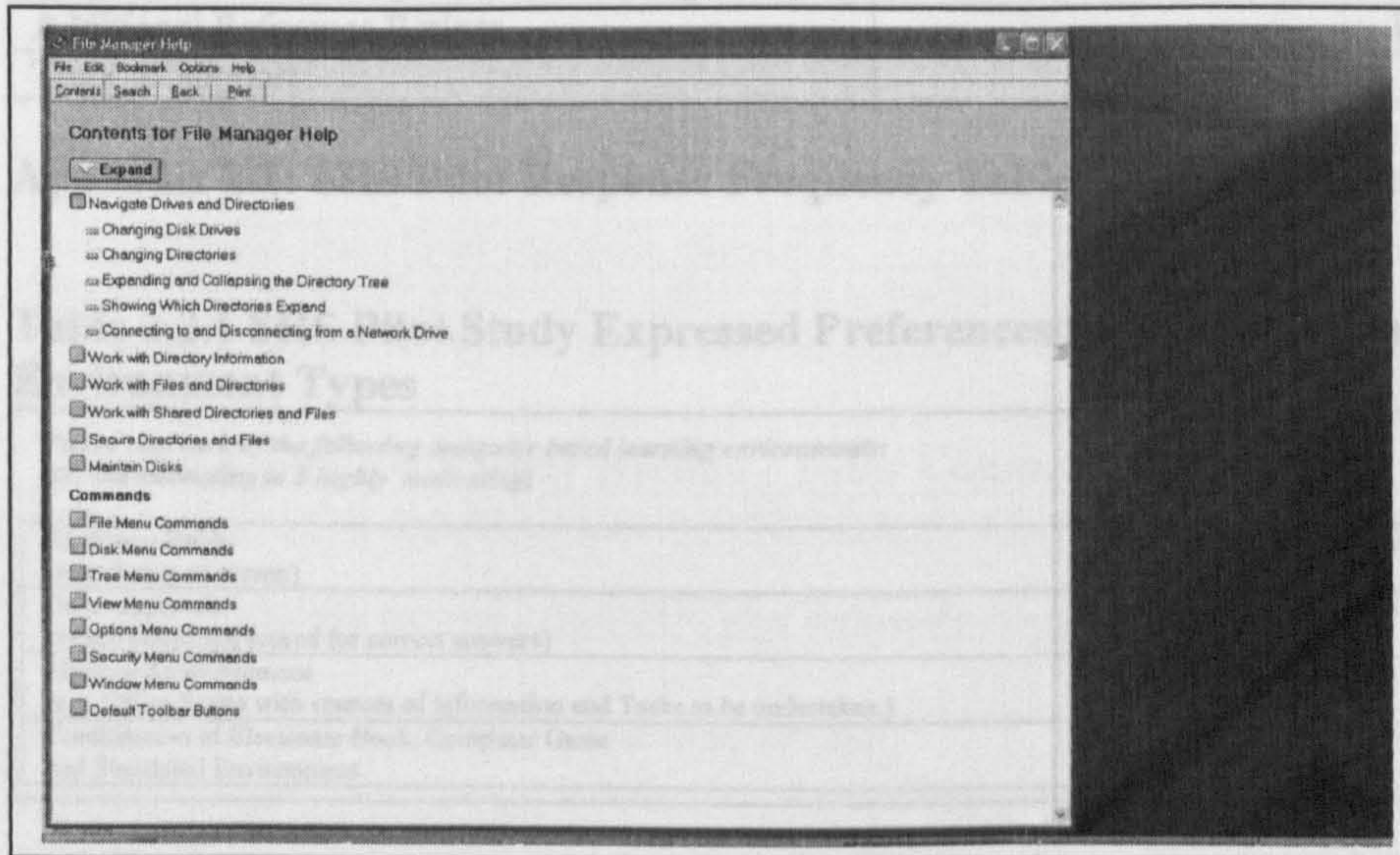
Learners may undertake the task addressed by choosing the appropriate “Lab”. The lab provides a range of text, graphics, animations and video clips to simulate the environment in which network engineers would be expected to operate.

### A1.44: MNE Screenshot Showing Lab Screen



Learners may undertake the task addressed by choosing the appropriate “Lab”. The lab provides a range of text, graphics, animations and video clips to simulate the environment in which network engineers would be expected to operate.

### A1.45: MNE Screenshot Showing Help Screen



Learners may access “Help” within the “Lab”. The help function provides a range of topic specific content using a text based format.



## Appendix 2.1: Results

### 2.1.1: SEI Pilot Response Frequency Tables by Topic Investigated

**Table 2.1.1: SEI Pilot Study Learning Elements Responses Obtained at Scale Points 4 to 5**

Effectiveness (1 not effective, 5 very effective)						
Induction Sessions						
Session 1	Effectiveness	1	2	3	4	5
Session 2	Effectiveness	1	2	3	4	5

SEI Pilot Phase Teaching / Learning Elements	Total % Responses (at points 4 to5) Using N of Item Questionnaires
<b>Total N of Item Response Opportunities = 25</b>	
Induction Session 1	64%
Study Session Ratings	60%
Induction Session 2	44%
Personal Notes Ratings	44%
Speaking to Friends	36%
Reference Book Ratings	32%
Additional Reference Ratings	12%
Tutorial Support	4%

### Appendix 2.2: SHS Pilot Response Frequency Tables by Topic Investigated

**Table 2.2.1 SHS Pilot Study Expressed Preferences for Computer-based Environment Types**

<i>Please rate each of the following computer based learning environments: (1: not motivating to 5 highly motivating)</i>					
Electronic Book (text shown on screen)	1	2	3	4	5
Game approach (where points are scored for correct answers)	1	2	3	4	5
Simulated Environment (e.g. Office Scene with sources of information and Tasks to be undertaken)	1	2	3	4	5
Combination of Electronic Book, Computer Game and Simulated Environment	1	2	3	4	5

SHS Pilot Study: Expressed Preferences for Computer-based Environment Types (N= 26)	Number at Level 4 to 5	%
Electronic book environment	4	15%
Game environment	10	38%
Simulated environment	12	46%
Combination environment	17	65%

**Table 2.2.2 SHS Pilot Study Effectiveness of Defined Sections**

*Using a scale of 1 (not effective) to 5 (highly effective) please rate the following:*

VR Scene of Restaurant & Bar	1	2	3	4	5
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SHS Pilot Study: Effectiveness Rating of Defined Sections (N= 26)	Number at Level 4 to 5	%
Directory of Tea, Coffee & Light Beverages	18	69%
Wine List	18	69%
VR Scene of Restaurant / Bar	11	42%
Stated Objectives	9	35%
Stated Purpose	9	35%
Restaurant Seating Plan	7	27%
Getting Started Section	6	23%
Introduction Section	5	19%

**Table 2.2.3 SHS Pilot Study Approach Taken by Learners**

*Using a scale of 1 (totally disagree) to 5 (agree totally) please rate your learning in terms of the following statements:*

I would have been better reading a book	1	2	3	4	5
---	---	---	---	---	---

*Using a scale of 1 (totally disagree) to 5 (agree totally) please rate your experience in terms of the following statements:*

My view of this material has been influenced by other multi-media material I've used	1	2	3	4	5
--	---	---	---	---	---

SHS Pilot Study: Approach Taken by Learners: Rating (N= 26)	Number at Level 4 to 5	%
I revisited material when I found other things related to it	9	35%
I skimmed the material, rather than look at it all, in order to save time	7	27%
The interactive table setting exercise was not essential so I focused on other material	3	12%

**Table 2.2.4 SHS Pilot Study Human / Tutor Contact Issues**

*Using a scale of 1 (totally disagree) to 5 (agree totally) please rate your experience in terms of the following statements:*

My view of this material has been influenced by other multi-media material I've used	1	2	3	4	5
--	---	---	---	---	---

SHS Pilot Study: Human / Tutor Contact Issues (N= 26)	Number at Level 4 to 5	%
I would find more tutor input helpful	10	38%
I would prefer to have more face to face contact with the class tutor	9	35%
I find email communication useful for maintaining contact with the class tutor	9	35%
I feel quite isolated when working on this computer based material	4	15%

**Table 2.2.5 SHS Pilot Study Perceived Impact on Learning Experience**

Using a scale of 1 (totally disagree) to 5 (agree totally) please rate your learning in terms of the following statements:

I would have been better reading a book	1	2	3	4	5
---	---	---	---	---	---

Using a scale of 1 (totally disagree) to 5 (agree totally) please rate your experience in terms of the following statements:

My view of this material has been influenced by other multi-media material I've used	1	2	3	4	5
--	---	---	---	---	---

SHS Pilot Study: Perceived Impact on Learning Experience (N= 26)	Number at Level 4 to 5	%
The interactive table setting exercise helped me to learn the setting layout	5	19%
The interactive table setting exercise gave enough feedback	1	4%
The on screen feedback for the interactive exercise helped me check my learning	5	19%
I'm not sure whether I'm learning what I should from this computer based material	5	19%
The video clips of Caillein Gillespie increased my depth of thought	9	35%
The video clips of Mathew Algie increased my depth of thought	2	8%
The interactive maps increased my depth of thought	3	12%
I would find multiple choice tests helpful to check my learning	19	73%

**Table 2.2.6 SHS Pilot Study Perceived Impact of Presentation**

Using a scale of 1 (totally disagree) to 5 (agree totally) please rate your experience in terms of the following statements:

My view of this material has been influenced by other multi-media material I've used	1	2	3	4	5
--	---	---	---	---	---

SHS Pilot Study: Perceived Impact of Presentation (N= 26)	Number (4 to 5)	%
I found the Visual Elements (look) of the windows motivating	9	35%
The presentation of this multi-media material is as good as others I've experienced	11	42%
The presentation of this multi-media material is better than others I've experienced	5	19%
The presentation of this multi-media material is not as good as others I've experienced	2	8%
Time flexibility is more important to me than quality of presentation	7	27%
My view of this material has been influenced by other multi-media I've used	6	23%

**Table 2.2.7 SHS Pilot Study Perceived Effectiveness of Navigation Elements**

The material makes use of a range of navigation elements. Please rate each of these in terms of their effectiveness for your use of the module on a scale of 1 (not effective) - 5 (highly effective) and offer a comment of explanation.

Element	1	2	3	4	5	Comment:
Pull Down Menus						

SHS Pilot Study: Perceived Effectiveness of Navigation Elements (Pilot N= 26)	Number (4 to 5)	%
Pull Down Menus	21	81%
Clickable Screen Areas	21	81%
Click to View Settings of Dishes	22	85%
Click to View Settings of Wines / Beverages	20	77%
Hand Tool in Navigable Map	7	27%
Arrow Pointer in VR Restaurant / Bar	3	12%

### Table 2.2.8 SHS Pilot Study Text Related Responses

Using a scale of 1 (totally disagree) to 5 (agree totally) please rate your experience in terms of the following statements:

My view of this material has been influenced by other multi-media material I've used	1	2	3	4	5
--	---	---	---	---	---

SHS Pilot Study: Text Related Responses (N= 26)	Number (4 to 5)	%
This material contained too little text	4	15%
This material contained too much text	1	4%
I find myself wanting to read from the Metablock rather than on screen	7	27%

### Table 2.2.9 SHS Pilot Study Perceived Effectiveness of Metablock Materials

The material makes use of a range of elements. Please rate each of these in terms of their effectiveness for your learning on a scale of 1 (not effective) - 5 (highly effective) and offer a comment of explanation.

Element	1	2	3	4	5	Comment:
Metablock Materials						

SHS Pilot Study: Perceived Effectiveness of Metablock Materials: (N= 26)	Number (4 to 5)	%
Metablock Materials	18	69%

### Table 2.2.10 SHS Pilot Study "Usability" Related Responses

Using a scale of 1 (totally disagree) to 5 (agree totally) please rate your learning in terms of the following statements:

I was uncertain what to do with the interactive maps	1	2	3	4	5
--	---	---	---	---	---

SHS Pilot Study: "Usability" Related Responses (N= 26)	Number (4 to 5)	%
I was uncertain what to do with the interactive maps	8	31%

### Table 2.2.11 SHS Pilot Study Comparison with Other Modes

Using a scale of 1 (totally disagree) to 5 (agree totally) please rate your learning in terms of the following statements:

I would have been better reading a book	1	2	3	4	5
---	---	---	---	---	---

Using a scale of 1 (totally disagree) to 5 (agree totally) please rate your experience in terms of the following statements:

My view of this material has been influenced by other multi-media material I've used	1	2	3	4	5
--	---	---	---	---	---

SHS Pilot Study: Comparison With Other Modes (N= 26)	Number (4 to 5)	%
This material is more motivating than some lectures I've experienced	16	62%
This material is more motivating than most lectures I've experienced	3	12%
I would have been better reading a book	1	4%

**Table 2.2.12 SHS Pilot Study Perceived Effectiveness of Graphics / Multimedia Elements**

The material makes use of a range of elements. Please rate each of these in terms of their effectiveness for your learning on a scale of 1 (not effective) - 5 (highly effective) and offer a comment of explanation.

Element						Comment:
Introduction Section Voice Over	1	2	3	4	5	

SHS Pilot Study: Perceived Effectiveness of Graphics / Multimedia Elements (N= 26)	Number (4 to 5)	%
Screen Text / Voice Over of Pronunciation	21	81%
Expert Video (Cailein Gillespie)	15	58%
Screen Display of Serving Setting: Red Wine	10	38%
Screen Display of Serving Setting: White Wine	10	38%
Screen Display of Navigable Map: Red Wine	9	35%
Screen Display of Navigable Map: White Wine	8	31%
Production Video (Red Wine)	8	31%
Screen Display of Serving Setting: Tea	5	19%
Production Video (White Wine)	6	23%
Screen Display of Serving Setting: Coffee	5	19%
Introduction Section: Voice Over	3	12%
Restaurant Table Layout	5	19%
Production Video (Mathew Algie)	6	23%
Restaurant Table Plan	3	12%
Function Space Management System	2	8%
Interactive Table Setting Exercise	1	4%

## Appendix 2.3: Response Frequency Tables by Topic Investigated

### 2.3.1 Computer Literacy

**Table 2.3.1: SEI “Computer Literacy” of Learners Open Responses Obtained in Questionnaires at Exit Points Semester 2 1996 to Semester 2 2000**

SEI “Computer Literacy” of Learners Open Responses Obtained in Questionnaires at Exit Points Semester 2 1996 to Semester 2 2000	Entrance Total	Entrance Total %	Midpoint Total	Midpoint Total %	Exit Total	Exit Total %
Experienced Using Computer	330	71%	129	68%	108	65%
Experienced Using Email	282	60%	117	61%	107	64%
Experienced Using Internet	277	59%	106	55%	89	54%
Use Office Type Software	98	21%	18	9%	30	18%
Use Specialised / Specific Software	29	6%	5	3%	7	4%

**Table 2.3.2: SHS “Computer Literacy” of Learners Open Responses Obtained in Questionnaires**

SHS “Computer Literacy” of Learners Open Responses Obtained in Questionnaires 1999 / 2000	Overall Total by Item Entrance (N=81)	Entrance %	Total by Item Midpoint (N= 51)	Midpoint %	Total by Item Exit (N= 34)	Exit %
experienced with net	56	69%				
comfortable with computers	54	67%				
experienced with email	54	67%				
Social communication via email	42	52%				
experienced using computers	14	17%				
simple language helps	6	7%	2	4%		
electronic commerce / business	3	4%				
access to home computer	1	1%				
Internet	1	1%				

(Note The element of computer literacy was not specifically probed beyond the entrance questionnaires.)

### 2.3.2 Content Appropriateness SEI Responses Obtained to 3 Point Scale Questions, by Questionnaire Batch

Questionnaire Item:

How would you rate the level of the content for each of the concepts covered in the module?

Please tick the appropriate box for each and give a comment of explanation.

Topic	Too Basic	Appropriate	Too Detailed	Comment:
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**Table 2.3.3: SEI Content Appropriateness Too Basic**

Sem 2 97 to 98 - Sem 2 99 to 00 Responses to 3 Point Item on Content	Midpoint N=143	Midpoint	Exit N=177	Exit
Content Levels	Total N Too Basic	Total % Too Basic	Total N Too Basic	Total % Too Basic
Skills & Entrepreneurial Characteristics	8	6%	13	7%
Opportunity v Idea in Business	7	5%	16	9%
Team Building in Business	7	5%	30	17%
Market Research & Sources	12	8%	16	9%
Getting Into Business	10	7%	24	14%
The Business Plan	7	5%	17	10%
Finance Issues	18	13%	32	18%
Patents, Licences & Legal Issues	13	9%	28	16%
Strategic Marketing	10	7%	12	7%
Funding	12	8%	24	14%
The Investor's Viewpoint	12	8%	10	6%
Survival Strategies	6	4%	34	19%

**Table 2.3.4: SEI Content Appropriateness: Too Detailed**

Sem 2 97 to 98 - Sem 2 99 to 00 Responses to 3 Point Item on Content	Midpoint N=143	Midpoint	Exit N=177	Exit
Content Levels	Total N Too Detailed	Total % Too Detailed	Total N Too Detailed	Total % Too Detailed
Skills & Entrepreneurial Characteristics	12	8%	15	8%
Opportunity v Idea in Business	7	5%	13	7%
Team Building in Business	7	5%	17	10%
Market Research & Sources	10	7%	17	10%
Getting Into Business	17	12%	9	5%
The Business Plan	6	4%	14	8%
Finance Issues	4	3%	23	13%
Patents, Licences & Legal Issues	7	5%	33	19%
Strategic Marketing	5	3%	21	12%
Funding	0	0%	7	4%
The Investor's Viewpoint	1	1%	10	6%
Survival Strategies	1	1%	4	2%

**Table 2.3.5: SEI Content Appropriateness: Appropriate**

Sem 2 97 to 98 - Sem 2 99 to 00 Responses to 3 Point Item on Content	Midpoint N=143	Midpoint	Exit N=177	Exit	
Content Levels	Total N Appropriate	Total % Appropriate	Total N Appropriate	Total % Appropriate	Change from Midpoint to Exit
Skills & Entrepreneurial Characteristics	121	85%	142	80%	-5%
Opportunity v Idea in Business	124	87%	141	80%	-7%
Team Building in Business	118	83%	122	69%	-14%
Market Research & Sources	77	54%	136	77%	23%
Getting Into Business	109	76%	134	76%	0%
The Business Plan	71	50%	137	77%	27%
Finance Issues	37	26%	115	65%	39%
Patents, Licences & Legal Issues	36	25%	110	62%	37%
Strategic Marketing	39	27%	135	76%	49%
Funding	33	23%	137	77%	54%
The Investor's Viewpoint	31	22%	147	83%	61%
Survival Strategies	34	24%	130	73%	49%

(Note. Nil responses were included in the calculations of the percentages as there was opportunity for the learners concerned to explore the units in any order therefore they could have responded to the items concerned. The total N was taken as the number of returned questionnaires for the purposes of calculating percentages of responses.)

### 2.3.3 Confidence Levels SEI Responses Obtained to 5 Point Scale Questions

Questionnaire Item: Please indicate your current level of confidence, by ticking in the relevant box, for each of the concepts listed in the Confidence Log below:

Topic	No Confidence	Little Confidence	Some Confidence	Confident	Very Confident
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**Table 2.3.6: SEI Levels of Confidence Responses at Scale Points 4 to 5**

(by Rank Order of % at Entrance Point)

SEI Levels of Confidence Responses at Scale Points 4 to 5	Entrance N=513	Entrance	Midpoint N=191	Midpoint	Exit N=202	Exit
	Total N by Question Items	Total % N by Question Item	Total N by Question Items	Total % N by Question Item	Total N by Question Items	Total % N by Question Item
Team Building in Business	145	28%	91	48%	142	70%
Market Research & Sources	133	26%	51	27%	130	64%
Skills & Entrepreneurial Characteristics	92	18%	86	45%	157	78%
Finance Issues	90	18%	23	12%	107	53%
Getting Into Business	88	17%	65	34%	132	65%
Strategic Marketing	85	17%	60	31%	110	54%
Opportunity v Idea in Business	74	14%	86	45%	130	64%
The Investor's Viewpoint	69	13%	14	7%	146	72%
Funding	61	12%	23	12%	144	71%
The Business Plan	60	12%	40	21%	150	74%
Survival Strategies	49	10%	10	5%	124	61%
Patents, Licences & Legal Issues	42	8%	18	9%	92	46%



**Table 2.3.7: SEI Change in Levels of Confidence Responses Over Time**

SEI Change in Levels of Confidence Responses Over Time	Change from % Entrance to % Midpoint	Change from % Midpoint to % Exit	Change from % Entrance to % Exit
Team Building in Business	20%	22%	42%
Market Research & Sources	1%	37%	38%
Skills & Entrepreneurial Characteristics	27%	33%	60%
Finance Issues	-6%	41%	35%
Getting Into Business	17%	31%	48%
Strategic Marketing	14%	23%	37%
Opportunity v Idea in Business	31%	19%	50%
The Investor's Viewpoint	-6%	65%	59%
Funding	0%	59%	59%
The Business Plan	9%	53%	62%
Survival Strategies	-5%	56%	51%
Patents, Licences & Legal Issues	1%	37%	38%

**Table 2.3.8: SEI Learner Confidence Open Responses Obtained in Questionnaires**

SEI Learner Confidence: Open Responses Obtained in Questionnaires (1997 – 2000)	Entrance Total Responses (N=468)	Entrance Total % Responses (N=468)	Midpoint Total Responses (N=191)	Midpoint Total % Responses (N=191)	Exit Total Responses (N=166)	Exit Total % Responses (N=166)
Improvement in Confidence Level	260	56%	126	66%	91	55%
Confirmation of Initially Confident Confidence Level	133	28%	53	28%	49	30%
Confirmation of Initially High Confidence Level	31	7%	15	8%	27	16%

(Note. Questions were developed over the time of the study, therefore varied in phrasing and focus over time. The open responses were categorised in terms of the comments made by respondents and the results are shown in the table below. The actual questions posed are listed in the appendices for the questionnaires used.)

### 2.3.4 Approaches to Learning and Learning Styles

**Table 2.3.9: SEI Approaches to Learning Responses to 5 Point Scale Statements at Level 4 to 5**

**Questionnaire Item:**

Using a scale of 1 (totally disagree) to 5 (agree totally) please rate your learning in terms of the following statements:

	1	2	3	4	5
I worked through all elements of the material					

SEI Responses to 5 Point Scale Statements at Level 4 to 5 (1999 to 2000)	Midpoint Total N by Question Items N = 40	Midpoint Total % N by Question Item	Exit Total N by Question Items N = 46	Exit Total % N by Question Item
Approaches to Learning				
I worked through all elements of the material	26	65%	34	74%
I revisited the material when I found other things related to it	17	43%	26	57%
I skimmed the material, rather than read it all, in order to save time	8	20%	4	9%

**Table 2.3.10: SHS Exit Responses to 5 Point Scale Statements: Approach Taken by Learners**

**Questionnaire Item:**

Using a scale of 1 (totally disagree) to 5 (agree totally) please rate your learning in terms of the following statements:

My view of this material has been influenced by other multi-media material I've used	1	2	3	4	5
--	---	---	---	---	---

SHS 5 Point Statement Results: Approach Taken by Learners (Exit May 00 N = 34)	Total Agree (4 to 5)	Total % Agree (4 to 5)
I revisited material when I found other things related to it	20	59%
I skimmed the material, rather than look at it all, in order to save time	20	59%
I skimmed the non-central material, rather than look at it all, in order to save time	21	62%
I worked through all elements of the material	9	26%

**DMLE Responses to 5 Point Scale Statements: Approach Taken by Learners**

**Questionnaire Item:**

Using a scale of 1 (totally disagree) to 5 (agree totally) please rate your learning in terms of the following statements:

I worked through all elements of the material	1	2	3	4	5
---	---	---	---	---	---

**Table 2.3.11: DMLE 5 Point Scale Responses Semester 1 1998 to 1999 (N=7)**

DMLE Sem 1 1998 to 1999 Totals at Scale Points 4 to 5 (N=7)	Total	Total %
I worked through all elements of the material	4	57%
I skimmed the material, rather than cover it all, in order to save time	3	43%
I revisited the material when I found other things related to it	3	43%
The video clips were not essential so I focused on other material	1	14%

**Table 2.3.12: DMLE 5 Point Scale Responses Semester 1 1999 to 2000 (N=7)**

**Questionnaire Item:**

Using a scale of 1 (totally disagree) to 5 (agree totally) please rate your learning in terms of the following statements:

I worked through all elements of the material	1	2	3	4	5
---	---	---	---	---	---

DMLE Sem 1 1999 to 2000 Totals at Scale Points 4 to 5 (N=7)	Total	%
I worked through all elements of the material	7	100%
I skimmed the material, rather than cover it all, in order to save time	1	14%
I revisited the material when I found other things related to it	2	29%
The simulations were not essential so I focused on other material	1	14%
The video clips were not essential so I focused on other material	3	43%

(Note. due to an error in the questionnaire some items appeared twice. The first items were used in the discussion, on the basis that these were less likely to have been influenced by earlier responses and that all respondents would have been equally exposed to the items at the time of their first responses.)

**Table 2.3.13: SEI Summary of ASSIST Results Midpoint Semester 1 & 2 1999 to 2000**

SEI ASSIST	Deep Approach Total N By Approach	Strategic Approach Adjusted Total N By Approach	Surface Apathetic Approach Total N By Approach	Supporting Understanding (related to deep approach) Total N By Course / Teaching Preference	Transmitting Information (related to surface approach) Total N By Course / Teaching Preference
Midpoint Sem1 99 to 00	1 (3%)	1 (3%)	38 (95%)	8 (20%)	34 (85%)
Midpoint Sem2 99 to 00	1 (2%)	5 (10%)	42 (88%)	11 (23%)	40 (83%)

(Note where totals were identical in two categories a score was entered in each category therefore total differs from 100%)

**Table 2.3.14: SEI Learning Style Inventory Responses Semester 1 1999 to 2000 (N = 85)**

SEI Entrance Q14Sem1 99 to 00	Visual vpsl	Auditory apsl	Tactile tps
Total	61	4	11
Total %	72%	5%	13%

(Note: where totals were identical in two, or more, categories no category was assigned, therefore total differs from 100%)

**Table 2.3.15: SEI Entrance Learning Style Inventory Responses Semester 2 1999 / 2000 (N = 65)**

SEI EntranceQ Sem2 99 to 00	Visual vpsl	Auditory apsl	Tactile tps
Total	46	9	1
Total %	71%	14%	2%

(Note: where totals were identical in two, or more, categories no category was assigned, therefore total differs from 100%) Note. Subject 27 included in calculation of % - as this is the approach taken throughout with returned questionnaires which have non-response items)

**Table 2.3.16: SHS Summary of ASSIST Results Midpoint Semester 2 99 to 00 Approach to Learning**

SHS ASSIST	Semester 2	1999 to 2000	
Midpoint Sem1 99 to 00	Deep Approach	Strategic Approach Adjusted	Surface Apathetic Approach
Total N By Approach	28 (55%)	20 (39%)	4 (8%)

(Note: where totals were identical in two categories a score was entered in each category therefore total differs from 100%)

**Table 2.3.17: SHS Midpoint Semester 2 99 to 00 Preferences for different types of course and teaching**

SHS Mid Sem2 99 to 00	Supporting Understanding (related to deep approach)	Transmitting Information (related to surface approach)
<b>Total N By Course / Teaching Preference</b>	14 (27%)	40 (78%)

(Note: where totals were identical in two categories a score was entered in each category therefore total differs from 100%)

**Table 2.3.18: SHS Entrance Learning Style Inventory Results Sem 1 99 to 00**

SHS Sem 1 99 to 00	(Visual) VPS 1	(Auditory) APS 1	(Tactile) TPS 1
<b>Total</b>	37	12	7
<b>Total %</b>	57%	18%	11%

(Note: where scores were equal in two or more categories no category was assigned)

**Table 2.3.19: Learning Style Inventory Results DMLE Semester 1 1999 to 2000 (N=7)**

DMLE Learning Styles Sem 1 99 to 00	(visual)	(auditory)	(tactile)
Subject	VPS 1	APS 1	TPS 1
<b>Total</b>	5	1	
<b>Total %</b>	71%	14%	

(Note: where scores were equal in two or more categories no category was assigned: results shown for subject 3)

**Table 2.3.20: Woolwich MNE ASSIST Approach to Learning Results Semester 1 1999 / 2000 (N=5)**

Woolwich MNE ASSIST	Deep Approach	Strategic Approach Adjusted	Surface Apathetic Approach	Supporting Understanding (related to deep approach)	Transmitting Information (related to surface approach)
<b>Total N</b>	3	1	1	3	1
<b>Total %</b>	60%	20%	20%	60%	20%

(Note: The numbers in the Woolwich MNE case are too small to draw firm conclusions from the ASSIST results. They have been included here simply to offer some level of comparison with the SEI and SHS Cases.)

**Table 2.3.21: Woolwich MNE Learning Style Inventory Results Semester 1 1999 / 2000 (N=5)**

Woolwich MNE Learning Styles Sem 1 99 to 00	Visual VPS 1	Aural APS 1	Tactile TPS 1
<b>Total</b>	3		
<b>Total %</b>	60%		

(Note: where scores were equal in two or more categories no category was assigned: results shown for subjects 1 and 3)

### 2.3.5 Human Contact Issues

**Table 2.3.22: SEI Human Contact: Response Obtained to 5 Point Scale Statements**

**Questionnaire Item:**

Using a scale of 1 (totally disagree) to 5 (agree totally) please rate your learning in terms of the following statements:

	1	2	3	4	5
I feel quite isolated when working with this computer based material					

SEI Human Contact: Response Obtained to 5 Point Scale Statements at Scale Points 4 to 5	Midpoint Total N Actual by Question Items N=40	Midpoint Total % N Actual by Question Items	Exit Total N Actual by Question Items N= 46	Exit Total % N Actual by Question Items
Midpoint and Exit 1999 to 2000				
I feel quite isolated when working with this computer based material	6	15%	15	33%

**Table 2.3.23: SEI Human Contact: Open Responses Obtained in Questionnaires**

SEI Human Contact: Open Responses Obtained in Questionnaires 1997 to 2000	Entrance Total Responses (N=468)	Entrance Total % Responses (N=468)	Midpoint Total Responses (N=191)	Midpoint Total % Responses (N=191)	Exit Total Responses (N=166)	Exit Total % Responses (N=166)
Human Contact Important	84	18%	45	24%	28	17%

**Table 2.3.24: SEI Human Contact: Responses Obtained in Interviews**

SEI Human Contact: Responses Obtained in Interviews 1997 to 2000	Total Number of Interviewees Indicating Issue Relevant (N=61)	% of Interviewees Indicating Issue Relevant (N=61)
Human Contact Important	31	51%

**Table 2.3.25: SHS Human Contact: Open Responses Obtained in Questionnaires**

SHS Human Contact: Open Responses Obtained in Questionnaires 1999 to 2000	Entrance Total (N=81)	Entrance Total % (N=81)	Midpoint Total (N=51)	Midpoint Total % (N=51)	Exit Total (N=34)	Exit Total % (N=34)
human contact important	11	14%	9	18%	26	76%
would not want all classes / material on computer	8	10%	19	37%	6	18%
prefer tutorial face to face			13	25%	26	76%
prefer q&a face to face			5	10%	26	76%
prefer academic learning face to face			5	10%		
prefer guest speakers face to face			3	6%		

**Table 2.3.26: SHS Human Contact: Exit Responses to 5 Point Scale Statements at 4 to 5 Level**

Using a scale of 1 (totally disagree) to 5 (agree totally) please rate your experience of this computer-based material, in terms of the following statements:

	1	2	3	4	5
I felt quite isolated when working on this computer based material					

SHS Human Contact Exit Responses to 5 Point Scale Statements at 4 to 5 Level (1999 to 2000)	Agree + (4 to 5) (N = 34)	(N = 34)
	Number	%
I felt quite isolated when working on this computer based material	9	26%

**Table 2.3.27: DMLE Human Contact: 5 Point Scale Responses at Scale Points 4 to 5 Semester 1 1998 to 1999 (N=7)**

Using a scale of 1 (totally disagree) to 5 (agree totally) please rate your experience in terms of the following statements:

I would prefer working alone with this computer based material	1	2	3	4	5
--	---	---	---	---	---

DMLE Human Contact: 5 Point Scale Responses at Scale Points 4 to 5 Semester 1 1998 to 1999 (N=7)	Total	Total %
I would prefer working alone with this computer based material	3	43%
I prefer team working with this computer based material	3	43%

**Table 2.3.28: DMLE Human Contact: 5 Point Scale Responses at Scale Points 4 to 5 Semester 1 1999 to 2000 (N=7)**

Using a scale of 1 (totally disagree) to 5 (agree totally) please rate your experience in terms of the following statements:

I prefer team working with this computer based material					
---	--	--	--	--	--

DMLE Human Contact: 5 Point Scale Responses at Scale Points 4 to 5 Semester 1 1999 to 2000 (N=7)	Total	%
I prefer team working with this computer based material	7	100%
I learned more by working in a team with this material	6	86%

(Note: due to an error in the questionnaire an item was entered twice. The first response was used in calculations)

**Table 2.3.29: DMLE Human Contact: Open Responses Obtained in Questionnaires**

DMLE Human Contact: Open Responses Obtained in Questionnaires	Semester 1 1998 to 1999 Total (N = 7)	Semester 1 1998 to 1999 Total % (N = 7)	Semester 1 1999 to 2000 Total (N = 7)	Semester 1 1999 to 2000 Total % (N = 7)	Semester 1 2000 to 2001 Total (N = 32)	Semester 1 2000 to 2001 Total % (N = 32)
human contact important	1	14%	1	14%	3	9%

**Table 2.3.30: Woolwich MNE Group Human Contact: Open Responses Obtained in Questionnaires**

Woolwich MNE Group Human Contact: Open Responses Obtained in Questionnaires (1999 to 2000)	First Questionnaire Total by Category N(Poss)=5	First Questionnaire Total %	Second Questionnaire Total by Category N(Poss)=5	Second Questionnaire Total %	Third Questionnaire Total by Category N(Poss)=5	Third Questionnaire Total %
human contact important	1	20%				

**Table 2.3.31: SEI Tutor Related Issues: Response Obtained to 5 Point Scale Statements at 4 to 5 Level**

Questionnaire Item:

Using a scale of 1 (totally disagree) to 5 (agree totally) please rate your learning in terms of the following statements:

	1	2	3	4	5
I would find more tutor input helpful					

SEI Tutor Related Issues: Response Obtained to 5 Point Scale Statements at 4 to 5 Level 1999 to 2000	Midpoint Total N Actual by Question Items N= 40	Midpoint Total % N Actual by Question Item	Exit Total N Actual by Question Items N= 46	Exit Total % N Actual by Question Item
I would find more tutor input helpful	8	20%	18	39%
I would prefer to have more face to face contact with the class tutor	8	20%	15	33%
I find email communication useful for maintaining contact with the class tutor	8	20%	25	54%

**Table 2.3.32: SHS Tutor Related Issues: Exit Responses to 5 Point Scale Statements at 4 to 5 Level**

Questionnaire Item:

Using a scale of 1 (totally disagree) to 5 (agree totally) please rate your learning in terms of the following statements:

SHS Tutor Related Issues: Exit Responses to 5 Point Scale Statements at 4 to 5 Level 1999 to 2000 (N = 34)	Total Agree (4 to 5)	Total % Agree (4 to 5)
I would have preferred to have more face to face contact with the class tutor	16	47%

**Table 2.3.33: DMLE Tutor Related Issues: 5 Point Scale Responses at 4 to 5 Level Semester 1 1998 to 1999**

*Using a scale of 1 (totally disagree) to 5 (agree totally) please rate your experience in terms of the following statements:*

I would find more tutor input helpful	1	2	3	4	5
---------------------------------------	---	---	---	---	---

DMLE Tutor Related Issues: 5 Point Scale Responses at 4 to 5 Level Semester 1 1998 to 1999 (N=7)	(4 to 5) Number	(4 to 5) %
I would find more tutor input helpful	5	71%
I would prefer to have more tutor input	4	57%

**Table 2.3.34: DMLE Tutor Related Issues: 5 Point Scale Responses at 4 to 5 Level Semester 1 1999 to 2000**

*Using a scale of 1 (totally disagree) to 5 (agree totally) please rate your experience in terms of the following statements:*

I would find more tutor input helpful					
---------------------------------------	--	--	--	--	--

DMLE Tutor Related Issues: 5 Point Scale Responses at 4 to 5 Level Semester 1 1999 to 2000 (N=7)	Total	%
I would find more tutor input helpful	1	14%
I would prefer to have more tutor input	2	29%

(Note: due to an error in the questionnaire some items were entered twice, only the first response was used for calculations)

**Table 2.3.35: DMLE Tutor Related Issues: Open Responses Obtained in Questionnaires**

DMLE Tutor Related Issues: Open Responses Obtained in Questionnaires 1998 to 2001	Semester 1 1998 to 1999 Total (N = 7)	Semester 1 1998 to 1999 Total % (N = 7)	Semester 1 1999 to 2000 Total (N = 7)	Semester 1 1999 to 2000 Total % (N = 7)	Semester 1 2000 to 2001 Total (N = 32)	Semester 1 2000 to 2001 Total % (N = 32)
prefer tutorial face to face			3	43%		
prefer academic learning face to face			2	29%		



### 2.3.6 Learner Management Issues

**Table 2.3.36: SEI Learner Management Issues Open Responses Obtained in Questionnaires**

SEI Learner Management Issues: Open Responses Obtained in Questionnaires 1999 to 2000	Entrance Total Responses (N = 468)	Entrance Total % Responses (N = 468)	Midpoint Total Responses (N = 191)	Midpoint Total % Responses (N = 191)	Exit Less S2 00 Total Responses (N = 166)	Exit Less S2 00 Total % Responses (N = 166)
Self Management Important	53	11%	71	37%	45	27%
Pace Flexibility	59	13%	49	26%	26	16%
Lack of Location Flexibility (access issues)	53	11%	33	17%	37	22%

SEI Learner Management Issues: Open Responses Obtained in Questionnaires 1999 to 2000 (continued)	Entrance Total Responses (N = 468)	Entrance Total % Responses (N = 468)	Midpoint Total Responses (N = 191)	Midpoint Total % Responses (N = 191)	Exit Less S2 00 Total Responses (N = 166)	Exit Less S2 00 Total % Responses (N = 166)
Time Flexibility Positive Comment	21	4%	35	18%	28	17%
Time Flexibility Negative Comment			1	1%		
Personal Control Important	21	4%	12	6%	15	9%
Route Flexibility	6	1%	13	7%	9	5%

(Note: Questions were developed over the time of the study, therefore varied in phrasing and focus over time. The open responses were categorised in terms of the comments made by respondents and the results are shown in the table above. The actual questions posed are listed in the appendices for the questionnaires used )

**Table 2.3.37: SEI Learner Management Issues: Responses Obtained in Interviews**

SEI Learner Management Issues: Responses Obtained in Interviews (N=61) 1997 to 2000	Total Responses	% Responses
Self Management Important	53	87%
Time Flexibility Positive Comment	41	67%
Route Flexibility	40	66%
Pace Flexibility	31	51%
Lack of Location Flexibility (access issues)	28	46%
Personal Control Important	9	15%
Time Flexibility Negative Comment	2	3%

(Note: Interview questions were developed in relation to the comments made by interviewees, therefore varied in phrasing and focus. The responses were categorised in terms of the comments made by respondents and the results are shown in the table above. The opening questions posed are listed in the appendices for the interviews conducted )

**Table 2.3.38: DMLE / HBS Learner Management Issues Open Responses Obtained in Questionnaires Semester 1 1998 / 99 Semester 1 2000 / 01**

DMLE / HBS Open Responses Obtained in Questionnaires	DMLE Semester 1 1998 to 1999 Total by Category (N = 7)	DMLE Semester 1 1998 to 1999 Total %	DMLE Semester 1 1999 to 2000 Total by Category (N = 7)	DMLE Semester 1 1999 to 2000 Total %	DMLE Semester 1 2000 to 2001 (N = 32)	DMLE Semester 1 2000 to 2001 Total %	HBS Semester 1 1999 to 2000 Total by Category (N =17)	HBS Semester 1 1999 to 2000 Total %
self management important	1	14%	2	29%				
pace flexibility	1	14%	1	14%				
lack of location flexibility					6	19%		
time flexibility important					4	13%	1	6%
self management important					2	6%		
pace flexibility					1	3%		

**Table 2.3.39: Woolwich MNE Group Learner Management Issues Open Responses Obtained in Questionnaires Semester 1 1999 / 00 to 2000 / 01**

Woolwich MNE Group Learner Management Issues Open Responses Obtained in Questionnaires Semester 1 1999 / 00 to 2000 / 01	Woolwich MNE Q1 (N=5)		Woolwich MNE Q2 (N=2)		Woolwich MNE Q3 (N=5)	
	Number	%	Number	%	Number	%
pace flexibility	2	40%	1	50%	3	60%
personal control important			1	50%	4	80%
lack of location flexibility					1	20%

## 2.3.7 Learner Perceptions of CBL Material

### 2.3.7.1 Perceived Impact on Learning / Understanding (Cognitive)

**Table 2.3.40: SEI Perceived Impact on Learning / Understanding (Cognitive): Responses to 5 Point Scale Statements at 4 to 5 Level**

Questionnaire Item:

Using a scale of 1 (totally disagree) to 5 (agree totally) please rate your experience in terms of the following statements:

	1	2	3	4	5
I would find multiple choice tests helpful to check my learning					

SEI Perceived Impact on Learning / Understanding (Cognitive): Responses to 5 Point Scale Statements at 4 to 5 Level 1999 to 2000	Midpoint Total N Actual by Question Items N= 40	Midpoint Total % N Actual by Question Item	Exit Total N Actual by Question Items N= 46	Exit Total % N Actual by Question Item
I would find multiple choice tests helpful to check my learning	25	63%	31	67%
The learning summaries increased my depth of thought	21	53%	24	52%
The notepad exercises / summaries increased my depth of thought	9	23%	9	20%
I'm not sure whether I'm learning what I should be from this computer based material	11	28%	13	28%

**Table 2.3.41: SEI Perceived Impact on Learning / Understanding (Cognitive) of Exercise Elements: Responses Obtained To Open Responses Obtained in Questionnaires**

SEI Perceived Impact on Learning / Understanding (Cognitive) of Exercise Elements: Open Responses Obtained in Questionnaires 1997 to 2000	Entrance Total Responses (N=468)	Entrance Total % Responses (N=468)	Midpoint Total Responses (N= 191)	Midpoint Total % Responses (N= 191)	Exit Total Responses (N=166)	Exit Total % Responses (N=166)
Exercises Material Aided Learning / Understanding	5	1%	68	36%	24	14%

(Note Questions were developed over the time of the study, therefore varied in phrasing and focus over time The responses were categorised in terms of the comments made by respondents and the results are shown in the table above. The actual questions posed are listed in the appendices for the questionnaires used )

**Table 2.3.42: SEI Perceived Impact on Learning / Understanding (Cognitive) of Exercise Elements: Responses Obtained in Interviews**

SEI Perceived Impact on Learning / Understanding (Cognitive) of Exercise Elements: Responses Obtained in Interviews (N=61) 1997 to 2000	Total Number of Students Indicating Issue Relevant	% of Interviewees
Exercises Material Aided Learning / Understanding	36	59%

(Note Interview questions were developed in relation to the comments made by interviewees, therefore varied in phrasing and focus The responses were categorised in terms of the comments made by respondents and the results are shown in the table below The opening questions posed are listed in the appendices for the interviews conducted.)

**Table 2.3.43: SEI Computer's Perceived Impact on Learning / Understanding (Cognitive) Open Responses Obtained in Questionnaires**

SEI Computer's Perceived Impact on Learning / Understanding (Cognitive) Open Responses Obtained in Questionnaires 1997 to 2000	Entrance Total Responses (N=468)	Entrance Total % Responses (N=468)	Midpoint Total Responses (N=191)	Midpoint Total % Responses (N=191)	Exit Total Responses (N=166)	Exit Total % Responses (N=166)
Computer Material Aided Learning / Understanding	70	15%	42	22%	39	23%
Computer Aids Information Retrieval	184	39%	38	20%	21	13%
Hyperlinks Material Aided Learning / Understanding	3	1%	10	5%	5	3%

(Note: Open response items were developed over the time of the study, therefore varied in phrasing and focus over time. The responses were categorised in terms of the comments made by respondents and the results are shown in the table below. The actual questions posed are listed in the appendices for the questionnaires used.)

**Table 2.3.44: SEI Computer's Perceived Impact on Learning / Understanding (Cognitive): Responses Obtained To Interview Questions**

SEI Computer's Perceived Impact on Learning / Understanding (Cognitive): Responses Obtained To Interview Questions (N=61) 1997 to 2000	Total Number of Students Indicating Issue Relevant	% of Interviewees
Computer Aids Information Retrieval	32	52%
Computer Material Aided Learning / Understanding	24	39%
Hyperlinks Material Aided Learning / Understanding	12	20%

**Table 2.3.45: SHS Perceived Impact on Learning / Understanding (Cognitive) Exit Responses to 5 Point Scale Statements at 4 to 5 Level**

Questionnaire Item:

*Using a scale of 1 (totally disagree) to 5 (agree totally) please rate your experience of this computer-based material, in terms of the following statements:*

	1	2	3	4	5
I found the multiple choice tests helpful to check my learning					

SHS Perceived Impact on Learning / Understanding (Cognitive) Exit Responses to 5 Point Scale Statements at 4 to 5 Level (N = 34) 1999 to 2000	Agree / + (4 to 5) Number	Agree / + (4 to 5) %
I found the multiple choice tests helpful to check my learning	12	35%
I was not sure whether I'm learning what I should from this computer based material	13	38%

**Table 2.3.46: DMLE Perceived Impact on Learning / Understanding (Cognitive): 5 Point Scale Responses at 4 to 5 Level Semester 1 1998 to 1999**

Questionnaire Item:

Using a scale of 1 (totally disagree) to 5 (agree totally) please rate your learning in terms of the following statements:

The text helped me to understand the material	1	2	3	4	5
---	---	---	---	---	---

DMLE Perceived Impact on Learning / Understanding (Cognitive): 5 Point Scale Responses at 4 to 5 Level Semester 1 1998 to 1999 (N=7)	Total	Total %
The text helped me to understand the material	6	86%
The simulations helped me to understand the material	5	71%
The video clips helped me to understand the material	4	57%
The sound element helped me to understand the material	2	29%
The learning summaries increased my depth of thought	4	57%
The notepad exercises increased my depth of thought	2	29%
I'm not sure whether I'm learning what I should be from this computer based material	2	29%
The on-screen feedback helps me check I'm learning	4	57%
I would find multiple choice tests helpful to check my learning	5	71%

(Note: due to an error in the questionnaires some items were incorrectly entered. These were disregarded in the results)

**Table 2.3.47: DMLE Perceived Impact on Learning / Understanding (Cognitive): 5 Point Scale Responses at 4 to 5 Level Semester 1 1999 to 2000**

Questionnaire Item:

Using a scale of 1 (totally disagree) to 5 (agree totally) please rate your experience in terms of the following statements:

	1	2	3	4	5
I'm not sure whether I'm learning what I should be from this computer based material					

DMLE Perceived Impact on Learning / Understanding (Cognitive): 5 Point Scale Responses at 4 to 5 Level Semester 1 1999 to 2000 (N=7)	Total	%
I'm not sure whether I'm learning what I should be from this computer based material	1	14%
The text helped me to understand the material	7	100%
The simulations helped me to understand the material	7	100%
The video clips helped me to understand the material	3	43%
The sound element helped me to understand the material	2	29%
The on-screen feedback helps me check I'm learning	5	71%
I would find multiple choice tests helpful to check my learning	3	43%
The interactive exercises helped me to understand the material	6	86%
The Slideman exercise increased my depth of thought	4	57%
The Mondo exercise increased my depth of thought	5	71%

(Note: due to an error in the questionnaires some items were incorrectly entered. These were disregarded in the results)

**Table 2.3.48: Woolwich MNE Group: Perceived Impact on Learning / Understanding (Cognitive) Open Responses Obtained in Questionnaires**

Woolwich MNE Group: Perceived Impact on Learning / Understanding (Cognitive) Open Responses Obtained in Questionnaires 1999 to 2000	First Quest're Total by Category N=5	First Quest're Total %	Second Quest're Total by Category N=2	Second Quest're Total %	Third Quest're Total by Category N=5	Third Quest're Total %
feedback explanation important	5	100%	2	100%	4	80%
problem solving provoked thought	4	80%	2	100%	2	40%
exercises aided learning	3	60%	1	50%	4	80%
graphics aided learning	2	40%	2	100%	4	80%
simulations aided learning	2	40%	2	100%	4	80%
visual display aided learning	2	40%	1	50%		
demonstrations valuable	1	20%	1	50%	2	40%
simple language helps			1	50%		
text valuable					4	80%
computer aids info retrieval					4	80%

**2.3.7.2 Perceived Impact on Learning / Understanding (Affective)**

**Table 2.3.49: SEI Perceived Impact on Learning / Motivation (Affective): Open Responses Obtained in Questionnaires**

SEI Perceived Impact on Learning / Motivation (Affective): Open Responses Obtained in Questionnaires 1997 to 2000	Entrance Total Responses (N=468)	Entrance Total % Responses (N=468)	Midpoint Total Responses (N=191)	Midpoint Total % Responses (N=191)	Exit Total Responses (N=166)	Exit Total % Responses (N=166)
Relevance Important	252	54%	96	50%	78	47%
Interactivity Important	117	25%	54	28%	30	18%
Assessment Motivates	51	11%	13	7%	33	20%
Feedback On Demand Important	52	11%	17	9%	20	12%
Novelty Value Added Interest	46	10%	21	11%	16	10%
Feedback Explanation Important	18	4%	23	12%	26	16%
Variety In Link / Unit Contents Important	12	3%	28	15%	21	13%
Examples Important (Real Life)	15	3%	20	10%	17	10%
Fun, Humour Positive Comment	15	3%	6	3%	5	3%
Workload Too Heavy For This Class			7	4%	11	7%
Internet of Interest	13	3%				
Technical Elements Do Not Interest (Programming etc)	5	1%				
Word Processing of Interest	3	1%				
Design Software of Interest	3	1%				
Give Exemplars			1	1%	2	1%
Interest Engaged			1	1%		
Fun, Humour Negative Comment			1	1%		
Expectations Were Not Met					1	1%

(Note Questions were developed over the time of the study, therefore varied in phrasing and focus over time The open responses were categorised in terms of the comments made by respondents and the results are shown in the table above. The actual questions posed are listed in the appendices for the questionnaires used.)

**Table 2.3.50: SEI Perceived Impact on Learning / Motivation (Affective): Responses Obtained in Interviews**

SEI Perceived Impact on Learning / Motivation (Affective): Responses Obtained in Interviews (N=61) 1997 to 2000	Total Number of Students Indicating Issue Relevant	% of Interviewees
Relevance Important	53	87%
Feedback On Demand Important	47	77%
Feedback Explanation Important	35	57%
Interactivity Important	28	46%
Fun, Humour Positive Comment	26	43%
Examples Important (Real Life)	25	41%
Novelty Value Added Interest	23	38%
Variety In Link / Unit Contents Important	21	34%
Interest Engaged	8	13%
Give Exemplars	6	10%
Expectations Were Not Met	3	5%
Fun, Humour Negative Comment	2	3%

**Table 2.3.51: SHS Perceived Impact on Learning / Motivation (Affective): Open Responses Obtained in Exit Questionnaires**

SHS Perceived Impact on Learning / Motivation (Affective): Open Responses Obtained in Exit Questionnaires (N = 34) 1999 to 2000	Number	%
aspects of the material became irritating (abi)	11	32%

**Table 2.3.52: DMLE Perceived Impact on Learning / Motivation (Affective): Open Responses Obtained in Questionnaires**

DMLE Perceived Impact on Learning / Motivation (Affective): Open Responses Obtained in Questionnaires	Semester 1 1998 to 1999 Total (N = 7)	Semester 1 1998 to 1999 Total % (N = 7)	Semester 1 1999 to 2000 Total (N = 7)	Semester 1 1999 to 2000 Total % (N = 7)	Semester 1 2000 to 2001 Total (N = 32)	Semester 1 2000 to 2001 Total % (N = 32)
feedback on demand important	4	57%	3	43%	7	22%
relevance	3	43%	7	100%	27	84%
interactivity important	3	43%	5	71%	9	28%
feedback explanation important	1	14%	6	86%	11	34%
novelty value adds interest	1	14%			2	6%
fun / humour positive	1	14%	1	14%	6	19%
assessment motivates			3	57%	6	19%
computer adds interest			2	29%	14	44%
examples important - real life			3	43%	2	6%
challenge					16	50%
too much text has negative effect					11	34%
engaged by computer-based material					7	22%
visual display added interest					7	22%
video added interest (vidai)					7	22%
variety important					6	19%
computer adds enjoyment					4	13%
video did not add interest					3	9%

<b>Table 2.3.52 (cont'd)</b> <b>DMLE Perceived Impact on Learning / Motivation (Affective):</b> <b>Open Responses Obtained in Questionnaires</b>	<b>Semester 1 1998 to 1999 Total (N = 7)</b>	<b>Semester 1 1998 to 1999 Total % (N = 7)</b>	<b>Semester 1 1999 to 2000 Total (N = 7)</b>	<b>Semester 1 1999 to 2000 Total % (N = 7)</b>	<b>Semester 1 2000 to 2001 Total (N = 32)</b>	<b>Semester 1 2000 to 2001 Total % (N = 32)</b>
text alone is boring					2	6%
eye strain / fatigue					2	6%
simulations added interest					2	6%
graphics add interest					1	3%
variety in style of presentation					1	3%
malfunctions have negative effect					1	3%
content not satisfactory					1	3%

**Table 2.3.53: HBS Perceived Impact on Learning / Motivation (Affective): Open Responses Obtained in Questionnaires Semester 1 1999 to 2000**

<b>HBS Open Responses Obtained in Questionnaires by % Rank Order</b>	<b>Totals by Category (N=17)</b>	<b>% Totals by Category (N=17)</b>
relevance	12	71%
games	3	18%
interactivity important	1	6%
feedback on demand important	1	6%
fun / humour positive	1	6%
examples important - real life	1	6%
simulations added interest	1	6%

**Table 2.3.54: Woolwich MNE Group: Perceived Impact on Learning / Motivation (Affective), Open Responses Obtained in Questionnaires**

<b>Woolwich MNE Group: Perceived Impact on Learning / Motivation (Affective)</b> <b>Open Responses Obtained in Questionnaires 1999 to 2000</b>	<b>First Quest're Total by Category N=5</b>	<b>First Quest're Total %</b>	<b>Second Quest're Total by Category N=2</b>	<b>Second Quest're Total %</b>	<b>Third Quest're Total by Category N=5</b>	<b>Third Quest're Total %</b>
relevance	5	100%	2	100%		
assessment motivates	5	100%	2	100%	4	80%
too much text has negative effect			1	50%	3	60%
breaks in text important			1	50%		
variety important			1	50%		
examples important real life			2	100%	4	80%
interactivity important					1	20%
fun / humour positive					1	20%



### 2.3.7.3 Preferred Computer-based Environments

**Table 2.3.55: SEI Responses: Preferred Computer-based Environments at Scale Points 4 to 5**

Questionnaire Item:

Please indicate your preference (1: not liked to 5 greatly liked) for the following options relating to computer based learning environments:

Type of Computer-Based Environment	1	2	3	4	5
Electronic Book (text shown on screen)					

In your opinion, which of the above environments most appropriately describes this computer-based module?	
---	--

Totals at Scale Points 4to5 1999 to 2000	Entrance N=150	Entrance	Midpoint N=40	Midpoint	Exit N=46	Exit
Number of Respondents by Category Total N Possible 150	Total N by Question Items	Total % N by Question Item	Total N by Question Items	Total % N by Question Item	Total N by Question Items	Total % N by Question Item
Combination of Electronic Book, Game and Simulated Environment	112	75%	28	70%	36	78%
Simulated Environment	88	59%	22	55%	36	78%
Game Approach	82	55%	25	63%	30	65%
Electronic Book	67	45%	17	43%	20	43%

(Note: only responses in revised questionnaires used for results regarding computer-based environment preference. While the overall responses to the Computer Based Environment Items spanned 11 response batches, only the results from questionnaires 14, 15, 16, 17 and 19 have been used for analysis. This was due to some potential ambiguity in the responses obtained in earlier questionnaires, which was eliminated by re-designing the questionnaires.)

**Table 2.3.56: SHS Preferred Computer-based Environments: Entrance Responses at Scale Points 4 to 5 Semester 1 1999 - 2000**

(Note: Only questions relating to environment used – other questions relating to confidence with material not used as no further data gathered on this at midpoint or exit)

Questionnaire Item:

Please indicate your preference (1: not liked to 5 greatly liked) for the following options relating to computer based learning environments:

Type of Computer-Based Environment	1	2	3	4	5
Electronic Book (text shown on screen)					

SHS Preferred Computer-based Environments: Responses at Scale Points 4 to 5 Semester 1 1999 - 2000 (Entrance) N = 81	Total Responses (at points 4 to5) Using N of Item Questionnaires	Total % Responses (at points 4 to5) Using N of Item Questionnaires
Combination of Electronic Book, Game and Simulated Environment	61	75%
Simulated Environment	55	68%
Game Approach	48	59%
Electronic Book	38	47%

(Note: only SHS entrance questionnaires sought responses to these items therefore N=81)

**Table 2.3.57: DMLE Preferred Computer-based Environments: Responses at Scale Points 4 to 5 Semester 1 1999 to 2000**

Questionnaire Item:

Please indicate your preference (1: not liked to 5 greatly liked) for the following options relating to computer based learning environments:

Type of Computer-Based Environment	1	2	3	4	5
Electronic Book (text shown on screen)					

DMLE Preferred Computer-based Environments: Responses at Scale Points 4 to 5 Semester 1 1999 to 2000 (N=7)	Total	%
Electronic Book (text shown on screen)	4	57%
Game Approach where points are scored for correct answers	5	71%
Simulated Environment (e.g. office scene with sources of information and tasks to be undertaken)	6	86%
Combination of Electronic Book, Computer Game and Simulated Environment	7	100%

**Table 2.3.58: Woolwich MNE Preferred Computer-based Environments: Responses at Scale Points 4 to 5 Semester 1 1999 / 2000**

Questionnaire Item:

Please indicate your preference (1: not liked to 5 greatly liked) for the following options relating to computer based learning environments:

Type of Computer-Based Environment	1	2	3	4	5
Electronic Book (text shown on screen)					

Woolwich MNE Preferred Computer-based Environments: Responses at Scale Points 4 to 5 Semester 1 1999 / 2000 (N=5)	Total N at 4 to 5 Level	Total %
Electronic Book	0	0%
Game Approach	2	40%
Simulated Environment	3	60%
Combination of Electronic Book, Computer Game and Simulated Environment	3	60%

### 2.3.7.4 Perceived Effectiveness of Navigation Elements

**Table 2.3.59: SEI Midpoint Effectiveness of Navigation Elements: Responses at Scale Points 4 to 5**

Questionnaire Item:

The module makes use of a range of elements. Please rate each of these, you have used so far, in terms of their effectiveness for your learning on a scale of 1 (not effective) - 5 (highly effective) and offer a comment of explanation.

Element	1	2	3	4	5	Comment:
Main Text Windows						

The module makes use of a range of navigation elements. Please rate each of these in terms of their effectiveness for your use of the module on a scale of 1 (not effective) - 5 (highly effective) and offer a comment of explanation.

Questionnaire Item:

Element	1	2	3	4	5	Comment:
Navigation Feet (green / red)						

<b>SEI Midpoint Effectiveness of Navigation Elements: Responses at Scale Points 4 to 5 (Total N by Questionnaire Returns=191) 1997 to 2000</b>	<b>Total N Possible by Question Item</b>	<b>Total N Actual by Question Items</b>	<b>Total % N Actual by Question Item</b>
Navigation Feet (green / red)	143	118	83%
Structure Map (showing contents)	143	118	83%
Main Map (showing overview)	143	97	68%
Hypertext Links	143	76	53%
Button Links	143	75	52%
Glossary Window	143	47	33%
History Window	143	27	19%

(NB not all questionnaires addressed all items)

**Table 2.3.60: SEI Exit Effectiveness of Navigation Elements: Responses at Scale Points 4 to 5**

<b>SEI Exit Effectiveness of Navigation Elements: Responses at Scale Points 4 to 5 (Total N by Questionnaire Returns =202) 1997 to 2000</b>	<b>Total N Possible by Question Item</b>	<b>Total N Actual by Question Items</b>	<b>Total % N Actual by Question Item</b>
Structure Map (showing contents)	177	148	84%
Navigation Feet (green / red)	177	145	82%
Main Map (showing overview)	177	118	67%
Hypertext Links	202	114	56%
Button Links	202	108	53%
Glossary Window	177	63	36%
History Window	177	18	10%

### 2.3.7.5 Perceived Effectiveness of Exercise Elements

**Table 2.3.61: SEI Midpoint Effectiveness of Exercise Elements: Responses at Scale Points 4 to 5**

Questionnaire Item:

The module makes use of a range of self-contained, interactive exercises. Please rate the following elements of these, in terms of their effectiveness for your use of the exercises, on a scale of 1 (not effective) - 5 (highly effective) and offer a comment of explanation.

<b>Exercise Element</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Comment:</b>
Scenarios Used						

<b>SEI Midpoint Effectiveness of Exercise Elements: Responses at Scale Points 4 to 5 Number of Respondents by Rank Order of % (Total N by Questionnaire Returns =191)</b>	<b>Total N Possible by Question Item</b>	<b>Total N Actual by Question Items</b>	<b>Total % N Actual by Question Item</b>
Scenarios Used	143	99	69%
Relevance to Module	143	98	69%
Interactive Exercises	143	95	66%
Text Used	143	86	60%
Graphics Used	143	80	56%
Tasks Specified	143	80	56%
Colours Used	143	79	55%
Feedback Given	143	78	55%
Difficulty of Exercises	143	55	38%
Notepad Exercises	143	34	24%

(Note: not all questionnaires addressed all items therefore variation from N of returns, % calculated using possible N by Question)

**Table 2.3.62: SEI Exit Effectiveness of Exercise Elements: Responses at Scale Points 4 to 5**

<b>SEI Exit Effectiveness of Exercise Elements: Responses at Scale Points 4 to 5</b>	<b>Total N Possible by Question Item</b>	<b>Total N Actual by QuestionItems</b>	<b>Total % N Actual by Question Item</b>
<b>Number of Respondents by Rank Order of % Total N Possible 202 1997 to 2000</b>			
Relevance to Module	177	131	74%
Scenarios Used	177	126	71%
Interactive Exercises	202	139	69%
Colours Used	177	119	67%
Graphics Used	177	118	67%
Text Used	177	110	62%
Feedback Given	177	94	53%
Tasks Specified	177	88	50%
Difficulty of Exercises	177	73	41%
Notepad Exercises	202	49	24%

**Table 2.3.63: SEI Exercise Elements: Responses Obtained to Scale Point Statements at 4 to 5 Level**

Questionnaire Item:

Using a scale of 1 (totally disagree) to 5 (agree totally) please rate your learning in terms of the following statements:

	1	2	3	4	5
The interactive exercises helped me to understand the material					

<b>SEI Exercise Elements: Responses Obtained to Scale Point Statements at 4 to 5 Level</b>	<b>Midpoint Total N Actual by Question Items N= 40</b>	<b>Midpoint Total % N Actual by Question Item</b>	<b>Exit Total N Actual by Question Items N=46</b>	<b>Exit Total % N Actual by Question Item</b>
<b>1999 to 2000</b>				
The interactive exercises helped me to understand the material	25	63%	37	80%
The interactive exercises were not essential so I focused on other material	9	23%	7	15%
The on-screen feedback given for the interactive exercises helps me check I'm learning	24	60%	24	52%

**Table 2.3.64: SEI Exercise Elements: Open Responses Obtained in Questionnaires**

SEI Exercise Elements: Open Responses Obtained in Questionnaires 1997 to 2000	Entrance Total Responses (N=468)	Entrance Total % Responses (N=468)	Midpoint Total Responses (N= 191)	Midpoint Total % Responses (N= 191)	Exit Total Responses (N=166)	Exit Total % Responses (N=166)
Exercises Material Aided Learning / Understanding	5	1%	68	36%	24	14%
Exercises Add Interest	19	4%	31	16%	24	14%
More Exercises Wanted			33	17%	28	17%
Exercises Helped Check Learning	3	1%	28	15%	13	8%
Exercises Provoked Thought Positive Comment			37	19%	7	4%
Make Exercises More Complex	3	1%	14	7%	11	7%
Exercises Add Fun, Enjoyment			9	5%	9	5%
Exercise Variety Important	3	1%	3	2%	1	1%
Exercises Offered Practice	2	0%	2	1%	6	4%
Fewer Exercises Wanted			2	1%	2	1%
Make Exercises Less Complex			1	1%		
Exercises Provoked Thought Negative Comment					1	1%

(Note. Open response items were developed over the time of the study, therefore varied in phrasing and focus over time. The responses were categorised in terms of the comments made by respondents and the results are shown in the table below. The actual questions posed are listed in the appendices for the questionnaires used.)

**Table 2.3.65: SEI Exercise Elements: Responses Obtained to Interview Questions**

SEI Exercise Elements: Responses Obtained to Interview Questions (N=61) 1997 to 2000	Total Number of Interviewees Indicating Issue Relevant	% of Interviewees
On Screen Exercise Issues		
Exercises Provoked Thought Positive Comment	38	62%
Exercises Material Aided Learning / Understanding	36	59%
Exercises Helped Check Learning	35	57%
Exercises Add Interest	35	57%
Exercises Offered Practice	25	41%
Make Exercises More Complex	20	33%
More Exercises Wanted	18	30%
Exercises Add Fun, Enjoyment	16	26%
Exercise Variety Important	8	13%
Make Exercises Less Complex	3	5%
Exercises Made It Realistic	3	5%
Exercises Provoked Thought Negative Comment	2	3%
Some Exercises Too Long	2	3%
Fewer Exercises Wanted	1	2%

(Note: Interview questions were developed in relation to the comments made by interviewees, therefore varied in phrasing and focus. The responses were categorised in terms of the comments made by respondents and the results are shown in the table below. The opening questions posed are listed in the appendices for the interviews conducted.)

**Table 2.3.66: SHS Exercise / Simulation Elements: Open Responses Obtained in Questionnaires**

SHS Exercise / Simulation Elements: Open Responses Obtained in Questionnaires 1999 / 2000	Total by Item Entrance (N=81)	Entrance %	Total by Item Midpoint (N= 51)	Midpoint %	Total by Item Exit (N= 34)	Exit %
exercises aided learning	4	4%	3	5%		
practical focus motivates	5	6%	2	4%	26	76%
offers practice	5	6%			29	85%
more exercises wanted			2	4%		
exercises add interest	2	2%	1	2%		

**Table 2.3.67: SHS Exit Exercise / Simulation Elements: Responses to Statements at Scale Points 4 to 5**

Questionnaire Item:

Using a scale of 1 (totally disagree) to 5 (agree totally) please rate your experience of this computer-based material, in terms of the following statements:

	1	2	3	4	5
The interactive table setting exercise helped me to learn the setting layout					

SHS Exit Exercise / Simulation Elements: Responses to Statements at Scale Points 4 to 5 (N = 34) 1999 to 2000	Agree + (4 to 5) Number	%
The interactive table setting exercise helped me to learn the setting layout	15	44%
The interactive table setting exercise gave enough feedback	12	35%
The interactive table setting exercise was not essential so I focused on other material	13	38%
The interactive maps increased my depth of thought	8	24%
I was unsure what to do with the interactive maps	14	41%
The on screen feedback for the interactive exercise helped me check my learning	8	24%

**Table 2.3.68: SHS Exercise / Simulation Elements: Exit Open Responses Obtained in Questionnaires**

SHS Exercise / Simulation Elements: Exit Open Responses Obtained in Questionnaires (N = 34) 1999 to 2000	Number	%
role play provoked thought (rppt)	27	79%

**Table 2.3.69: DMLE Exercise / Simulation Elements in Material: Responses at Scale Points 4 to 5 Semester 1 1998 to 1999**

Using a scale of 1 (not effective) to 5 (highly effective) please rate the following:

Simulation Elements of Program	1	2	3	4	5

DMLE Exercise / Simulation Elements in Material: Responses at Scale Points 4 to 5 Sem 1 1998 to 1999 (N=7)	Total	Total %
Simulation Elements of Program	4	57%
Feedback Given In Simulations	4	57%
The simulations helped me to understand the material	5	71%

(Note. due to an error in the questionnaires some items were inserted which were unintended, these were disregarded in the calculations of results)

**Table 2.3.70: DMLE Exercise / Simulation Elements in Material: Responses at Scale Points 4 to 5 Semester 1 1999 to 2000**

Using a scale of 1 (not effective) to 5 (highly effective) please rate the following:

	1	2	3	4	5
Text Elements of Program					

Using a scale of 1 (totally disagree) to 5 (agree totally) please rate your learning in terms of the following statements:

	1	2	3	4	5
I would have been better reading a book					

Using a scale of 1 (totally disagree) to 5 (agree totally) please rate your experience in terms of the following statements:

	1	2	3	4	5
My view of this material has been influenced by other multi-media material I've used					

DMLE Exercise / Simulation Elements in Material Responses at Scale Points 4 to 5 Sem 1 1999 to 2000 (N=7)	Total	%
Simulation Elements of Program	5	71%
Feedback Given In Simulations	4	57%
The simulations helped me to understand the material	7	100%
The interactive exercises helped me to understand the material	6	86%
The Slideman exercise increased my depth of thought	4	57%
The Mondo exercise increased my depth of thought	5	71%

(Note. due to an error in the questionnaires some items were inserted which were unintended, these were disregarded in the calculations of results)

**Table 2.3.71: DMLE Exercise / Simulation Elements: Open Responses Obtained in Questionnaires Semester 1 1998 / 99 to Semester 1 2000 / 01**

DMLE Exercise / Simulation Elements: Open Responses Obtained in Questionnaires Semester 1 1998 / 99 to Semester 1 2000 / 01	Semester 1 1998 to 1999 Total by Category (N = 7)	Semester 1 1998 to 1999 Total %	Semester 1 1999 to 2000 Total by Category (N = 7)	Semester 1 1999 to 2000 Total %	Semester 1 2000 to 2001 Total by Category (N = 32)	Semester 1 2000 to 2001 Total %
exercises aided learning	4	57%	1	14%		
feedback on demand important	4	57%	3	43%	7	22%
interactivity important	3	43%	5	71%	9	28%
challenge	2	29%	4	57%	16	50%
offers practice	1	14%			1	3%
simulations added interest	1	14%	4	57%	2	6%
feedback explanation important	1	14%	6	86%	11	34%
simulations aided learning	1	14%	5	71%	29	91%
exercises help check learning			3	43%	1	3%
games			1	14%	16	50%

**Table 2.3.72: Woolwich MNE Group Exercise / Simulation Elements: Open Responses Obtained To Questions / Summary Statements (Q3) in Questionnaires Semester 1 1999 / 00 to Semester 2 1999 / 00**

Woolwich MNE Group Exercise / Simulation Elements: Open Responses Obtained in Questionnaires	Q 1 Semester 1 1999 / 00 to Semester 2 1999 / 00 Total by Category (N=5)	Q 1 Semester 1 1999 / 00 to Semester 2 1999 / 00 Total %	Q 2 Semester 1 1999 / 00 to Semester 2 1999 / 00 Total by Category (N=2)	Q 2 Semester 1 1999 / 00 to Semester 2 1999 / 00 Total %	Q 3 Semester 1 1999 / 00 to Semester 2 1999 / 00 Total by Category (N=5)	Q 3 Semester 1 1999 / 00 to Semester 2 1999 / 00 Total %
feedback explanation important	5	100%	2	100%	4	80%
feedback on demand important	5	100%	2	100%	3	60%
offers practice	4	80%	2	100%	4	80%
offered multiple attempts	4	80%			4	80%
problem solving provoked thought	4	80%	2	100%		
exercises aided learning	3	60%	1	50%	4	80%
make exercises more complex	3	60%	1	50%	4	80%
more exercises wanted	3	60%	1	50%		
demonstrations valuable	1	20%	1	50%		
simulations aided learning					4	80%
interactivity important					1	20%

**2.3.7.6 Perceived Effectiveness of “Usability” Related Elements**

**Table 2.3.73: SEI “Usability” Related: Open Responses Obtained in Questionnaires**

SEI “Usability” Related Open Responses Obtained in Questionnaires 1997 to 2000	Entrance Total Responses (N=468)	Entrance Total % Responses (N=468)	Midpoint Total Responses (N=191)	Midpoint Total % Responses (N=191)	Exit Total Responses (N=166)	Exit Total % Responses (N=166)
Ease Of Use Important	276	59%	123	64%	97	58%
Links Were Confusing			61	32%	25	15%
Too Many Links			9	5%	2	1%
Map Aided Navigation Positive Comment			36	19%	22	13%
Map Aided Navigation Negative Comment			1	1%		
Too Many Windows On Screen			11	6%	2	1%



<b>Table 2.3.73 (cont'd.) SEI "Usability" Related Open Responses Obtained in Questionnaires 1997 to 2000</b>	<b>Entrance Total Responses (N=468)</b>	<b>Entrance Total % Responses (N=468)</b>	<b>Midpoint Total Responses (N=191)</b>	<b>Midpoint Total % Responses (N=191)</b>	<b>Exit Total Responses (N=166)</b>	<b>Exit Total % Responses (N=166)</b>
Malfunctions Found	27	6%	16	8%	24	14%
Note Taking Better On Computer Positive Comment	11	2%	5	3%	3	2%
Note Taking Better On Computer Negative Comment	25	5%	17	9%	14	8%
Reading From Screen Causes Eye Strain / Fatigue	33	7%	16	8%	19	11%
Layout Style Not Consistent	1	0%	11	6%	9	5%
Could Revisit Information Easily	7	1%	24	13%	17	10%

(Note 1 Open response items were developed over the time of the study, therefore varied in phrasing and focus over time. The responses were categorised in terms of the comments made by respondents and the results are shown in the table below. The actual questions posed are listed in the appendices for the questionnaires used.)

Note 2: where previous use of computers was stated by respondent the score was entered as "experienced". No differentiation was attempted regarding levels of experience.

Note 3: Exit does not include semester 2 99 to 00)

**Table 2.3.74: SEI "Usability" Related: Responses Obtained in Interviews**

<b>SEI "Usability" Related: Responses Obtained in Interviews (N=61) 1997 to 2000</b>	<b>Total Number of Students Indicating Issue Relevant</b>	<b>% of Interviewees</b>
Ease Of Use Important	44	72%
Links Were Confusing	31	51%
Too Many Links	4	7%
Map Aided Navigation Positive Comment	25	41%
Map Aided Navigation Negative Comment	4	7%
Too Many Windows On Screen	13	21%
Malfunctions Found	16	26%
Note Taking Better On Computer Positive Comment	8	13%
Note Taking Better On Computer Negative Comment	10	16%
Reading From Screen Causes Eye Strain / Fatigue	16	26%
Layout Style Not Consistent	20	33%
Could Revisit Information Easily	23	38%

(Note: Interview questions were developed in relation to the comments made by interviewees, therefore varied in phrasing and focus. The responses were categorised in terms of the comments made by respondents and the results are shown in the table below. The opening questions posed are listed in the appendices for the interviews conducted.)

**Table 2.3.75: SHS “Usability” Related: Open Responses Obtained in Questionnaires**

SHS “Usability” Related: Open Responses Obtained in Questionnaires 1999 / 2000	Total by Item		Total by Item		Total by Item	
Item Category	Entrance (N=81)	Entrance %	Midpoint (N= 51)	Midpoint %	Exit (N= 34)	Exit %
ease of use important	53	65%	44	86%	33	97%
could revisit info easily	16	20%	8	16%	26	76%
malfunctions have negative effect	8	10%	11	22%	12	35%
too much information			4	8%	11	32%
links confusing			1	2%	0	
content not satisfactory			1	2%	13	38%
tutorial in computer use desired					25	74%
printed user manual desired					27	79%

**Table 2.3.76: DMLE “Usability” Issues: Open Responses Obtained in Questionnaires**

DMLE “Usability” Issues: Open Responses Obtained in Questionnaires	Semester 1 1998 to 1999 Total (N = 7)	Semester 1 1998 to 1999 Total % (N = 7)	Semester 1 1999 to 2000 Total (N = 7)	Semester 1 1999 to 2000 Total % (N = 7)	Semester 1 2000 to 2001 Total (N = 32)	Semester 1 2000 to 2001 Total % (N = 32)
ease of use important	4	57%	7	100%	16	50%
eye strain / fatigue	1	14%			2	6%
malfunctions have negative effect	2	29%	1	14%	1	3%
too much text has negative effect			1	14%		
visual display aided learning			1	14%		

(Note where previous use of computers was stated by respondent the score was entered as “experienced”. No differentiation was attempted regarding levels of experience)

**Table 2.3.77: HBS “Usability” Issues: Open Responses Obtained in Questionnaires Semester 1 1999 to 2000**

HBS “Usability” Issues: Open Responses Obtained in Questionnaires Semester 1 1999 to 2000	Totals by Category (N=17)	% Totals by Category (N=17)
ease of use important (eu)	6	35%

**Table 2.3.78: Woolwich MNE Group “Usability” Related: Open Responses Obtained in Questionnaires**

Woolwich MNE Group “Usability” Issues: Open Responses Obtained in Questionnaires 1999 to 2000	First Quest’re Total by Category (N=5)	First Quest’re Total %	Second Quest’re Total by Category (N=2)	Second Quest’re Total %	Third Quest’re Total by Category (N=5)	Third Quest’re Total %
ease of use important	1	20%	1	50%	4	80%
too many windows	1	20%				
simple language helps					4	80%

**2.3.6.7 Perceived Impact of Presentation Related Elements**

**Table 2.3.79: SEI Perceived Impact of Presentation Elements: Responses to 5 Point Scale Statements at Scale Points 4 to 5**

Questionnaire Item:

Using a scale of 1 (totally disagree) to 5 (agree totally) please rate your learning in terms of the following statements:

	1	2	3	4	5
My view of this material has been influenced by other multi-media material I've used					

SEI Perceived Impact of Presentation Elements Responses to 5 Point Scale Statements at Scale Points 4 to 5 1999 to 2000	Midpoint Total N Actual by Question Items N= 40	Midpoint Total % N Actual by Question Item	Exit Total N Actual by Question Items N= 46	Exit Total % N Actual by Question Item
The presentation of this multi-media material is as good as others I've experienced	17	43%	28	61%
The visual elements of the windows were motivating for me	12	30%	22	48%
The time flexibility is more important to me than the quality of the presentation	12	30%	15	33%
My view of this material has been influenced by other multi-media material I've used	5	13%	12	26%

**Table 2.3.80: SHS Exit Perceived Impact of Presentation Elements: Responses to 5 Point Scale Statements at Scale Points 4 to 5**

Questionnaire Item:

Using a scale of 1 (totally disagree) to 5 (agree totally) please rate your learning in terms of the following statements:

	1	2	3	4	5
My view of this material has been influenced by other multi-media material I've used					

SHS Exit Perceived Impact of Presentation Elements: Responses to 5 Point Scale Statements at Scale Points 4 to 5 (N = 34) 1999 to 2000	Agree / + (4 to 5)	
	Number	%
I found the Visual Elements (look) of the screen display motivating	21	62%
The presentation of this multi-media material was better than others I've experienced	15	44%
The presentation of this multi-media material was as good as others I've experienced	14	41%
My view of this material has been influenced by other multi-media I've used	11	32%
Time flexibility was more important to me than quality of presentation	10	29%
The presentation of this multi-media material was not as good as others I've experienced	6	18%

(Note: presentation comparison question asked at three levels to gauge where material was considered to sit in comparison with comparable material experienced by learners)

**Table 2.3.81: SHS Perceived Impact of Presentation Elements: Open Responses Obtained in Questionnaires**

SHS Perceived Impact of Presentation Elements: Open Responses Obtained in Questionnaires 1999 / 2000	Total by Item Entrance (N=81)	% Entrance	Total by Item Midpoint (N= 51)	% Midpoint	Total by Item Exit (N=34)	% Exit
visual display aided learning			32	63%	31	91%
eye strain / fatigue	12	15%				
visual display add interest			9	18%		

**Table 2.3.82: SHS Perceived Impact of Presentation Elements: Open Responses Obtained in Questionnaires**

SHS Perceived Impact of Presentation Elements: Open Responses Obtained in Questionnaires 1999 / 2000	Total by Item Entrance (N=81)	Entrance %	Total by Item Midpoint (N= 51)	Midpoint %	Total by Item Exit (N= 34)	Exit %
colour important	6	7%	6	12%	33	97%
variety important	2	2%	8	16%	33	97%
variety in style of presentation	7	9%	1	2%		

**Table 2.3.83: DMLE Perceived Impact of Presentation Elements: Responses at Scale Points 4 to 5 Semester 1 1998 to 1999**

Questionnaire Item:

Using a scale of 1 (not effective) to 5 (highly effective) please rate the following:

Text Elements of Program	1	2	3	4	5
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Questionnaire Item:

Using a scale of 1 (totally disagree) to 5 (agree totally) please rate your learning in terms of the following statements:

I would have been better reading a book	1	2	3	4	5
---	---	---	---	---	---

Questionnaire Item:

Using a scale of 1 (totally disagree) to 5 (agree totally) please rate your experience in terms of the following statements:

My view of this material has been influenced by other multi-media material I've used	1	2	3	4	5
--	---	---	---	---	---

DMLE Perceived Impact of Presentation Elements Sem 1 1998 to 1999 Totals at Scale Points 4 to 5 (N=7)	Total	Total %
I found the visual elements (look) of the windows motivating	6	86%
The content is more important to me than the quality of the presentation	2	29%
The presentation of this multi-media material is as good as others I've experienced	3	43%
My view of this material has been influenced by other multi-media material I've used	3	43%

(Note: The question regarding the presentation being as good as, or better than other material experienced was asked with the intention of differentiating the two levels. It was considered useful to know which of these categories might be perceived by respondents as applicable. )

**Table 2.3.84: DMLE Perceived Impact of Presentation Elements: Responses to 5 Point Scale Statements at Scale Points 4 to 5 Semester 1 1999 to 2000**

Questionnaire Item:

Using a scale of 1 (not effective) to 5 (highly effective) please rate the following:

	1	2	3	4	5
Text Elements of Program					

Questionnaire Item:

Using a scale of 1 (totally disagree) to 5 (agree totally) please rate your learning in terms of the following statements:

	1	2	3	4	5
I would have been better reading a book					

Questionnaire Item:

Using a scale of 1 (totally disagree) to 5 (agree totally) please rate your experience in terms of the following statements:

	1	2	3	4	5
My view of this material has been influenced by other multi-media material I've used					

DMLE Perceived Impact of Presentation Elements: Responses to 5 Point Scale Statements at Scale Points 4 to 5 Sem 1 1999 to 2000 (N=7)	Total	%
I found the visual elements (look) of the windows motivating	5	71%
The content is more important to me than the quality of the presentation	1	14%
The presentation of this multi-media material is as good as others I've experienced	4	57%
My view of this material has been influenced by other multi-media material I've used	3	43%

(Note due to an error in the questionnaire some items were entered twice, only the first response was used for calculations)

**Table 2.3.85: DMLE Perceived Impact of Presentation Elements in Exercises: Responses at Scale Points 4 to 5 Semester 1 1999 to 2000**

<b>DMLE Perceived Impact of Presentation Elements in Exercises: Responses at Scale Points 4 to 5 Sem 1 1999 to 2000 (N=7)</b>	<b>Total</b>	<b>%</b>
Exercise Elements		
Graphics Used	5	71%
Colours Used	6	86%
Text Used	5	71%
Videos Used	1	14%

(Note The question regarding the presentation being as good as, or better than other material experienced was asked with the intention of differentiating the two levels. It was considered useful to know which of these categories might be perceived by respondents as applicable. )

### 2.3.7.8 Perceived Impact of Text Elements

**Table 2.3.86: SEI Text Related Open Responses Obtained in Questionnaires**

<b>SEI Text Related Open Responses Obtained in Questionnaires 1997 to 2000</b>	<b>Entrance Total Responses (N=468)</b>	<b>Entrance Total % Responses (N=468)</b>	<b>Midpoint Total Responses (N=191)</b>	<b>Midpoint Total % Responses (N=191)</b>	<b>Exit Total Responses (N=166)</b>	<b>Exit Total % Responses</b>
Text Alone Is Boring	107	23%	62	32%	42	25%
Too Much Text	12	3%	44	23%	33	20%
Hard Copy Wanted	11	2%	27	14%	28	17%
Text Valuable	12	3%	27	14%	18	11%
Breaks In Text Important	6	1%	19	10%	14	8%
Simple Language Helps	8	2%	12	6%	7	4%

(Note Open response items were developed over the time of the study, therefore varied in phrasing and focus over time The responses were categorised in terms of the comments made by respondents and the results are shown in the table below. The actual questions posed are listed in the appendices for the questionnaires used.

Note: does not include Exit Semester 2 1999 to 2000 as question format changed)

**Table 2.3.87: SEI Text Related Responses Obtained in Interviews**

<b>SEI Text Related Responses Obtained in Interviews (N=61) 1997 to 2000</b>	<b>Total Number of Students Indicating Issue Relevant</b>	<b>% of Interviewees</b>
Text Window Issues		
Text Valuable	24	39%
Too Much Text	16	26%
Text Alone Is Boring	28	46%
Simple Language Helps	10	16%
Breaks In Text Important	40	66%
Hard Copy Wanted	20	33%

(Note Interview questions were developed in relation to the comments made by interviewees, therefore varied in phrasing and focus. The responses were categorised in terms of the comments made by respondents and the results are shown in the table below The opening questions posed are listed in the appendices for the interviews conducted, as are the detailed maps of the interviews concerned.)

**Table 2.3.88: SEI Text Related 5 Point Scale Statements: Responses at Scale Points 4 to 5**

Questionnaire Item:

Using a scale of 1 (totally disagree) to 5 (agree totally) please rate your learning in terms of the following statements:

	1	2	3	4	5
I would have been better reading a book					

SEI Text Related 5 Point Scale Statements: Responses at Scale Points 4 to 5 1999 to 2000	Midpoint Total N Actual by Question Items N=40	Midpoint Total % N Actual by Question Item	Exit Total N Actual by Question Items N=46	Exit Total % N Actual by Question Item
This material contained too much text	14	35%	13	28%
I find myself wanting to read this material from a print out rather than on screen	14	35%	27	59%
I would have been better reading a book	3	8%	2	4%

**Table 2.3.89: SHS Text Related 5 Point Scale Statements: Responses at Scale Points 4 to 5**

Questionnaire Item:

Using a scale of 1 (totally disagree) to 5 (agree totally) please rate your experience of this computer-based material, in terms of the following statements:

	1	2	3	4	5
I would have been better reading a book					

SHS Text Related 5 Point Scale Statements: Responses at Scale Points 4 to 5 Exit (N = 34) 1999 to 2000	Number At Level 4 to 5	%
I would have been better reading a book	3	8%
This material contained too much text	4	12%
I find myself wanting to read from the Metablock rather than on screen	8	24%
Question and answer workbook desired	25	74%

**Table 2.3.90: SHS Perceived Impact of On-Screen Text: Open Responses Obtained in Questionnaires 1999 / 2000**

SHS Perceived Impact of On-Screen Text: Open Responses Obtained in Questionnaires 1999 / 2000	Total by Item Entrance (N=81)	Entrance %	Total by Item Midpoint (N= 51)	Midpoint %	Total by Item Exit (N= 34)	Exit %
text alone is boring	34	42%	5	10%	27	79%
too much text has negative effect	20	25%	3	6%	12	35%
text valuable	8	10%	3	6%		
breaks in text important	2	2%	2	4%		

**Table 2.3.91: DMLE Perceived Impact of On-Screen Text: Responses at Scale Points 4 to 5 Semester 1 1998 to 1999**

Questionnaire Item:

Using a scale of 1 (not effective) to 5 (highly effective) please rate the following:

Text Elements of Program	1	2	3	4	5
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Using a scale of 1 (totally disagree) to 5 (agree totally) please rate your learning in terms of the following statements:

Questionnaire Item:

	1	2	3	4	5
The text helped me to understand the material					

DMLE Perceived Impact of On-Screen Text: Responses at Scale Points 4 to 5 Sem 1 1998 to 1999 (N=7)	Total	Total %
Text Elements of Program	6	86%
The text helped me to understand the material	6	86%
This material contained too much text	1	14%
I find myself wanting to read the text material from a print out rather than on screen	2	29%

**Table 2.3.92: DMLE Perceived Impact of On-Screen Text: Responses at Scale Points 4 to 5 Semester 1 1999 to 2000**

DMLE Perceived Impact of On-Screen Text: Responses at Scale Points 4 to 5 Sem 1 1999 to 2000 (N=7)	Total	%
Text Elements of Program	7	100%
The text helped me to understand the material	7	100%
This material contained too much text	1	14%
I find myself wanting to read the text material from a print out rather than on screen	3	43%

**Table 2.3.93: DMLE Perceived Impact of On-Screen Text: Open Responses Obtained in Questionnaires Semester 1 1998 / 99 to Semester 1 2000 / 01**

DMLE Perceived Impact of On-Screen Text: Open Responses Obtained in Questionnaires	Semester 1 1998 to 1999 Total by Category N=7	Semester 1 1998 to 1999 Total %	Semester 1 1999 to 2000 Total by Category N=7	Semester 1 1999 to 2000 Total %	Semester 1 2000 to 2001 Total by Category N = 32	Semester 1 2000 to 2001 Total %
too much text has negative effect	2	29%	1	14%	11	34%
breaks in text important	1	14%				
hard copy wanted	1	14%			1	3%
text valuable			3	43%		
text alone is boring			1	14%	2	6%
simple language helps			1	14%	1	3%
eye strain / fatigue					2	6%



**Table 2.3.94: Woolwich MNE Group Perceived Impact of On-Screen Text: Open Responses Obtained in Questionnaires**

Woolwich MNE First Questionnaire 1999 to 2000	First Quest're Total by Category	First Quest're Total %	Second Quest're Total by Category	Second Quest're Total %	Third Quest're Total by Category	Third Quest're Total %
text valuable	3	60%	2	100%	4	80%
hard copy wanted	1	20%			3	60%
too much text has negative effect	1	20%	1	50%	3	60%
recall (text) alone boring	1	20%				
breaks in text important			1	50%		

### 2.3.7.9 Perceived Impact of Graphics / Multimedia Elements

**Table 2.3.95: SEI Perceived Impact of Graphics / Multimedia Elements: Open Responses Obtained in Questionnaires**

SEI Graphics / Multimedia Elements: Open Responses Obtained in Questionnaires	Entrance Total Responses (N=468)	Entrance Total % Responses (N=468)	Midpoint Total Responses (N=191)	Midpoint Total Responses (N=191)	Exit Total Responses (N=166)	Exit Total Responses (N=166)
Material Was Not Multimedia / Multimedia Should Be Used	64	14%	34	18%	21	13%
Graphics Add Interest	30	6%	32	17%	19	11%
Colour Important	20	4%	28	15%	20	12%
Graphics Aid Learning	8	2%	19	10%	5	3%
Graphics Valuable	7	1%	9	5%	6	4%
Graphics Break Text	1	0%	8	4%	4	2%
Graphics Add Fun / Humour	1	0%	6	3%	5	3%
More Graphics Wanted			5	3%	3	2%

(Note Open response items were developed over the time of the study, therefore varied in phrasing and focus over time. The responses were categorised in terms of the comments made by respondents and the results are shown in the table below. The actual questions posed are listed in the appendices for the questionnaires used.)

**Table 2.3.96: SEI Perceived Impact of Graphics / Multimedia Elements: Responses Obtained in Interviews**

SEI Perceived Impact of Graphics / Multimedia Elements: Responses Obtained in Interviews	Total Number of Interviewees Indicating Issue Relevant	% of Interviewees
Graphics Valuable	32	52%
Graphics Add Interest	27	44%
Graphics Add Fun / Humour	26	43%
Colour Important	24	39%
Material Was Not Multimedia / Multimedia Should Be Used	24	39%
Graphics Break Text	23	38%
Graphics Aid Learning	18	30%
More Graphics Wanted	3	5%

(Note Interview questions were developed in relation to the comments made by interviewees, therefore varied in phrasing and focus. The responses were categorised in terms of the comments made by respondents and the results are shown in the table below. The opening questions posed are listed in the appendices for the interviews conducted.)

**Table 2.3.97: SHS Perceived Impact of Graphics / Multimedia Elements: Open Responses Obtained in Questionnaires 1999 / 2000**

SHS Perceived Impact of Graphics / Multimedia Elements: Open Responses Obtained in Questionnaires 1999 / 2000	Total by Item Entrance (N=81)	Entrance %	Total by Item Midpoint (N= 51)	Midpoint %	Total by Item Exit (N= 34)	Exit %
graphics aid learning	14	17%	20	39%	32	94%
graphics add interest	25	31%	6	12%	31	91%
graphics valuable	17	21%	8	16%	32	94%
more graphics wanted			1	2%		

**Table 2.3.98: SHS Perceived Impact of Graphics / Multimedia Elements: Open Responses Obtained in Questionnaires 1999 / 2000**

SHS Perceived Impact of Graphics / Multimedia Elements: Open Responses Obtained in Questionnaires 1999 / 2000	Overall Total by Item Entrance (N=81)	Entrance %	Total by Item Midpoint (N= 51)	Midpoint %	Total by Item Exit (N= 34)	Exit %
multimedia important	28	35%	37	73%	32	94%
video aided learning			44	86%	33	97%
simulations aided learning			34	67%		
(exe / sim...) helps check learning	20	25%	3	6%		
video added interest			22	43%	31	91%
simulations added interest			11	22%		
virtual reality desired	4	5%				
simulated environment motivates	3	4%				

**Table 2.3.99: DMLE Perceived Impact of Graphics / Multimedia Elements: Responses at Scale Points 4 to 5 Semester 1 1998 to 1999**

**Questionnaire Item:**

Using a scale of 1 (not effective) to 5 (highly effective) please rate the following:

Text Elements of Program	1	2	3	4	5
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DMLE Perceived Impact of Graphics / Multimedia Elements: Responses at Scale Points 4 to 5 Semester 1 1998 to 1999 (N=7)	Total	Total %
Sound Elements of Simulation	1	14%
Picture Elements of Video Clips	3	43%
Sound Elements of Video Clips	3	43%
Visual Elements (look) of Program	4	57%

**Table 2.3.100: DMLE Perceived Impact of Graphics / Multimedia Elements: Responses at Scale Points 4 to 5 Semester 1 1999 to 2000**

Questionnaire Item:

Using a scale of 1 (not effective) to 5 (highly effective) please rate the following:

Text Elements of Program	1	2	3	4	5
--------------------------	---	---	---	---	---

DMLE Perceived Impact of Graphics / Multimedia Elements: Responses at Scale Points 4 to 5 Semester 1 1999 to 2000 (N=7)	Total	%
Sound Elements of Simulation	2	29%
Picture Elements of Video Clips	1	14%
Sound Elements of Video Clips	1	14%
Visual Elements (look) of Program	7	100%

**Table 2.3.101: DMLE Perceived Impact of Graphics / Multimedia Elements: Open Responses Obtained in Questionnaires (1998 / 2001)**

DMLE Perceived Impact of Graphics / Multimedia Elements: Open Responses Obtained in Questionnaires	Semester 1 1998 to 1999 Total by N(poss)=7	Semester 1 1998 to 1999 Total %	Semester 1 1999 to 2000 Total by N(poss)=7	Semester 1 1999 to 2000 Total %	Semester 1 2000 to 2001 by Category (N = 32)	Semester 1 2000 to 2001 Total %
graphics aid learning	1	14%	4	57%	2	6%
video aided learning	1	14%	3	43%	10	31%
video did not add interest	1	14%	4	86%	3	9%
multimedia important			5	71%	1	3%
simulations aided learning			5	71%	2	29%
simulations added interest			4	57%	2	6%
colour important			2	29%	1	3%
variety in style of presentation			2	29%	1	3%
video added interest			2	29%	7	22%
visual display aided learning			1	14%	13	41%
visual display added interest					7	22%
graphics add interest					1	3%

**Table 2.3.102: HBS Perceived Impact of Graphics / Multimedia Elements: Open Responses Obtained in Questionnaires Semester 1 1999 to 2000**

HBS Perceived Impact of Graphics / Multimedia Elements: Open Responses Obtained in Questionnaires Semester 1 1999 to 2000 (N=17)	Totals by Category	% Totals by Category
games	3	18%
interactivity important	1	6%
simulations added interest	1	6%

**Table 2.3.103: Woolwich MNE Group Perceived Impact of Graphics / Multimedia Elements: Open Responses Obtained in Questionnaires**

Woolwich MNE Group Perceived Impact of Graphics / Multimedia Elements: Open Responses Obtained in Questionnaires 1999 to 2000	First Quest're Total N=5	First Quest're Total %	Second Quest're Total N=2	Second Quest're Total %	Third Quest're Total N=5	Third Quest're Total %
graphics aid learning	2	40%	2	100%	4	80%
simulations aided learning	2	40%	2	100%	4	80%
visual display aids learning	2	40%	1	50%		
demonstrations valuable	1	20%	1	50%	2	40%
exercises aided learning					4	80%
interactivity important					1	20%

### 2.3.7.10 Perceived Comparison With Other Modes

**Table 2.3.104: SEI Comparison With Other Modes Responses to 5 Point Scale Statements: Responses at Scale Points 4 to 5**

**Questionnaire Item:**

Using a scale of 1 (totally disagree) to 5 (agree totally) please rate your learning in terms of the following statements:

	1	2	3	4	5
This material is more motivating than some lectures I've experienced					

SEI Comparison With Other Modes Responses to 5 Point Scale Statements: Responses at Scale Points 4 to 5 1999 to 2000	Midpoint Total N Actual by Question Items N=40	Midpoint Total % N Actual by Question Item	Exit Total N Actual by Question Items N=46	Exit Total % N Actual by Question Item
This material is more motivating than some lectures I've experienced	32	80%	36	78%
This material is more motivating than most lectures I've experienced	16	40%	20	43%
This material is more motivating than the best lectures I've experienced	3	8%	3	7%

**Table 2.3.105: SEI Comparisons With Other Modes: Open Responses Obtained in Questionnaires**

SEI Comparisons With Traditional Modes: Open Responses Obtained in Questionnaires 1997 to 2000	Entrance Total Responses (N=468)	Entrance Total % Responses (N=468)	Midpoint Total Responses (N=191)	Midpoint Total % Responses (N=191)	Exit Total Responses (N=166)	Exit Total % Responses (N=166)
Computer Better Than Lecture Positive Comment	33	7%	55	29%	36	22%
Computer Better Than Book Positive Comment	18	4%	49	26%	13	8%
I Prefer Computer to Book or Lecture			20	10%	32	19%
Would Take This Class If Non-Computer Based (in previous table)			14	7%	23	14%
Computer Better Than Book Negative Comment	3	1%	11	6%	5	3%
Computer Better Than Lecture Negative Comment	7	1%	10	5%	2	1%
Computer Better Than Case Study Positive Comment			17	9%		
Computer Better Than Case Study Negative Comment			13	7%		
Would Not Want All Classes On Computer	4	1%				
Lectures Vary With Lecturers			1	1%		

(Note: Open response items were developed over the time of the study, therefore varied in phrasing and focus over time. The responses were categorised in terms of the comments made by respondents and the results are shown in the table below. The actual questions posed are listed in the appendices for the questionnaires used.)

**Table 2.3.106: SEI Comparisons With Other Modes: Responses Obtained in Interviews**

SEI Comparisons With Other Modes: Responses Obtained in Interviews (N=61) 1997 to 2000	Total Number of Students Indicating Issue Relevant	% of Interviewees
Computer Better Than Book Positive Comment	37	61%
Computer Better Than Lecture Positive Comment	34	56%
Lectures Vary With Lecturers	18	30%
Computer Better Than Book Negative Comment	12	20%
Would Not Want All Classes On Computer	9	15%
Computer Better Than Lecture Negative Comment	5	8%
I Prefer Computer to Book or Lecture	5	8%
Lecture Imposes Structure	3	5%

**Table 2.3.107: SHS Comparison With Other Modes: Exit Responses to 5 point Scale Statements at the 4 to 5 Level**

Questionnaire Item:

Using a scale of 1 (totally disagree) to 5 (agree totally) please rate your experience of this computer-based material, in terms of the following statements:

	1	2	3	4	5
This material was more motivating than some lectures I've experienced					

SHS Comparison With Other Modes: Exit Responses to 5 point Scale Statements at the 4 to 5 Level (N = 34) 1999 to 2000	Agree / + (4 to 5) Number	%
This material was more motivating than some lectures I've experienced	23	68%
This material was more motivating than most lectures I've experienced	11	32%
This material was more motivating than the best lectures I've experienced	5	15%

**Table 2.3.108: SHS Comparison With Other Modes: Open Responses in Questionnaire**

SHS Comparison With Other Modes: Open Responses in Questionnaire 1999 / 2000	Total by Item		Total by Item		Total by Item	
Item Category	Entrance (N=81)	Entrance %	Midpoint (N=51)	Midpoint %	Exit (N= 34)	Exit %
better than book	11	14%	35	69%	28	82%
better than lecture			31	61%	16	47%
better than case studies			17	33%	17	50%
not better than book	7	9%	9	18%		
Not better than case studies			12	24%		
not better than lecture			5	10%		
not better than practical labs	5	6%			1	3%

**Table 2.3.109: DMLE Comparison With Other Modes Responses to 5 Point Scale Statements: Responses at Scale Points 4 to 5: Semester 1 1998 to 1999**

Questionnaire Item:

Using a scale of 1 (totally disagree) to 5 (agree totally) please rate your experience in terms of the following statements:

This material is more motivating than some lectures I've experienced	1	2	3	4	5
--	---	---	---	---	---

DMLE Comparison With Other Modes Responses to 5 Point Scale Statements: Responses at Scale Points 4 to 5: Semester 1 1998 to 1999 (N=7)	Total	Total %
This material is more motivating than some lectures I've experienced	6	86%
This material is more motivating than most lectures I've experienced	6	86%
This material is more motivating than the best lectures I've experienced	3	43%

**Table 2.3.110: DMLE Comparison With Other Modes Responses to 5 Point Scale Statements: Responses at Scale Points 4 to 5 Semester 1 1999 to 2000**

DMLE Comparison With Other Modes Responses to 5 Point Scale Statements: Responses at Scale Points 4 to 5 Semester 1 1999 to 2000 (N=7)	Total	%
This material is more motivating than some lectures I've experienced	7	100%
This material is more motivating than most lectures I've experienced	5	71%
This material is more motivating than the best lectures I've experienced	2	29%

(Note due to an error in questionnaires some items were duplicated, only the initial items were used in calculations and discussion of results)

### Appendix 3: Results by Batch SEI Case Study 1

#### A3.1: SEI Items by Questionnaires

Items Rated by Respondents	Questionnaires With Item Included	Total N of Quest're Batches Containing Item	Total N of Items
Content / Subject Confidence Levels			
Skills & Entrepreneurial Characteristics	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,19	18	858
Opportunity v Idea in Business	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,19	18	858
Team Building in Business	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,19	18	858
Market Research & Sources	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,19	18	858
Getting Into Business	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,19	18	858
The Business Plan	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,19	18	858
Finance Issues	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,19	18	858
Patents, Licences & Legal Issues	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,19	18	858
Strategic Marketing	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,19	18	858
Funding	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,19	18	858
The Investor's Viewpoint	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,19	18	858
Survival Strategies	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,19	18	858
Content Appropriateness			
Ratings of Appropriateness	4,6,7,9,10,12,13,15,16,19	10	320
Computer Based Environment Preference			
Electronic Book	14,15,16,17,19	5	236
Game Approach	14,15,16,17,19	5	236
Simulated Environment	14,15,16,17,19	5	236
Combination of Electronic Book, Game and Simulated Environment	14,15,16,17,19	5	236
Teaching / Learning Elements			
Induction Session 1	2	1	25
Induction Session 2	2	1	25
Tutorial Support	2	1	25
Study Session Ratings	2	1	25
Reference Book Ratings	2	1	25
Additional Reference Ratings	2	1	25
Personal Notes Ratings	2	1	25
Speaking to Friends	2	1	25
Module Elements			
Main Text Windows	2,4,6,7,9,10,12,13,15,16,19	11	345
Hypertext Links	2,4,6,7,9,10,12,13,15,16,19	11	345
Button Links	2,4,6,7,9,10,12,13,15,16,19	11	345
Interactive Exercises	2,4,6,7,9,10,12,13,15,16,19	11	345
Notepad Exercises	2,4,6,7,9,10,12,13,15,16,19	11	345
Personal Learning Summaries	2,4,6,7,9,10,12,13,15,16,19	11	345
Problem Solving Exercise	2,4,6,7,9,10,12,13,15,16,19	11	345
Business Plan Evaluation	2,4,6,7,9,10,12,13,15,16,19	11	345
Decision Explorer Facility	2	1	25
Visual Elements of Windows	2,15,16,19	4	111
Visual Elements of Interactive Exercises	2,15,16,19	4	111
Navigation Elements			
History Window	4,6,7,9,10,12,13,15,16,19	10	320
Navigation Feet (green / red)	4,6,7,9,10,12,13,15,16,19	10	320
Glossary Window	4,6,7,9,10,12,13,15,16,19	10	320
Main Map (showing overview)	4,6,7,9,10,12,13,15,16,19	10	320

<b>Items Rated by Respondents (cont'd)</b>	<b>Questionnaires With Item Included</b>	<b>Total N of Quest're Batches Containing Item</b>	<b>Total N of Items</b>
Structure Map (showing contents)	4,6,7,9,10,12,13,15,16,19	10	320
On Screen Exercise Issues			
Graphics Used	4,6,7,9,10,12,13,15,16,19	10	320
Colours Used	4,6,7,9,10,12,13,15,16,19	10	320
Scenarios Used	4,6,7,9,10,12,13,15,16,19	10	320
Text Used	4,6,7,9,10,12,13,15,16,19	10	320
Tasks Specified	4,6,7,9,10,12,13,15,16,19	10	320
Feedback Given	4,6,7,9,10,12,13,15,16,19	10	320
Relevance to Module	4,6,7,9,10,12,13,15,16,19	10	320
Difficulty of Exercises	4,6,7,9,10,12,13,15,16,19	10	320
Viewpoint Statements			
I would have been better reading a book	15,16,19	3	86
I worked through all elements of the material	15,16,19	3	86
The interactive exercises helped me to understand the material	15,16,19	3	86
The interactive exercises were not essential so I focused on other material	15,16,19	3	86
The visual elements of the windows were motivating for me	15,16,19	3	86
The learning summaries increased my depth of thought	15,16,19	3	86
The notepad exercises / summaries increased my depth of thought	15,16,19	3	86
I skimmed the material, rather than read it all, in order to save time	15,16,19	3	86
I revisited the material when I found other things related to it	15,16,19	3	86
My view of this material has been influenced by other multi-media material I've used	15,16,19	3	86
This material is more motivating than some lectures I've experienced	15,16,19	3	86
This material is more motivating than most lectures I've experienced	15,16,19	3	86
This material is more motivating than the best lectures I've experienced	15,16,19	3	86
The time flexibility is more important to me than the quality of the presentation	15,16,19	3	86
The presentation of this multi-media material is as good as others I've experienced	15,16,19	3	86
This material contained too much text	15,16,19	3	86
I find myself wanting to read this material from a print out rather than on screen	15,16,19	3	86
I'm not sure whether I'm learning what I should be from this computer based material	15,16,19	3	86



Items Rated by Respondents (continued)	Questionnaires With Item Included	Total N of Quest're Batches Containing Item	Total N of Items
The on-screen feedback given for the interactive exercises helps me check I'm learning	15,16,19	3	86
I would find multiple choice tests helpful to check my learning	15,16,19	3	86
I would find more tutor input helpful	15,16,19	3	86
I feel quite isolated when working with this computer based material	15,16,19	3	86
I find email communication useful for maintaining contact with the class tutor	15,16,19	3	86
I would prefer to have more face to face contact with the class tutor	15,16,19	3	86

**A3.2: SEI Number of Response Opportunities for 5 Point Scale Questions (Confidence Levels by Unit Content , Computer Environment Preference, Effectiveness of Other Elements and Responses to Statements)**

SEI Possible Totals For Scale Points Questions	Entrance 513	Midpoint 143	Exit 202
Content / Subject	Total N Possible by Question Item	Total N Possible by Question Item	Total N Possible by Question Item
Skills & Entrepreneurial Characteristics	513	143	202
Opportunity v Idea in Business	513	143	202
Team Building in Business	513	143	202
Market Research & Sources	513	143	202
Getting Into Business	513	143	202
The Business Plan	513	143	202
Finance Issues	513	143	202
Patents, Licences & Legal Issues	513	143	202
Strategic Marketing	513	143	202
Funding	513	143	202
The Investor's Viewpoint	513	143	202
Survival Strategies	513	143	202
Electronic Book	150	40	46
Game Approach	150	40	46
Simulated Environment	150	40	46
Combination of Electronic Book, Game and Simulated Environment	150	40	46
Induction Session 1	0	0	25
Induction Session 2	0	0	25
Tutorial Support	0	0	25
Study Session Ratings	0	0	25
Reference Book Ratings	0	0	25
Additional Reference Ratings	0	0	25
Personal Notes Ratings	0	0	25
Speaking to Friends	0	0	25

<b>SEI Possible Totals For Scale Points Questions (continued)</b>	<b>Entrance 513</b>	<b>Midpoint 143</b>	<b>Exit 202</b>
<b>Content / Subject</b>	<b>Total N Possible by Question Item</b>	<b>Total N Possible by Question Item</b>	<b>Total N Possible by Question Item</b>
Main Text Windows	0	143	202
Hypertext Links	0	143	202
Button Links	0	143	202
Interactive Exercises	0	143	202
Notepad Exercises	0	143	202
Personal Learning Summaries	0	143	202
Problem Solving Exercise	0	143	202
Business Plan Evaluation	0	143	202
Decision Explorer Facility	0	143	25
Visual Elements of Windows	0	143	25
Visual Elements of Interactive Exercises	0	143	25
History Window	0	143	177
Navigation Feet (green / red)	0	143	177
Glossary Window	0	143	177
Main Map (showing overview)	0	143	177
Structure Map (showing contents)	0	143	177
Graphics Used	0	143	177
Colours Used	0	143	177
Scenarios Used	0	143	177
Text Used	0	143	177
Tasks Specified	0	143	177
Feedback Given	0	143	177
Relevance to Module	0	143	177
Difficulty of Exercises	0	143	177
I would have been better reading a book	0	40	46
I worked through all elements of the material	0	40	46
The interactive exercises helped me to understand the material	0	40	46
The interactive exercises were not essential so I focused on other material	0	40	46
The visual elements of the windows were motivating for me	0	40	46
The learning summaries increased my depth of thought	0	40	46
The notepad exercises / summaries increased my depth of thought	0	40	46
I skimmed the material, rather than read it all, in order to save time	0	40	46
I revisited the material when I found other things related to it	0	40	46
My view of this material has been influenced by other multi-media material I've used	0	40	46
This material is more motivating than some lectures I've experienced	0	40	46
This material is more motivating than most lectures I've experienced	0	40	46
This material is more motivating than the best lectures I've experienced	0	40	46
The time flexibility is more important to me than the quality of the presentation	0	40	46
The presentation of this multi-media material is as good as others I've experienced	0	40	46
This material contained too much text	0	40	46

<b>SEI Possible Totals For Scale Points Questions (continued)</b>	<b>Entrance 513</b>	<b>Midpoint 143</b>	<b>Exit 202</b>
<b>Content / Subject</b>	<b>Total N Possible by Question Item</b>	<b>Total N Possible by Question Item</b>	<b>Total N Possible by Question Item</b>
I find myself wanting to read this material from a print out rather than on screen	0	40	46
I'm not sure whether I'm learning what I should be from this computer based material	0	40	46
The on-screen feedback given for the interactive exercises helps me check I'm learning	0	40	46
I would find multiple choice tests helpful to check my learning	0	40	46
I would find more tutor input helpful	0	40	46
I feel quite isolated when working with this computer based material	0	40	46
I find email communication useful for maintaining contact with the class tutor	0	40	46
I would prefer to have more face to face contact with the class tutor	0	40	46

### **A3.3:SEI Entrance Overall Summary Figures, 5 Point Scale Responses, Semester 2 1996 / 2000**

<b>SEI Overall Entrance Totals at Scale Points 4 to5 Semester 2 1996 / 2000</b>			
<b>Number of Respondents by Category</b>			
<b>Content / Subject Confidence Levels</b>	<b>Total N by Item</b>	<b>Total N Actual</b>	<b>Total % N Actual</b>
Skills & Entrepreneurial Characteristics	513	92	18%
Opportunity v Idea in Business	513	74	14%
Team Building in Business	513	145	28%
Market Research & Sources	513	133	26%
Getting Into Business	513	88	17%
The Business Plan	513	60	12%
Finance Issues	513	90	18%
Patents, Licences & Legal Issues	513	42	8%
Strategic Marketing	513	85	17%
Funding	513	61	12%
The Investor's Viewpoint	513	69	13%
Survival Strategies	513	49	10%
Electronic Book	150	67	45%
Game Approach	150	82	55%
Simulated Environment	150	88	59%
Combination of Electronic Book, Game and Simulated Environment	150	112	75%

**A3.4: SEI Midpoint Overall 5 Point Scale Question Responses Semester 2 1997 to1999**

<b>Midpoint Totals at Scale Points 4 to 5 Semester 2 1997 to1999</b>	<b>Total N Possible by Question Item</b>	<b>Total N Actual by Question Item</b>	<b>Total % N Actual by Question Item</b>
Content / Subject Confidence Levels			
Skills & Entrepreneurial Characteristics	143	86	60%
Opportunity v Idea in Business	143	86	60%
Team Building in Business	143	91	64%
Market Research & Sources	143	51	36%
Getting Into Business	143	65	45%
The Business Plan	143	40	28%
Finance Issues	143	23	16%
Patents, Licences & Legal Issues	143	18	13%
Strategic Marketing	143	23	16%
Funding	143	23	16%
The Investor's Viewpoint	143	14	10%
Survival Strategies	143	10	7%
Electronic Book	40	17	43%
Game Approach	40	25	63%
Simulated Environment	40	22	55%
Combination of Electronic Book, Game and Simulated Environment	40	28	70%
Induction Session 1	0	0	0%
Induction Session 2	0	0	0%
Tutorial Support	0	0	0%
Study Session Ratings	0	0	0%
Reference Book Ratings	0	0	0%
Additional Reference Ratings	0	0	0%
Personal Notes Ratings	0	0	0%
Speaking to Friends	0	0	0%
		0	
Main Text Windows	143	86	60%
Hypertext Links	143	76	53%
Button Links	143	75	52%
Interactive Exercises	143	95	66%
Notepad Exercises	143	34	24%
Personal Learning Summaries	143	82	57%
Problem Solving Exercise	143	59	41%
Business Plan Evaluation	143	20	14%
Decision Explorer Facility	0	0	0%
Visual Elements of Windows	0	0	0%
Visual Elements of Interactive Exercises	0	0	0%

<b>Midpoint Totals at Scale Points 4 to 5 Semester 2 1997 to 1999 (continued)</b>	<b>Total N Possible by Question Item</b>	<b>Total N Actual by Question Item</b>	<b>Total % N Actual by Question Item</b>
History Window	143	27	19%
Navigation Feet (green / red)	143	118	83%
Glossary Window	143	47	33%
Main Map (showing overview)	143	97	68%
Structure Map (showing contents)	143	118	83%
On Screen Exercise Issues			
Graphics Used	143	80	56%
Colours Used	143	79	55%
Scenarios Used	143	99	69%
Text Used	143	86	60%
Tasks Specified	143	80	56%
Feedback Given	143	78	55%
Relevance to Module	143	98	69%
Difficulty of Exercises	143	55	38%
I would have been better reading a book	40	3	8%
I worked through all elements of the material	40	26	65%
The interactive exercises helped me to understand the material	40	25	63%
The interactive exercises were not essential so I focused on other material	40	9	23%
The visual elements of the windows were motivating for me	40	12	30%
The learning summaries increased my depth of thought	40	21	53%
The notepad exercises / summaries increased my depth of thought	40	9	23%
I skimmed the material, rather than read it all, in order to save time	40	8	20%
I revisited the material when I found other things related to it	40	17	43%
My view of this material has been influenced by other multi-media material I've used	40	5	13%
This material is more motivating than some lectures I've experienced	40	32	80%
This material is more motivating than most lectures I've experienced	40	16	40%
This material is more motivating than the best lectures I've experienced	40	3	8%
The time flexibility is more important to me than the quality of the presentation	40	12	30%
The presentation of this multi-media material is as good as others I've experienced	40	17	43%
This material contained too much text	40	14	35%
I find myself wanting to read this material from a print out rather than on screen	40	14	35%
I'm not sure whether I'm learning what I should be from this computer based material	40	11	28%
The on-screen feedback given for the interactive exercises helps me check I'm learning	40	24	60%
I would find multiple choice tests helpful to check my learning	40	25	63%
I would find more tutor input helpful	40	8	20%
I feel quite isolated when working with this computer based material	40	6	15%
I find email communication useful for maintaining contact with the class tutor	40	8	20%
I would prefer to have more face to face contact with the class tutor	40	8	20%

### A.3.5: Exit Overall 5 Point Scale Question Responses Semester 2 1997 to1999

<b>SEI Exit Totals at Scale Points 4 to 5 Semester 2 1997 to1999 (Max N Possible 202)</b>			
	<b>N Possible</b>	<b>N Actual</b>	<b>%</b>
Skills & Entrepreneurial Characteristics	202	157	78%
Opportunity v Idea in Business	202	130	64%
Team Building in Business	202	142	70%
Market Research & Sources	202	130	64%
Getting Into Business	202	132	65%
The Business Plan	202	150	74%
Finance Issues	202	107	53%
Patents, Licences & Legal Issues	202	92	46%
Strategic Marketing	202	110	54%
Funding	202	144	71%
The Investor's Viewpoint	202	146	72%
Survival Strategies	202	124	61%
Electronic Book	46	20	43%
Game Approach	46	30	65%
Simulated Environment	46	36	78%
Combination of Electronic Book, Game and Simulated Environment	46	36	78%
Induction Session 1	25	16	64%
Induction Session 2	25	11	44%
Tutorial Support	25	1	4%
Study Session Ratings	25	15	60%
Reference Book Ratings	25	8	32%
Additional Reference Ratings	25	3	12%
Personal Notes Ratings	25	11	44%
Speaking to Friends	25	9	36%
Main Text Windows	202	125	62%
Hypertext Links	202	114	56%
Button Links	202	108	53%
Interactive Exercises	202	139	69%
Notepad Exercises	202	49	24%
Personal Learning Summaries	202	118	58%
Problem Solving Exercise	202	123	61%
Business Plan Evaluation	202	107	53%
Decision Explorer Facility	25	4	2%
Visual Elements of Windows	25	10	5%
Visual Elements of Interactive Exercises	25	16	8%

<b>SEI Exit Totals at Scale Points 4 to 5 Semester 2 1997 to 1999 (Max N Possible 202)</b>			
	<b>N Possible</b>	<b>N Actual</b>	<b>%</b>
History Window	177	18	10%
Navigation Feet (green / red)	177	145	82%
Glossary Window	177	63	36%
Main Map (showing overview)	177	118	67%
Structure Map (showing contents)	177	148	84%
On Screen Exercise Issues			
Graphics Used	177	118	67%
Colours Used	177	119	67%
Scenarios Used	177	126	71%
Text Used	177	110	62%
Tasks Specified	177	88	50%
Feedback Given	177	94	53%
Relevance to Module	177	131	74%
Difficulty of Exercises	177	73	41%
I would have been better reading a book	46	2	4%
I worked through all elements of the material	46	34	74%
The interactive exercises helped me to understand the material	46	37	80%
The interactive exercises were not essential so I focused on other material	46	7	15%
The visual elements of the windows were motivating for me	46	22	48%
The learning summaries increased my depth of thought	46	24	52%
The notepad exercises / summaries increased my depth of thought	46	9	20%
I skimmed the material, rather than read it all, in order to save time	46	4	9%
I revisited the material when I found other things related to it	46	26	57%
My view of this material has been influenced by other multi-media material I've used	46	12	26%
This material is more motivating than some lectures I've experienced	46	36	78%
This material is more motivating than most lectures I've experienced	46	20	43%
This material is more motivating than the best lectures I've experienced	46	3	7%
The time flexibility is more important to me than the quality of the presentation	46	15	33%
The presentation of this multi-media material is as good as others I've experienced	46	28	61%
This material contained too much text	46	13	28%
I find myself wanting to read this material from a print out rather than on screen	46	27	59%
I'm not sure whether I'm learning what I should be from this computer based material	46	13	28%
The on-screen feedback given for the interactive exercises helps me check I'm learning	46	24	52%
I would find multiple choice tests helpful to check my learning	46	31	67%
I would find more tutor input helpful	46	18	39%
I feel quite isolated when working with this computer based material	46	15	33%
I find email communication useful for maintaining contact with the class tutor	46	25	54%
I would prefer to have more face to face contact with the class tutor	46	15	33%

### A.3.6: Open Responses Results Exit Semester 2 1996 to 1997

SEI Open Responses Results	Q2 Exit Sem 2 96 to 97 N=25	Q2 Exit Sem 2 96 to 97 N=25
<b>Learner Management Issues</b>	<b>Total</b>	<b>Total %</b>
Lack of Location Flexibility (access issues)	5	20%
Self Management Important	4	16%
<b>Text Window Issues</b>		
Too Much Text	2	8%
Breaks In Text Important	3	12%
Hard Copy Wanted	4	16%
<b>On Screen Exercise Issues</b>		
More Exercises Wanted	6	24%
Make Exercises More Complex	3	12%
<b>Graphics / MM Issues</b>		
Graphics Break Text	1	4%
More Graphics Wanted	2	8%
Material Was Not Multimedia / Multimedia Should Be Used	1	4%
<b>Learner Motivation Issues</b>		
Interactivity Important	6	24%
Feedback On Demand Important	1	4%
Feedback Explanation Important	1	4%
Variety In Link / Unit Contents Important	1	4%
Relevance Important	13	52%
Examples Important (Real Life)	2	8%
Human Contact Important	5	20%
Assessment Motivates	3	12%
<b>Usability Issues</b>		
Ease Of Use Important	9	36%
Malfunctions Found	3	12%
Note Taking Better On Computer Negative Comment	1	4%
<b>Learning Impact Issues</b>		
Computer Material Aided Learning / Understanding	2	8%



### A.3.7: Open Responses Entrance Semester 1 1997 to 1998

SEI Open Responses	Entrance Sem 1 97 to 98 N=84	Entrance Sem 1 97 to 98 N=84
<b>Learner Management Issues</b>	<b>Total</b>	<b>Total %</b>
Personal Control Important	2	2%
Time Flexibility Positive Comment	2	2%
Pace Flexibility	3	4%
Self Management Important	1	1%
<b>Text Window Issues</b>		
Text Valuable	1	1%
Text Alone Is Boring	1	1%
Hard Copy Wanted	1	1%
<b>On Screen Exercise Issues</b>		
<b>Graphics / MM Issues</b>		
Graphics Valuable	1	1%
Colour Important	1	1%
Material Was Not Multimedia / Multimedia Should Be Used	2	2%
<b>Learner Motivation Issues</b>		
Fun, Humour Positive Comment	2	2%
Interactivity Important	11	13%
Feedback On Demand Important	3	4%
Feedback Explanation Important	2	2%
Variety In Link / Unit Contents Important	2	2%
Relevance Important	74	88%
Examples Important (Real Life)	3	4%
Novelty Value Added Interest	12	14%
Human Contact Important	7	8%
Assessment Motivates	6	7%
<b>Usability Issues</b>		
Ease Of Use Important	56	67%
Malfunctions Found	6	7%
Note Taking Better On Computer Positive Comment	2	2%
Note Taking Better On Computer Negative Comment	7	8%
Reading From Screen Causes Eye Strain / Fatigue	2	2%
Experienced Using Computer	78	93%
Experienced Using Email	58	69%
Experienced Using Internet	64	76%
Access to Computer at Home	42	50%
Use Office Type Software	75	89%
Use Specialised / Specific Software	22	26%
<b>Comparisons With Traditional Modes</b>		
Computer Better Than Book Positive Comment	1	1%
Computer Better Than Lecture Positive Comment	23	27%
Computer Better Than Lecture Negative Comment	5	6%
<b>Learning Impact Issues</b>		
Computer Material Aided Learning / Understanding	1	1%
Computer Aids Information Retrieval	13	15%

### A.3.8: Open Responses Exit Semester 1 1997 to 1998

SEI Open Responses	Exit Semester 1 97 to 98 N=15	Exit Semester 1 97 to 98 N=15
<b>Learner Management Issues</b>	<b>Total</b>	<b>Total %</b>
Route Flexibility	1	7%
Time Flexibility Positive Comment	4	27%
Pace Flexibility	5	33%
Lack of Location Flexibility (access issues)	2	13%
Self Management Important	6	40%
<b>Text Window Issues</b>		
Text Valuable	7	47%
Too Much Text	3	20%
Text Alone Is Boring	1	7%
Simple Language Helps	1	7%
Breaks In Text Important	1	7%
<b>On Screen Exercise Issues</b>		
More Exercises Wanted	2	13%
Make Exercises More Complex	2	13%
Exercises Add Fun, Enjoyment	1	7%
Exercises Add Interest	2	13%
Exercises Helped Check Learning	2	13%
Exercises Material Aided Learning / Understanding	3	20%
<b>Graphics / MM Issues</b>		
Graphics Valuable	2	13%
Graphics Add Interest	2	13%
Colour Important	3	20%
<b>Learner Motivation Issues</b>		
Feedback On Demand Important	1	7%
Feedback Explanation Important	4	27%
Variety In Link / Unit Contents Important	1	7%
Relevance Important	12	80%
Examples Important (Real Life)	1	7%
Novelty Value Added Interest	3	20%
Human Contact Important	3	20%
Improvement in Confidence Level	11	73%
Assessment Motivates	2	13%
Workload Too Heavy For This Class	4	27%
<b>Usability Issues</b>		
Ease Of Use Important	7	47%
Links Were Confusing	2	13%
Too Many Links	1	7%
Map Aided Navigation Positive Comment	5	33%
Note Taking Better On Computer Negative Comment	1	7%
Layout Style Not Consistent	1	7%
Could Revisit Information Easily	2	13%
Experienced Using Computer	12	80%
Experienced Using Email	9	60%
Experienced Using Internet	6	40%
Access to Computer at Home	6	40%

<b>SEI Open Responses (continued)</b>	<b>Exit Semester 1 1997 to 1998 N=15</b>	<b>Exit Semester 1 1997 to 1998 N=15</b>
<b>Usability Issues</b>	<b>Total</b>	<b>Total %</b>
Use Office Type Software	13	87%
Use Specialised / Specific Software	1	7%
Would Take This Class If Non-Computer Based	10	67%
<b>Comparisons With Traditional Modes</b>		
Computer Better Than Book Positive Comment	1	7%
Computer Better Than Book Negative Comment	1	7%
Computer Better Than Lecture Positive Comment	12	80%
Computer Better Than Lecture Negative Comment	1	7%
I Prefer Computer to Book or Lecture	11	73%
<b>Learning Impact Issues</b>		
Computer Material Aided Learning / Understanding	2	13%
Computer Aids Information Retrieval	4	27%

### A.3.9: Open Responses Entrance Semester 2 1997 to 1998

<b>SEI Open Responses</b>	<b>Entrance Sem 2 97 to 98 N=41</b>	<b>Entrance Sem 2 97 to 98 N=41</b>
<b>Learner Management Issues</b>	<b>Total</b>	<b>Total %</b>
Personal Control Important	1	2%
Pace Flexibility	1	2%
Lack of Location Flexibility (access issues)	5	12%
Self Management Important	7	17%
<b>Text Window Issues</b>		
Too Much Text	1	2%
Text Alone Is Boring	1	2%
Breaks In Text Important	1	2%
<b>Graphics / MM Issues</b>		
Graphics Valuable	1	2%
Graphics Add Interest	1	2%
Material Was Not Multimedia / Multimedia Should Be Used	6	15%
<b>Learner Motivation Issues</b>		
Fun, Humour Positive Comment	1	2%
Interactivity Important	10	24%
Feedback On Demand Important	4	10%
Feedback Explanation Important	1	2%
Relevance Important	33	80%
Novelty Value Added Interest	1	2%
Human Contact Important	7	17%
Improvement in Confidence Level	35	85%
Assessment Motivates	7	17%

<b>SEI Open Responses (cont'd.)</b>	<b>Entrance Sem 2 97 to 98 N=41</b>	<b>Entrance Sem 2 97 to 98 N=41</b>
<b>Usability Issues</b>	<b>Total</b>	<b>Total %</b>
Ease Of Use Important	17	41%
Malfunctions Found	1	2%
Note Taking Better On Computer Positive Comment	2	5%
Note Taking Better On Computer Negative Comment	6	15%
Reading From Screen Causes Eye Strain / Fatigue	4	10%
<b>Usability Issues</b>		
Experienced Using Computer	25	61%
Experienced Using Email	21	51%
Experienced Using Internet	18	44%
Access to Computer at Home	11	27%
Use Office Type Software	23	56%
Use Specialised / Specific Software	7	17%
<b>Comparisons With Traditional Modes</b>		
Computer Better Than Book Positive Comment	1	2%
Computer Better Than Lecture Positive Comment	3	7%
Computer Better Than Lecture Negative Comment	1	2%
<b>Learning Impact Issues</b>		
Computer Material Aided Learning / Understanding	2	5%
Computer Aids Information Retrieval	17	41%

### A.3.10: Open Responses Midpoint Semester 2 1997 to 1998

<b>SEI Open Responses</b>	<b>Midpoint Sem 2 97 to 98 N=23</b>	<b>Midpoint Sem 2 97 to 98 N=23</b>
<b>Learner Management Issues</b>	<b>Total</b>	<b>Total %</b>
Personal Control Important	3	13%
Route Flexibility	5	22%
Time Flexibility Positive Comment	7	30%
Time Flexibility Negative Comment	1	4%
Pace Flexibility	8	35%
Lack of Location Flexibility (access issues)	3	13%
Self Management Important	14	61%
<b>Text Window Issues</b>		
Text Valuable	10	43%
Too Much Text	6	26%
Text Alone Is Boring	2	9%
Simple Language Helps	4	17%
Breaks In Text Important	1	4%
Hard Copy Wanted	3	13%

<b>SEI Open Responses (continued)</b>	<b>Midpoint Sem 2 97 to 98 N=23</b>	<b>Midpoint Sem 2 97 to 98 N=23</b>
<b>On Screen Exercise Issues</b>	<b>Total</b>	<b>Total %</b>
More Exercises Wanted	4	17%
Make Exercises More Complex	5	22%
Make Exercises Less Complex	1	4%
Exercise Variety Important	1	4%
Exercises Add Fun, Enjoyment	1	4%
Exercises Add Interest	6	26%
Exercises Helped Check Learning	5	22%
Exercises Material Aided Learning / Understanding	8	35%
Exercises Provoked Thought Positive Comment	4	17%
<b>Graphics / MM Issues</b>		
Graphics Valuable	3	13%
Graphics Aid Learning	2	9%
Graphics Add Fun / Humour	1	4%
More Graphics Wanted	3	13%
Graphics Add Interest	2	9%
Colour Important	6	26%
Material Was Not Multimedia / Multimedia Should Be Used	4	17%
<b>Learner Motivation Issues</b>		
Fun, Humour Positive Comment	2	9%
Fun, Humour Negative Comment	1	4%
Interactivity Important	4	17%
Feedback On Demand Important	1	4%
Feedback Explanation Important	3	13%
Variety In Link / Unit Contents Important	3	13%
Relevance Important	18	78%
Examples Important (Real Life)	3	13%
Novelty Value Added Interest	2	9%
Human Contact Important	6	26%
Improvement in Confidence Level	20	87%
Workload Too Heavy For This Class	7	30%
<b>Usability Issues</b>		
Ease Of Use Important	19	83%
Links Were Confusing	11	48%
Too Many Links	1	4%
Map Aided Navigation Positive Comment	13	57%
Malfunctions Found	4	17%
Note Taking Better On Computer Negative Comment	1	4%
Reading From Screen Causes Eye Strain / Fatigue	2	9%
Layout Style Not Consistent	1	4%
<b>Usability Issues</b>		
Could Revisit Information Easily	2	9%
Experienced Using Computer	22	96%
Experienced Using Email	21	91%
Experienced Using Internet	16	70%
Access to Computer at Home	7	30%
Use Office Type Software	18	78%
Use Specialised / Specific Software	5	22%
Would Take This Class If Non-Computer Based	14	61%

<b>SEI Open Responses (continued)</b>	<b>Midpoint Sem 2 97 to 98 N=23</b>	<b>Midpoint Sem 2 97 to 98 N=23</b>
<b>Comparisons With Traditional Modes</b>	<b>Total</b>	<b>Total %</b>
Computer Better Than Book Positive Comment	1	4%
Computer Better Than Book Negative Comment	1	4%
Computer Better Than Lecture Positive Comment	18	78%
Computer Better Than Lecture Negative Comment	1	4%
I Prefer Computer to Book or Lecture	19	83%
<b>Learning Impact Issues</b>		
Computer Material Aided Learning / Understanding	13	57%
Hyperlinks Material Aided Learning / Understanding	5	22%
Computer Aids Information Retrieval	4	17%

### **A.3.11: Open Responses Exit Semester 2 1997 to 1998**

<b>SEI Open Responses</b>	<b>Exit Sem 2 97 to 98 N=24</b>	<b>Exit Sem 2 97 to 98 N=24</b>
<b>Learner Management Issues</b>	<b>Total</b>	<b>Total %</b>
Personal Control Important	11	46%
Route Flexibility	4	17%
Time Flexibility Positive Comment	10	42%
Pace Flexibility	6	25%
Lack of Location Flexibility (access issues)	3	13%
Self Management Important	7	29%
<b>Text Window Issues</b>		
Text Valuable	1	4%
Too Much Text	1	4%
Text Alone Is Boring	1	4%
Breaks In Text Important	1	4%
Hard Copy Wanted	6	25%
<b>On Screen Exercise Issues</b>		
More Exercises Wanted	1	4%
Make Exercises More Complex	1	4%
Exercises Add Fun, Enjoyment	1	4%
Exercises Add Interest	4	17%
Exercises Helped Check Learning	1	4%
Exercises Material Aided Learning / Understanding	3	13%
Exercises Provoked Thought Positive Comment	1	4%
<b>Graphics / MM Issues</b>		
Graphics Valuable	1	4%
Colour Important	1	4%
Material Was Not Multimedia / Multimedia Should Be Used	2	8%
<b>Learner Motivation Issues</b>		
Interactivity Important	2	8%
Feedback On Demand Important	1	4%
Feedback Explanation Important	3	13%
Variety In Link / Unit Contents Important	3	13%
Relevance Important	14	58%
Examples Important (Real Life)	2	8%
Human Contact Important	3	13%
Improvement in Confidence Level	19	79%

<b>SEI Open Responses (continued)</b>	<b>Exit Sem 2 97 to 98 N=24</b>	<b>Exit Sem 2 97 to 98 N=24</b>
	<b>Total</b>	<b>Total %</b>
Assessment Motivates	6	25%
Workload Too Heavy For This Class	7	29%
<b>Usability Issues</b>		
Ease Of Use Important	15	63%
Links Were Confusing	4	17%
Map Aided Navigation Positive Comment	5	21%
Malfunctions Found	5	21%
Note Taking Better On Computer Positive Comment	1	4%
Note Taking Better On Computer Negative Comment	1	4%
Reading From Screen Causes Eye Strain / Fatigue	2	8%
Layout Style Not Consistent	1	4%
<b>Usability Issues</b>		
Experienced Using Computer	22	92%
Experienced Using Email	21	88%
Experienced Using Internet	16	67%
Access to Computer at Home	8	33%
Use Office Type Software	17	71%
Use Specialised / Specific Software	6	25%
Would Take This Class If Non-Computer Based	13	54%
<b>Comparisons With Traditional Modes</b>		
Computer Better Than Book Negative Comment	1	4%
Computer Better Than Lecture Positive Comment	21	88%
Computer Better Than Lecture Negative Comment	1	4%
I Prefer Computer to Book or Lecture	21	88%
<b>Learning Impact Issues</b>		
Computer Material Aided Learning / Understanding	9	38%
Hyperlinks Material Aided Learning / Understanding	2	8%
Computer Aids Information Retrieval	6	25%

### **A3.12: Open Responses Entrance Semester 1 1998 to 1999**

<b>SEI Open Responses</b>	<b>Ent Sem 1 98 to 99 N=123</b>	<b>Ent Sem 1 98 to 99 N=123</b>
	<b>Total</b>	<b>Total %</b>
<b>Learner Management Issues</b>		
Personal Control Important	10	8%
Route Flexibility	3	2%
Time Flexibility Positive Comment	6	5%
Pace Flexibility	26	21%
Lack of Location Flexibility (access issues)	24	20%
Self Management Important	24	20%
<b>Text Window Issues</b>		
Text Valuable	7	6%
Too Much Text	3	2%
Text Alone Is Boring	44	36%
Simple Language Helps	4	3%
Breaks In Text Important	3	2%
Hard Copy Wanted	3	2%

<b>SEI Open Responses (continued)</b>	<b>Ent Sem 1 98 to 99 N=123</b>	<b>Ent Sem 1 98 to 99 N=123</b>
<b>On Screen Exercise Issues</b>	<b>Total</b>	<b>Total %</b>
Make Exercises More Complex	3	2%
Exercise Variety Important	3	2%
Exercises Add Interest	7	6%
Exercises Offered Practice	1	1%
<b>Graphics / MM Issues</b>		
Graphics Valuable	5	4%
Graphics Aid Learning	1	1%
Graphics Add Fun / Humour	1	1%
Graphics Add Interest	15	12%
Colour Important	9	7%
Material Was Not Multimedia / Multimedia Should Be Used	28	23%
<b>Learner Motivation Issues</b>		
Fun, Humour Positive Comment	7	6%
Interactivity Important	44	36%
Feedback On Demand Important	24	20%
Feedback Explanation Important	12	10%
Variety In Link / Unit Contents Important	3	2%
Relevance Important	68	55%
Examples Important (Real Life)	8	7%
Novelty Value Added Interest	15	12%
Human Contact Important	37	30%
Improvement in Confidence Level	93	76%
Confirmation of Initially Confident Confidence Level	55	45%
Confirmation of Initially High Confidence Level	7	6%
Assessment Motivates	14	11%
<b>Usability Issues</b>		
Ease Of Use Important	78	63%
Malfunctions Found	11	9%
Note Taking Better On Computer Positive Comment	6	5%
Note Taking Better On Computer Negative Comment	5	4%
Reading From Screen Causes Eye Strain / Fatigue	10	8%
<b>Usability Issues</b>		
Could Revisit Information Easily	1	1%
Experienced Using Computer	103	84%
Experienced Using Email	88	72%
Experienced Using Internet	78	63%
<b>Comparisons With Traditional Modes</b>		
Computer Better Than Book Positive Comment	8	7%
Computer Better Than Book Negative Comment	1	1%
Computer Better Than Lecture Positive Comment	3	2%
Computer Better Than Lecture Negative Comment	1	1%
<b>Learning Impact Issues</b>		
Computer Material Aided Learning / Understanding	59	48%
Hyperlinks Material Aided Learning / Understanding	1	1%
Computer Aids Information Retrieval	33	27%



### A.3.13: Open Responses Midpoint Semester 1 1998 to 1999

SEI Open Responses	Mid Sem 1 98 to 99 N=48	Mid Sem 1 98 to 99 N=48
<b>Learner Management Issues</b>	<b>Total</b>	<b>Total</b>
Personal Control Important	1	2%
Route Flexibility	2	4%
Time Flexibility Positive Comment	10	21%
Pace Flexibility	9	19%
Lack of Location Flexibility (access issues)	10	21%
Self Management Important	16	33%
<b>Text Window Issues</b>		
Text Valuable	10	21%
Too Much Text	11	23%
Text Alone Is Boring	23	48%
Simple Language Helps	5	10%
Breaks In Text Important	4	8%
Hard Copy Wanted	4	8%
<b>On Screen Exercise Issues</b>		
More Exercises Wanted	5	10%
Make Exercises More Complex	4	8%
Exercise Variety Important	1	2%
Exercises Add Fun, Enjoyment	3	6%
Exercises Add Interest	10	21%
Exercises Helped Check Learning	5	10%
Exercises Material Aided Learning / Understanding	3	6%
Exercises Provoked Thought Positive Comment	4	8%
<b>Graphics / MM Issues</b>		
Graphics Valuable	5	10%
Graphics Aid Learning	1	2%
Graphics Break Text	3	6%
More Graphics Wanted	1	2%
Graphics Add Interest	9	19%
Colour Important	10	21%
Material Was Not Multimedia / Multimedia Should Be Used	14	29%
<b>Learner Motivation Issues</b>		
Interactivity Important	28	58%
Feedback On Demand Important	7	15%
Feedback Explanation Important	8	17%
Give Exemplars	1	2%
Variety In Link / Unit Contents Important	7	15%
Relevance Important	25	52%
Examples Important (Real Life)	5	10%
Novelty Value Added Interest	7	15%
Human Contact Important	6	13%
Improvement in Confidence Level	34	71%
Confirmation of Initially Confident Confidence Level	23	48%
Confirmation of Initially High Confidence Level	5	10%
Assessment Motivates	6	13%

<b>SEI Open Responses (continued)</b>	<b>Mid Sem 1 98 to 99 N=48</b>	<b>Mid Sem 1 98 to 99 N=48</b>
<b>Usability Issues</b>	<b>Total</b>	<b>Total %</b>
Ease Of Use Important	28	58%
Links Were Confusing	15	31%
Too Many Links	1	2%
Map Aided Navigation Positive Comment	12	25%
Too Many Windows On Screen	3	6%
Malfunctions Found	4	8%
Note Taking Better On Computer Positive Comment	4	8%
Note Taking Better On Computer Negative Comment	3	6%
Reading From Screen Causes Eye Strain / Fatigue	7	15%
Layout Style Not Consistent	4	8%
<b>Usability Issues</b>		
Could Revisit Information Easily	7	15%
Experienced Using Computer	45	94%
Experienced Using Email	44	92%
Experienced Using Internet	38	79%
<b>Comparisons With Traditional Modes</b>		
Computer Better Than Book Positive Comment	6	13%
Computer Better Than Book Negative Comment	1	2%
Computer Better Than Lecture Positive Comment	2	4%
Computer Better Than Lecture Negative Comment	2	4%
<b>Learning Impact Issues</b>		
Computer Material Aided Learning / Understanding	28	58%
Hyperlinks Material Aided Learning / Understanding	5	10%
Computer Aids Information Retrieval	2	4%

### A.3.14: Open Responses Exit Semester 1 1998 to 1999

<b>SEI Open Responses</b>	<b>Exit Sem 1 98 to 99 N=56</b>	<b>Exit Sem 1 98 to 99 N=56</b>
<b>Learner Management Issues</b>	<b>Total</b>	<b>Total %</b>
Personal Control Important	2	4%
Time Flexibility Positive Comment	5	9%
Pace Flexibility	11	20%
Lack of Location Flexibility (access issues)	16	29%
Self Management Important	13	23%
<b>Text Window Issues</b>		
Text Valuable	3	5%
Too Much Text	12	21%
Text Alone Is Boring	21	38%
Simple Language Helps	5	9%
Breaks In Text Important	4	7%
Hard Copy Wanted	9	16%
<b>On Screen Exercise Issues</b>		
More Exercises Wanted	10	18%
Fewer Exercises Wanted	1	2%
Make Exercises More Complex	4	7%
Exercises Add Fun, Enjoyment	4	7%

SEI Open Responses (continued)	Exit Sem 1 98 to 99 N=56	Exit Sem 1 98 to 99 N=56
<b>On Screen Exercise Issues</b>	<b>Total</b>	<b>Total %</b>
Exercises Add Interest	10	18%
Exercises Helped Check Learning	3	5%
Exercises Material Aided Learning / Understanding	8	14%
Exercises Provoked Thought Positive Comment	1	2%
<b>Graphics / MM Issues</b>		
Graphics Valuable	3	5%
Graphics Aid Learning	2	4%
Graphics Add Fun / Humour	4	7%
Graphics Break Text	2	4%
More Graphics Wanted	1	2%
Graphics Add Interest	5	9%
Colour Important	9	16%
Material Was Not Multimedia / Multimedia Should Be Used	11	20%
<b>Learner Motivation Issues</b>		
Fun, Humour Positive Comment	5	9%
Interactivity Important	13	23%
Feedback On Demand Important	9	16%
Feedback Explanation Important	9	16%
Give Exemplars	1	2%
Expectations Were Not Met	1	2%
Variety In Link / Unit Contents Important	10	18%
Relevance Important	19	34%
Examples Important (Real Life)	4	7%
Novelty Value Added Interest	8	14%
Human Contact Important	8	14%
Improvement in Confidence Level	30	54%
Confirmation of Initially Confident Confidence Level	27	48%
Confirmation of Initially High Confidence Level	11	20%
Assessment Motivates	12	21%
<b>Usability Issues</b>		
Ease Of Use Important	35	63%
Links Were Confusing	11	20%
Map Aided Navigation Positive Comment	9	16%
Malfunctions Found	9	16%
Note Taking Better On Computer Positive Comment	1	2%
Note Taking Better On Computer Negative Comment	6	11%
Reading From Screen Causes Eye Strain / Fatigue	10	18%
Layout Style Not Consistent	4	7%
Could Revisit Information Easily	10	18%
Experienced Using Computer	45	80%
Experienced Using Email	44	79%
Experienced Using Internet	36	64%
<b>Comparisons With Traditional Modes</b>		
Computer Better Than Book Positive Comment	7	13%
Computer Better Than Lecture Positive Comment	3	5%
<b>Learning Impact Issues</b>		
Computer Material Aided Learning / Understanding	25	45%
Hyperlinks Material Aided Learning / Understanding	3	5%
Computer Aids Information Retrieval	1	2%

### A.3.15: Open Responses Entrance Semester 2 1998 to 1999

SEI Open Responses	Entrance Sem 2 98 to 99 N=70	Entrance Sem 2 98 to 99 N=70
<b>Learner Management Issues</b>	<b>Total</b>	<b>Total %</b>
Personal Control Important	6	9%
Route Flexibility	2	3%
Time Flexibility Positive Comment	7	10%
Pace Flexibility	9	13%
Lack of Location Flexibility (access issues)	11	16%
Self Management Important	12	17%
<b>Text Window Issues</b>		
Text Valuable	1	1%
Too Much Text	1	1%
Text Alone Is Boring	27	39%
Simple Language Helps	3	4%
Hard Copy Wanted	4	6%
<b>On Screen Exercise Issues</b>		
Exercises Add Interest	2	3%
Exercises Offered Practice	1	1%
Exercises Helped Check Learning	1	1%
Exercises Material Aided Learning / Understanding	1	1%
<b>Graphics / MM Issues</b>		
Graphics Add Interest	2	3%
Colour Important	2	3%
Material Was Not Multimedia / Multimedia Should Be Used	16	23%
<b>Learner Motivation Issues</b>		
Fun, Humour Positive Comment	2	3%
Interactivity Important	22	31%
Feedback On Demand Important	13	19%
Feedback Explanation Important	2	3%
Variety In Link / Unit Contents Important	1	1%
Relevance Important	31	44%
Examples Important (Real Life)	3	4%
Novelty Value Added Interest	4	6%
Human Contact Important	14	20%
Improvement in Confidence Level	62	89%
Confirmation of Initially Confident Confidence Level	35	50%
Confirmation of Initially High Confidence Level	16	23%
Assessment Motivates	8	11%
<b>Usability Issues</b>		
Ease Of Use Important	46	66%
Malfunctions Found	8	11%
Note Taking Better On Computer Negative Comment	2	3%
Reading From Screen Causes Eye Strain / Fatigue	10	14%
Layout Style Not Consistent	1	1%

<b>SEI Open Responses (continued)</b>	<b>Entrance Sem 2 98 to 99 N=70</b>	<b>Entrance Sem 2 98 to 99 N=70</b>
<b>Usability Issues</b>	<b>Total</b>	<b>Total %</b>
Could Revisit Information Easily	3	4%
Experienced Using Computer	55	79%
Experienced Using Email	58	83%
Experienced Using Internet	56	80%
<b>Comparisons With Traditional Modes</b>		
Computer Better Than Book Positive Comment	4	6%
Computer Better Than Book Negative Comment	1	1%
Computer Better Than Lecture Positive Comment	3	4%
Would Not Want All Classes On Computer	4	6%
<b>Learning Impact Issues</b>		
Computer Material Aided Learning / Understanding	2	3%
Hyperlinks Material Aided Learning / Understanding	2	3%
Computer Aids Information Retrieval	45	64%

### A.3.16: Open Responses Midpoint Semester 2 1998 to 1999

<b>SEI Open Responses</b>	<b>Midpoint Sem 2 98 to 99 N=32</b>	<b>Midpoint Sem 2 98 to 99 N=32</b>
<b>Learner Management Issues</b>	<b>Total</b>	<b>Total %</b>
Route Flexibility	2	6%
Time Flexibility Positive Comment	5	16%
Pace Flexibility	8	25%
Lack of Location Flexibility (access issues)	5	16%
Self Management Important	3	9%
<b>Text Window Issues</b>		
Text Valuable	2	6%
Too Much Text	3	9%
Text Alone Is Boring	11	34%
Simple Language Helps	1	3%
Breaks In Text Important	2	6%
Hard Copy Wanted	5	16%
<b>On Screen Exercise Issues</b>		
More Exercises Wanted	3	9%
Exercises Add Fun, Enjoyment	2	6%
Exercises Add Interest	5	16%
Exercises Helped Check Learning	2	6%
Exercises Material Aided Learning / Understanding	5	16%
Exercises Provoked Thought Positive Comment	1	3%
<b>Graphics / MM Issues</b>		
Graphics Break Text	1	3%
Graphics Add Interest	3	9%
Colour Important	3	9%
Material Was Not Multimedia / Multimedia Should Be Used	4	13%

<b>SEI Open Responses (continued)</b>	<b>Midpoint Sem 2 98 to 99 N=32</b>	<b>Midpoint Sem 2 98 to 99 N=32</b>
<b>Learner Motivation Issues</b>	<b>Total</b>	<b>Total %</b>
Fun, Humour Positive Comment	1	3%
Interactivity Important	7	22%
Feedback On Demand Important	4	13%
Feedback Explanation Important	2	6%
Variety In Link / Unit Contents Important	5	16%
Relevance Important	8	25%
Novelty Value Added Interest	7	22%
Human Contact Important	3	9%
Improvement in Confidence Level	22	69%
Confirmation of Initially Confident Confidence Level	12	38%
Confirmation of Initially High Confidence Level	2	6%
<b>Usability Issues</b>		
Ease Of Use Important	21	66%
Links Were Confusing	8	25%
Map Aided Navigation Positive Comment	4	13%
Too Many Windows On Screen	1	3%
Malfunctions Found	3	9%
Note Taking Better On Computer Negative Comment	5	16%
Reading From Screen Causes Eye Strain / Fatigue	2	6%
Layout Style Not Consistent	1	3%
<b>Usability Issues</b>		
Could Revisit Information Easily	2	6%
Experienced Using Computer	28	88%
Experienced Using Email	25	78%
Experienced Using Internet	24	75%
<b>Comparisons With Traditional Modes</b>		
Computer Better Than Book Positive Comment	3	9%
Computer Better Than Book Negative Comment	1	3%
<b>Learning Impact Issues</b>		
Computer Material Aided Learning / Understanding	1	3%
Computer Aids Information Retrieval	11	34%

### A3.17: Open Responses Exit Semester 2 1998 to 1999

SEI Open Responses	Exit Sem 2 98 to 99 N=36	Exit Sem 2 98 to 99 N=36
<b>Learner Management Issues</b>	<b>Total</b>	<b>Total %</b>
Personal Control Important	2	6%
Route Flexibility	1	3%
Time Flexibility Positive Comment	7	19%
Pace Flexibility	3	8%
Lack of Location Flexibility (access issues)	7	19%
Self Management Important	12	33%
<b>Text Window Issues</b>		
Text Valuable	3	8%
Too Much Text	9	25%
Text Alone Is Boring	16	44%
Simple Language Helps	1	3%
Breaks In Text Important	3	8%
Hard Copy Wanted	7	19%
<b>On Screen Exercise Issues</b>		
More Exercises Wanted	5	14%
Exercises Add Fun, Enjoyment	1	3%
Exercises Add Interest	6	17%
Exercises Offered Practice	2	6%
Exercises Helped Check Learning	2	6%
Exercises Material Aided Learning / Understanding	4	11%
<b>Graphics / MM Issues</b>		
Graphics Aid Learning	3	8%
Graphics Add Interest	8	22%
Colour Important	6	17%
Material Was Not Multimedia / Multimedia Should Be Used	4	11%
<b>Learner Motivation Issues</b>		
Interactivity Important	7	19%
Feedback On Demand Important	4	11%
Feedback Explanation Important	3	8%
Give Exemplars	1	3%
Variety In Link / Unit Contents Important	5	14%
Relevance Important	12	33%
Examples Important (Real Life)	3	8%
Novelty Value Added Interest	5	14%
Human Contact Important	5	14%
Improvement in Confidence Level	21	58%
Confirmation of Initially Confident Confidence Level	16	44%
Confirmation of Initially High Confidence Level	12	33%
Assessment Motivates	3	8%

<b>SEI Open Responses (continued)</b>	<b>Exit Sem 2 98 to 99 N=36</b>	<b>Exit Sem 2 98 to 99 N=36</b>
<b>Usability Issues</b>		
Ease Of Use Important	23	64%
Links Were Confusing	4	11%
Too Many Links	1	3%
Map Aided Navigation Positive Comment	3	8%
Too Many Windows On Screen	1	3%
Malfunctions Found	6	17%
Note Taking Better On Computer Negative Comment	5	14%
Reading From Screen Causes Eye Strain / Fatigue	6	17%
Layout Style Not Consistent	2	6%
<b>Usability Issues</b>		
Could Revisit Information Easily	1	3%
Experienced Using Computer	29	81%
Experienced Using Email	33	92%
Experienced Using Internet	31	86%
<b>Comparisons With Traditional Modes</b>		
Computer Better Than Book Positive Comment	3	8%
Computer Better Than Book Negative Comment	3	8%
<b>Learning Impact Issues</b>		
Computer Material Aided Learning / Understanding	1	3%
Computer Aids Information Retrieval	8	22%

### **A.3.18: Open Responses Entrance Semester 1 1999 to 2000**

<b>SEI Open Responses</b>	<b>Entrance Sem 1 99 to 00 N=85</b>	<b>Entrance Sem 1 99 to 00 N=85</b>
<b>Learner Management Issues</b>		
	<b>Total</b>	<b>Total %</b>
Personal Control Important	1	1%
Route Flexibility	1	1%
Time Flexibility Positive Comment	5	6%
Pace Flexibility	15	18%
Lack of Location Flexibility (access issues)	13	15%
Self Management Important	6	7%
<b>Text Window Issues</b>		
Text Valuable	3	4%
Too Much Text	7	8%
Text Alone Is Boring	30	35%
Simple Language Helps	1	1%
Breaks In Text Important	2	2%
Hard Copy Wanted	2	2%
<b>On Screen Exercise Issues</b>		
Exercises Add Interest	10	12%
Exercises Helped Check Learning	2	2%
Exercises Material Aided Learning / Understanding	4	5%



<b>SEI Open Responses (continued)</b>	<b>Entrance Sem 1 99 to 00 N=85</b>	<b>Entrance Sem 1 99 to 00 N=85</b>
<b>Graphics / MM Issues</b>	<b>Total</b>	<b>Total %</b>
Graphics Aid Learning	5	6%
Graphics Break Text	1	1%
Graphics Add Interest	11	13%
Colour Important	7	8%
Material Was Not Multimedia / Multimedia Should Be Used	10	12%
<b>Learner Motivation Issues</b>		
Fun, Humour Positive Comment	3	4%
Interactivity Important	25	29%
Feedback On Demand Important	7	8%
Feedback Explanation Important	1	1%
Variety In Link / Unit Contents Important	5	6%
Relevance Important	40	47%
Examples Important (Real Life)	1	1%
Novelty Value Added Interest	11	13%
Human Contact Important	19	22%
Improvement in Confidence Level	70	82%
Confirmation of Initially Confident Confidence Level	43	51%
Confirmation of Initially High Confidence Level	8	9%
Assessment Motivates	16	19%
<b>Usability Issues</b>		
Ease Of Use Important	50	59%
Malfunctions Found	1	1%
Note Taking Better On Computer Negative Comment	4	5%
Reading From Screen Causes Eye Strain / Fatigue	4	5%
<b>Usability Issues</b>		
Could Revisit Information Easily	3	4%
Experienced Using Computer	69	81%
Experienced Using Email	57	67%
Experienced Using Internet	61	72%
<b>Comparisons With Traditional Modes</b>		
Computer Better Than Book Positive Comment	3	4%
Computer Better Than Book Negative Comment	1	1%
<b>Learning Impact Issues</b>		
Computer Material Aided Learning / Understanding	4	5%
Computer Aids Information Retrieval	52	61%

### A3.19: Open Responses Midpoint Semester 1 1999 to 2000

SEI Open Responses	Midpoint Sem 1 99 to 00 N=40	Midpoint Sem 1 99 to 00 N=40
<b>Learner Management Issues</b>	<b>Total</b>	<b>Total %</b>
Route Flexibility	2	5%
Time Flexibility Positive Comment	3	8%
Pace Flexibility	4	10%
Lack of Location Flexibility (access issues)	6	15%
Self Management Important	13	33%
<b>Text Window Issues</b>		
Text Valuable	4	10%
Too Much Text	12	30%
Text Alone Is Boring	7	18%
Simple Language Helps	1	3%
Breaks In Text Important	6	15%
Hard Copy Wanted	4	10%
<b>On Screen Exercise Issues</b>		
More Exercises Wanted	9	23%
Fewer Exercises Wanted	2	5%
Make Exercises More Complex	4	10%
Exercises Add Fun, Enjoyment	1	3%
Exercises Add Interest	3	8%
Exercises Helped Check Learning	12	30%
Exercises Material Aided Learning / Understanding	16	40%
Exercises Provoked Thought Positive Comment	6	15%
<b>Graphics / MM Issues</b>		
Graphics Valuable	1	3%
Graphics Aid Learning	2	5%
Graphics Add Fun / Humour	1	3%
Graphics Add Interest	5	13%
Colour Important	5	13%
Material Was Not Multimedia / Multimedia Should Be Used	1	3%
<b>Learner Motivation Issues</b>		
Fun, Humour Positive Comment	1	3%
Interactivity Important	5	13%
Feedback On Demand Important	2	5%
Feedback Explanation Important	8	20%
Variety In Link / Unit Contents Important	5	13%
Relevance Important	25	63%
Examples Important (Real Life)	3	8%
Novelty Value Added Interest	1	3%
Human Contact Important	4	10%
Improvement in Confidence Level	28	70%
Confirmation of Initially Confident Confidence Level	18	45%
Confirmation of Initially High Confidence Level	8	20%
Assessment Motivates	7	18%

<b>SEI Open Responses (continued)</b>	<b>Midpoint Sem 1 99 to 00 N=40</b>	<b>Midpoint Sem 1 99 to 00 N=40</b>
<b>Usability Issues</b>	<b>Total</b>	<b>Total %</b>
Ease Of Use Important	22	55%
Links Were Confusing	15	38%
Too Many Links	4	10%
Map Aided Navigation Positive Comment	6	15%
Too Many Windows On Screen	4	10%
Malfunctions Found	1	3%
Note Taking Better On Computer Positive Comment	1	3%
Note Taking Better On Computer Negative Comment	8	20%
Reading From Screen Causes Eye Strain / Fatigue	1	3%
Layout Style Not Consistent	5	13%
<b>Usability Issues</b>		
Could Revisit Information Easily	7	18%
Experienced Using Computer	34	85%
Experienced Using Email	27	68%
Experienced Using Internet	28	70%
<b>Comparisons With Traditional Modes</b>		
Computer Better Than Book Positive Comment	2	5%
Computer Better Than Book Negative Comment	2	5%
<b>Learning Impact Issues</b>		
Computer Aids Information Retrieval	20	50%

### **A3.20: Open Responses Exit Semester 1 1999 to 2000**

<b>SEI Open Responses</b>	<b>Exit Sem 1 99 to 00 N=10</b>	<b>Exit Sem 1 99 to 00 N=10</b>
<b>Learner Management Issues</b>	<b>Total</b>	<b>Total %</b>
Route Flexibility	3	30%
Time Flexibility Positive Comment	2	20%
Pace Flexibility	1	10%
Lack of Location Flexibility (access issues)	4	40%
Self Management Important	3	30%
<b>Text Window Issues</b>		
Text Valuable	4	40%
Too Much Text	6	60%
Text Alone Is Boring	3	30%
Breaks In Text Important	2	20%
Hard Copy Wanted	2	20%
<b>On Screen Exercise Issues</b>		
More Exercises Wanted	4	40%
Fewer Exercises Wanted	1	10%
Make Exercises More Complex	1	10%
Exercise Variety Important	1	10%
Exercises Add Fun, Enjoyment	2	20%
Exercises Add Interest	2	20%
Exercises Offered Practice	4	40%
Exercises Helped Check Learning	5	50%
Exercises Material Aided Learning / Understanding	6	60%

<b>SEI Open Responses (continued)</b>	<b>Exit Sem 1 99 to 00 N=10</b>	<b>Exit Sem 1 99 to 00 N=10</b>
<b>On Screen Exercise Issues (continued)</b>	<b>Total</b>	<b>Total %</b>
Exercises Provoked Thought Positive Comment	5	50%
Exercises Provoked Thought Negative Comment	1	10%
<b>Graphics / MM Issues</b>		
Graphics Add Fun / Humour	1	10%
Graphics Break Text	1	10%
Graphics Add Interest	4	40%
Colour Important	1	10%
Material Was Not Multimedia / Multimedia Should Be Used	3	30%
<b>Learner Motivation Issues</b>		
Interactivity Important	2	20%
Feedback On Demand Important	4	40%
Feedback Explanation Important	6	60%
Variety In Link / Unit Contents Important	1	10%
Relevance Important	8	80%
Examples Important (Real Life)	5	50%
Human Contact Important	4	40%
Improvement in Confidence Level	10	100%
Confirmation of Initially Confident Confidence Level	6	60%
Confirmation of Initially High Confidence Level	4	40%
Assessment Motivates	7	70%
<b>Usability Issues</b>		
Ease Of Use Important	8	80%
Links Were Confusing	4	40%
Too Many Windows On Screen	1	10%
Malfunctions Found	1	10%
Note Taking Better On Computer Positive Comment	1	10%
Reading From Screen Causes Eye Strain / Fatigue	1	10%
Layout Style Not Consistent	1	10%
<b>Usability Issues</b>		
Could Revisit Information Easily	4	40%
<b>Comparisons With Traditional Modes</b>		
Computer Better Than Book Positive Comment	2	20%
<b>Learning Impact Issues</b>		
Computer Aids Information Retrieval	2	20%

### A3.21: Open Responses Entrance Semester 2 1999 to 2000

SEI Open Responses	Entrance Sem 2 99 to 00 N=65	Entrance Sem 2 99 to 00 N=65
<b>Learner Management Issues</b>	<b>Total</b>	<b>Total %</b>
Personal Control Important	1	2%
Time Flexibility Positive Comment	1	2%
Pace Flexibility	5	8%
Self Management Important	3	5%
<b>Text Window Issues</b>		
Text Alone Is Boring	4	6%
Hard Copy Wanted	1	2%
<b>Graphics / MM Issues</b>		
Graphics Aid Learning	2	3%
Graphics Add Interest	1	2%
Colour Important	1	2%
Material Was Not Multimedia / Multimedia Should Be Used	2	3%
<b>Learner Motivation Issues</b>		
Interactivity Important	5	8%
Feedback On Demand Important	1	2%
Interest Engaged	1	2%
Variety In Link / Unit Contents Important	1	2%
Relevance Important	6	9%
Novelty Value Added Interest	3	5%
Technical Elements of Interest (Programming etc)	2	3%
Technical Elements Do Not Interest (Programming etc)	5	8%
Word Processing Does Not Interest	1	2%
Word Processing of Interest	3	5%
Internet of Interest	13	20%
Design Software of Interest	3	5%
Stats Software Does Not Interest	1	2%
<b>Usability Issues</b>		
Ease Of Use Important	29	45%
Note Taking Better On Computer Positive Comment	1	2%
Note Taking Better On Computer Negative Comment	1	2%
Reading From Screen Causes Eye Strain / Fatigue	3	5%
<b>Usability Issues</b>		
<b>Comparisons With Traditional Modes</b>		
Computer Better Than Book Positive Comment	1	2%
Computer Better Than Lecture Positive Comment	1	2%
<b>Learning Impact Issues</b>		
Computer Material Aided Learning / Understanding	2	3%
Computer Aids Information Retrieval	24	37%
Less Than Comfortable Using Computer	4	6%
Comfortable Using Computer	56	86%
Computer Aids Presentation of Material	4	6%
Computer Aids Communication	2	3%

### A3.22: Open Responses Midpoint Semester 2 1999 to 2000

SEI Open Responses	Midpoint Sem 2 99 to 00 N=48	Midpoint Sem 2 99 to 00 N=48
<b>Learner Management Issues</b>	<b>Total</b>	<b>Total %</b>
Personal Control Important	8	17%
Route Flexibility	2	4%
Time Flexibility Positive Comment	10	21%
Pace Flexibility	20	42%
Lack of Location Flexibility (access issues)	9	19%
Self Management Important	25	52%
<b>Text Window Issues</b>		
Text Valuable	1	2%
Too Much Text	12	25%
Text Alone Is Boring	19	40%
Simple Language Helps	1	2%
Breaks In Text Important	6	13%
Hard Copy Wanted	11	23%
<b>On Screen Exercise Issues</b>		
More Exercises Wanted	12	25%
Make Exercises More Complex	1	2%
Exercise Variety Important	1	2%
Exercises Add Fun, Enjoyment	2	4%
Exercises Add Interest	7	15%
Exercises Offered Practice	2	4%
Exercises Helped Check Learning	4	8%
Exercises Material Aided Learning / Understanding	36	75%
Exercises Provoked Thought Positive Comment	22	46%
<b>Graphics / MM Issues</b>		
Graphics Aid Learning	14	29%
Graphics Add Fun / Humour	4	8%
Graphics Break Text	4	8%
More Graphics Wanted	1	2%
Graphics Add Interest	13	27%
Colour Important	4	8%
Material Was Not Multimedia / Multimedia Should Be Used	11	23%
<b>Learner Motivation Issues</b>		
Fun, Humour Positive Comment	2	4%
Interactivity Important	10	21%
Feedback On Demand Important	3	6%
Feedback Explanation Important	2	4%
Interest Engaged	1	2%
Variety In Link / Unit Contents Important	8	17%
Relevance Important	20	42%
Examples Important (Real Life)	9	19%
Novelty Value Added Interest	4	8%
Human Contact Important	26	54%
Improvement in Confidence Level	22	46%

<b>SEI Open Responses (continued)</b>	<b>Midpoint Sem 2 99 to 00 N=48</b>	<b>Midpoint Sem 2 99 to 00 N=48</b>
<b>Usability Issues</b>	<b>Total</b>	<b>Total %</b>
Ease Of Use Important	33	69%
Links Were Confusing	12	25%
Too Many Links	3	6%
Map Aided Navigation Positive Comment	1	2%
Map Aided Navigation Negative Comment	1	2%
Too Many Windows On Screen	3	6%
Malfunctions Found	4	8%
Reading From Screen Causes Eye Strain / Fatigue	4	8%
<b>Usability Issues</b>		
Could Revisit Information Easily	6	13%
<b>Comparisons With Traditional Modes</b>		
Computer Better Than Book Positive Comment	37	77%
Computer Better Than Book Negative Comment	6	13%
Computer Better Than Lecture Positive Comment	35	73%
Computer Better Than Lecture Negative Comment	7	15%
Lectures Vary With Lecturers	1	2%
I Prefer Computer to Book or Lecture	1	2%
Computer Better Than Case Study Positive Comment	17	35%
Computer Better Than Case Study Negative Comment	13	27%
<b>Learning Impact Issues</b>		
Computer Aids Information Retrieval	1	2%

### **A3.23: Open Responses Exit Semester 2 1999 to 2000**

<b>SEI Open Responses</b>	<b>Exit Sem 2 99 to 00 N=36</b>	<b>Exit Sem 2 99 to 00 N=36</b>
<b>Learner Management Issues</b>	<b>Total</b>	<b>Total %</b>
Personal Control Important	28	78%
Route Flexibility	1	3%
Time Flexibility Negative Comment	1	3%
Lack of Location Flexibility (access issues)	33	92%
Self Management Important	34	94%
<b>Text Window Issues</b>		
Too Much Text	2	6%
Text Alone Is Boring	27	75%
Simple Language Helps	1	3%
Hard Copy Wanted	33	92%
<b>On Screen Exercise Issues</b>		
More Exercises Wanted	21	58%
Make Exercises More Complex	30	83%
Exercises Add Fun, Enjoyment	1	3%
Exercises Add Interest	26	72%
Exercises Helped Check Learning	30	83%
Exercises Material Aided Learning / Understanding	25	69%
Exercises Provoked Thought Positive Comment	29	81%

<b>SEI Open Responses (continued)</b>	<b>Exit Sem 2 99 to 00 N=36</b>	<b>Exit Sem 2 99 to 00 N=36</b>
<b>Graphics / MM Issues</b>	<b>Total</b>	<b>Total %</b>
Graphics Aid Learning	2	6%
Graphics Add Fun / Humour	28	78%
Graphics Break Text	32	89%
More Graphics Wanted	2	6%
Graphics Add Interest	30	83%
Colour Important	31	86%
Material Was Not Multimedia / Multimedia Should Be Used	31	86%
<b>Learner Motivation Issues</b>		
Feedback On Demand Important	31	86%
Feedback Explanation Important	2	6%
Variety In Link / Unit Contents Important	26	72%
Relevance Important	6	17%
Examples Important (Real Life)	33	92%
Novelty Value Added Interest	1	3%
Human Contact Important	27	75%
<b>Usability Issues</b>		
Ease Of Use Important	28	78%
Links Were Confusing	8	22%
Map Aided Navigation Positive Comment	6	17%
Reading From Screen Causes Eye Strain / Fatigue	24	67%
<b>Usability Issues</b>		
Could Revisit Information Easily	2	6%
<b>Comparisons With Traditional Modes</b>		
Computer Better Than Book Positive Comment	3	8%
Computer Better Than Book Negative Comment	2	6%
Computer Better Than Lecture Positive Comment	1	3%
Would Not Want All Classes On Computer	1	3%
<b>Learning Impact Issues</b>		
Computer Material Aided Learning / Understanding	1	3%

### A3.24: Open Responses Cumulative Entrance, Midpoint and Exit 1997 to 2000

<b>SEI Table Showing Cumulative Batches 1997 to 2000</b>	<b>N=468</b>		<b>N=191</b>		<b>N=166</b>	
<b>Learner Management Issues</b>	<b>Entrance Total</b>	<b>Entrance Total %</b>	<b>Midpoint Total</b>	<b>Midpoint Total %</b>	<b>Exit Total</b>	<b>Exit Total %</b>
Personal Control Important	21	4%	12	6%	15	9%
Route Flexibility	6	1%	13	7%	9	5%
Time Flexibility Positive Comment	21	4%	35	18%	28	17%
Time Flexibility Negative Comment	0	0%	1	1%	0	0%
Pace Flexibility	59	13%	49	26%	26	16%
Lack of Location Flexibility (access issues)	53	11%	33	17%	37	22%
Self Management Important	53	11%	71	37%	45	27%



<b>SEI Table Showing Cumulative Batches 1997 to 2000 (continued)</b>	<b>N=468 Entrance Total</b>	<b>Entrance Total %</b>	<b>N=191 Midpoint Total</b>	<b>Midpoint Total %</b>	<b>N=166 Exit Total</b>	<b>Exit Total %</b>
<b>Text Window Issues</b>						
Text Valuable	12	3%	27	14%	18	11%
Too Much Text	12	3%	44	23%	33	20%
Text Alone Is Boring	107	23%	62	32%	42	25%
Simple Language Helps	8	2%	12	6%	7	4%
Breaks In Text Important	6	1%	19	10%	14	8%
Hard Copy Wanted	11	2%	27	14%	28	17%
<b>On Screen Exercise Issues</b>						
More Exercises Wanted	0	0%	33	17%	28	17%
Fewer Exercises Wanted	0	0%	2	1%	2	1%
Make Exercises More Complex	3	1%	14	7%	11	7%
Make Exercises Less Complex	0	0%	1	1%	0	0%
Exercise Variety Important	3	1%	3	2%	1	1%
Exercises Add Fun, Enjoyment	0	0%	9	5%	9	5%
Exercises Add Interest	19	4%	31	16%	24	14%
Exercises Offered Practice	2	0%	2	1%	6	4%
Exercises Helped Check Learning	3	1%	28	15%	13	8%
Exercises Material Aided Learning / Understanding	5	1%	68	36%	24	14%
Exercises Provoked Thought Positive Comment	0	0%	37	19%	7	4%
Exercises Provoked Thought Negative Comment	0	0%	0	0%	1	1%
<b>Graphics / MM Issues</b>						
Graphics Valuable	7	1%	9	5%	6	4%
Graphics Aid Learning	8	2%	19	10%	5	3%
Graphics Add Fun / Humour	1	0%	6	3%	5	3%
Graphics Break Text	1	0%	8	4%	4	2%
More Graphics Wanted	0	0%	5	3%	3	2%
Graphics Add Interest	30	6%	32	17%	19	11%
Colour Important	20	4%	28	15%	20	12%
Material Was Not Multimedia / Multimedia Should Be Used	64	14%	34	18%	21	13%
<b>Learner Motivation Issues</b>						
Fun, Humour Positive Comment	15	3%	6	3%	5	3%
Fun, Humour Negative Comment	0	0%	1	1%	0	0%
Interactivity Important	117	25%	54	28%	30	18%
Feedback On Demand Important	52	11%	17	9%	20	12%
Feedback Explanation Important	18	4%	23	12%	26	16%
Give Exemplars	0	0%	1	1%	2	1%
Expectations Were Not Met	0	0%	0	0%	1	1%
Interest Engaged	1	0%	1	1%	0	0%
Variety In Link / Unit Contents Important	12	3%	28	15%	21	13%
Relevance Important	252	54%	96	50%	78	47%
Examples Important (Real Life)	15	3%	20	10%	17	10%
Novelty Value Added Interest	46	10%	21	11%	16	10%
Human Contact Important	84	18%	45	24%	28	17%
Improvement in Confidence Level	260	56%	126	66%	91	55%
Confirmation of Initially Confident Confidence Level	133	28%	53	28%	49	30%

<b>SEI Table Showing Cumulative Batches 1997 to 2000 (continued)</b>	<b>N=468 Entrance Total</b>	<b>Entrance Total %</b>	<b>N=191 Midpoint Total</b>	<b>Midpoint Total %</b>	<b>N=166 Exit Total</b>	<b>Exit Total %</b>
<b>Learner Motivation Issues (continued)</b>						
Confirmation of Initially High Confidence Level	31	7%	15	8%	27	16%
Assessment Motivates	51	11%	13	7%	33	20%
Workload Too Heavy For This Class	0	0%	7	4%	11	7%
Technical Elements of Interest (Programming etc)	2	0%	0	0%	0	0%
Technical Elements Do Not Interest (Programming etc)	5	1%	0	0%	0	0%
Word Processing Does Not Interest	1	0%	0	0%	0	0%
Word Processing of Interest	3	1%	0	0%	0	0%
Internet of Interest	13	3%	0	0%	0	0%
Design Software of Interest	3	1%	0	0%	0	0%
Stats Software Does Not Interest	1	0%	0	0%	0	0%
<b>Usability Issues</b>						
Ease Of Use Important	276	59%	123	64%	97	58%
Links Were Confusing	0	0%	61	32%	25	15%
Too Many Links	0	0%	9	5%	2	1%
Map Aided Navigation Positive Comment	0	0%	36	19%	22	13%
Map Aided Navigation Negative Comment	0	0%	1	1%	0	0%
Too Many Windows On Screen	0	0%	11	6%	2	1%
Malfunctions Found	27	6%	16	8%	24	14%
Note Taking Better On Computer Positive Comment	11	2%	5	3%	3	2%
Note Taking Better On Computer Negative Comment	25	5%	17	9%	14	8%
Reading From Screen Causes Eye Strain / Fatigue	33	7%	16	8%	19	11%
Layout Style Not Consistent	1	0%	11	6%	9	5%
Could Revisit Information Easily	7	1%	24	13%	17	10%
Experienced Using Computer	330	71%	129	68%	108	65%
Experienced Using Email	282	60%	117	61%	107	64%
Experienced Using Internet	277	59%	106	55%	89	54%
Access to Computer at Home	53	11%	7	4%	14	8%
Use Office Type Software	98	21%	18	9%	30	18%
Use Specialised / Specific Software	29	6%	5	3%	7	4%
Would Take This Class If Non-Computer Based	0	0%	14	7%	23	14%
<b>Comparisons With Traditional Modes</b>						
Computer Better Than Book Positive Comment	18	4%	49	26%	13	8%
Computer Better Than Book Negative Comment	3	1%	11	6%	5	3%
Computer Better Than Lecture Positive Comment	33	7%	55	29%	36	22%
Computer Better Than Lecture Negative Comment	7	1%	10	5%	2	1%
Would Not Want All Classes On Computer	4	1%	0	0%	0	0%
Lectures Vary With Lecturers	0	0%	1	1%	0	0%
Lecture Imposes Structure	0	0%	0	0%	0	0%

<b>SEI Table Showing Cumulative Batches 1997 to 2000 (continued)</b>	<b>N=468</b>		<b>N=191</b>		<b>N=166</b>	
<b>Comparisons With Traditional Modes (continued)</b>	<b>Entrance Total</b>	<b>Entrance Total %</b>	<b>Midpoint Total</b>	<b>Midpoint Total %</b>	<b>Exit Total</b>	<b>Exit Total %</b>
I Prefer Computer to Book or Lecture	0	0%	20	10%	32	19%
Computer Better Than Case Study Positive Comment	0	0%	17	9%	0	0%
Computer Better Than Case Study Negative Comment	0	0%	13	7%	0	0%
<b>Learning Impact Issues</b>						
Computer Material Aided Learning / Understanding	70	15%	42	22%	39	23%
Hyperlinks Material Aided Learning / Understanding	3	1%	10	5%	5	3%
Computer Aids Information Retrieval	184	39%	38	20%	21	13%
Less Than Comfortable Using Computer	4	1%	0	0%	0	0%
Comfortable Using Computer	56	12%	0	0%	0	0%
Computer Aids Presentation of Material	4	1%	0	0%	0	0%
Computer Aids Communication	2	0%	0	0%	0	0%

### A3.25: SEI Interview Response Frequencies 1997 to 2000

<b>Responses by Category For SEI Interviews 1997 to 2000 N = 61 Elements Emerging From Interview Feedback</b>	<b>Total Number of Students Indicating Issue Relevant</b>	<b>% of Interviewees</b>
<b>Learner Management Issues</b>		
Personal Control Important	9	15%
Route Flexibility	40	66%
Time Flexibility Positive Comment	41	67%
Time Flexibility Negative Comment	2	3%
Pace Flexibility	31	51%
Lack of Location Flexibility (access issues)	28	46%
Self Management Important	53	87%
<b>Text Window Issues</b>		
Text Valuable	24	39%
Too Much Text	16	26%
Text Alone Is Boring	28	46%
Simple Language Helps	10	16%
Breaks In Text Important	40	66%
Hard Copy Wanted	20	33%
<b>On Screen Exercise Issues</b>		
More Exercises Wanted	18	30%
Fewer Exercises Wanted	1	2%
Make Exercises More Complex	20	33%
Make Exercises Less Complex	3	5%
Exercise Variety Important	8	13%
Exercises Add Fun, Enjoyment	16	26%
Exercises Add Interest	35	57%
Exercises Offered Practice	25	41%
Exercises Made It Realistic	3	5%
Exercises Helped Check Learning	35	57%
Exercises Material Aided Learning / Understanding	36	59%

<b>Responses by Category For SEI Interviews 1997 to 2000 N = 61 (continued)</b>	<b>Total Number of Students Indicating Issue Relevant</b>	<b>% of Interviewees</b>
<b>Elements Emerging From Interview Feedback</b>		
<b>On Screen Exercise Issues (continued)</b>		
Exercises Provoked Thought Positive Comment	38	62%
Exercises Provoked Thought Negative Comment	2	3%
Some Exercises Too Long	2	3%
<b>Graphics / MM Issues</b>		
Graphics Valuable	32	52%
Graphics Aid Learning	18	30%
Graphics Add Fun / Humour	26	43%
Graphics Break Text	23	38%
More Graphics Wanted	3	5%
Graphics Add Interest	27	44%
Colour Important	24	39%
Material Was Not Multimedia / Multimedia Should Be Used	24	39%
<b>Learner Motivation Issues</b>		
Fun, Humour Positive Comment	26	43%
Fun, Humour Negative Comment	2	3%
Interactivity Important	28	46%
Feedback On Demand Important	47	77%
Feedback Explanation Important	35	57%
Give Exemplars	6	10%
Expectations Were Not Met	3	5%
Interest Engaged	8	13%
Variety In Link / Unit Contents Important	21	34%
Relevance Important	53	87%
Examples Important (Real Life)	25	41%
Novelty Value Added Interest	23	38%
Human Contact Important	31	51%
<b>Usability Issues</b>		
Ease Of Use Important	44	72%
Links Were Confusing	31	51%
Too Many Links	4	7%
Map Aided Navigation Positive Comment	25	41%
Map Aided Navigation Negative Comment	4	7%
Too Many Windows On Screen	13	21%
Malfunctions Found	16	26%
Note Taking Better On Computer Positive Comment	8	13%
Note Taking Better On Computer Negative Comment	10	16%
Reading From Screen Causes Eye Strain / Fatigue	16	26%
Layout Style Not Consistent	20	33%
Could Revisit Information Easily	23	38%

<b>Responses by Category For SEI Interviews 1997 to 2000 N = 61 (continued)</b>	<b>Total Number of Students Indicating Issue Relevant</b>	<b>% of Interviewees</b>
<b>Elements Emerging From Interview Feedback</b>		
<b>Comparisons With Traditional Modes</b>		
Computer Better Than Book Positive Comment	37	61%
Computer Better Than Book Negative Comment	12	20%
Computer Better Than Lecture Positive Comment	34	56%
Computer Better Than Lecture Negative Comment	5	8%
Would Not Want All Classes On Computer	9	15%
Lectures Vary With Lecturers	18	30%
Lecture Imposes Structure	3	5%
I Prefer Computer to Book or Lecture	5	8%
<b>Learning Impact Issues</b>		
Computer Material Aided Learning / Understanding	24	39%
Hyperlinks Material Aided Learning / Understanding	12	20%
Computer Aids Information Retrieval	32	52%

### A3.26: Possible Statistical Comparisons for Differences: SEI

Possible Statistical Comparisons for Differences: SEI		Batches Comparable	Batches Comparable	Batches Comparable
Element Compared	Batches Covered	Ent Q	Mid Q	Exit Q
Learner Confidence	All Entrance, Midpoint, Exit	1,3,5,8,11,14,17	6,9,12,15,(18 nil)	2,4,7,10,13,16,19
Content Appropriateness	Midpoint Sem 2 97 to 98 onwards  4,6,7,9,10,12,13,15,16,19		6, 9, 12, 15,	4, 7, 10, 13, 16, 19
Preferred Computer-Based Environment	Entrance Sem 1 99 / 00 to Exit Sem 2 99 / 00  Used only those clearly 1 to 4 (ie Qs 14, 15, 16, 17, 18, 19)			
E-book	14, 15, 16, 17, 19	14, 17,	15	16, 19
Game Approach	14, 15, 16, 17, 19	14, 17,	15	16, 19
Simulated Environment	14, 15, 16, 17, 19	14, 17,	15	16, 19
Combination	14, 15, 16, 17, 19	14, 17,	15	16, 19
Effectiveness of Module Elements				
MainText Windows	2,4,6,7,9,10,12,13,15,16,19		6, 9, 12, 15,	2, 4, 7, 10, 13, 16, 19
Hypertext Links	2,4,6,7,9,10,12,13,15,16,19		6, 9, 12, 15,	2, 4, 7, 10, 13, 16, 19
Button Links	2,4,6,7,9,10,12,13,15,16,19		6, 9, 12, 15,	2, 4, 7, 10, 13, 16, 19
Navigation Elements				
Navigation Feet	4,6,7,9,10,12,13,15,16,19		6, 9, 12, 15,	4, 7, 10, 13, 16, 19
History Window	4,6,7,9,10,12,13,15,16,19		6, 9, 12, 15,	4, 7, 10, 13, 16, 19
Glossary Window	4,6,7,9,10,12,13,15,16,19		6, 9, 12, 15,	4, 7, 10, 13, 16, 19
Main Map	4,6,7,9,10,12,13,15,16,19		6, 9, 12, 15,	4, 7, 10, 13, 16, 19
Structure Map	4,6,7,9,10,12,13,15,16,19		6, 9, 12, 15,	4, 7, 10, 13, 16, 19
Interactive Exercises				
Interactive Exercises per se	2,4,6,7,9,10,12,13,15,16,19		6, 9, 12, 15,	4, 7, 10, 13, 16, 19
Graphics used	4,6,7,9,10,12,13,15,16,19		6, 9, 12, 15,	4, 7, 10, 13, 16, 19
Colours used	4,6,7,9,10,12,13,15,16,19		6, 9, 12, 15,	4, 7, 10, 13, 16, 19
Scenarios used	4,6,7,9,10,12,13,15,16,19		6, 9, 12, 15,	4, 7, 10, 13, 16, 19
Text used	4,6,7,9,10,12,13,15,16,19		6, 9, 12, 15,	4, 7, 10, 13, 16, 19
Tasks specified	4,6,7,9,10,12,13,15,16,19		6, 9, 12, 15,	4, 7, 10, 13, 16, 19
Feedback given	4,6,7,9,10,12,13,15,16,19		6, 9, 12, 15,	4, 7, 10, 13, 16, 19
Relevance	4,6,7,9,10,12,13,15,16,19		6, 9, 12, 15,	4, 7, 10, 13, 16, 19
Difficulty	4,6,7,9,10,12,13,15,16,19		6, 9, 12, 15,	4, 7, 10, 13, 16, 19
Effectiveness of Presentation Elements				
Visual Elements of Windows	15, 16, 19		15,	16, 19
Visual Elements of Interactive Exercises	15, 16, 19		15,	16, 19
Viewpoint Statements				
Would have been better with a book	15, 16, 19		15,	16, 19
Covered all	15, 16, 19		15,	16, 19
Exercises helped understanding	15, 16, 19		15,	16, 19

<b>Possible Statistical Comparisons for Differences: SEI (continued)</b>		<b>Batches Comparable</b>	<b>Batches Comparable</b>	<b>Batches Comparable</b>
<b>Element Compared</b>	<b>Batches Covered</b>	<b>Ent Q</b>	<b>Mid Q</b>	<b>Exit Q</b>
Exercises not essential	15, 16, 19		15,	16, 19
Visual elements of windows were motivating	15, 16, 19		15,	16, 19
Skimmed to save time	15, 16, 19		15,	16, 19
Revisited material	15, 16, 19		15,	16, 19
View influenced by other multimedia	15, 16, 19		15,	16, 19
More motivating than lectures	15, 16, 19		15,	16, 19
Time flexibility more important than presentation	15, 16, 19		15,	16, 19
Presentation as good as other multimedia	15, 16, 19		15,	16, 19
Contains too much text	15, 16, 19		15,	16, 19
Prefer to read from print out than screen	15, 16, 19		15,	16, 19
Not sure about learning	15, 16, 19		15,	16, 19
Exe feedback helps check learning	15, 16, 19		15,	16, 19
Want MC tests	15, 16, 19		15,	16, 19
Want more tutor input	15, 16, 19		15,	16, 19
Feel isolated	15, 16, 19		15,	16, 19
Email with tutor useful	15, 16, 19		15,	16, 19
Prefer F2F with tutor	15, 16, 19		15,	16, 19

### **A3.27: Possible Statistical Tests for Difference**

(Entrance Only / Midpoint Only / Exit Only Responses)

#### **Main Areas of Interest and Batches Tested**

	<b>Entrance</b>	<b>Midpoint</b>	<b>Exit</b>
<b>Environment</b>	14, 15	15	16, 19
<b>Element Effectiveness</b>	Nil	6, 9, 12, 15	4, 7, 10, 13, 16, 19
<b>Navigation Elements</b>	Nil	6, 9, 12, 15	4, 7, 10, 13, 16, 19
<b>Interactive Exercises</b>	Nil	6, 9, 12, 15	4, 7, 10, 13, 16, 19
<b>Presentation Elements</b>	Nil	15	16, 19
<b>5 Point Statements</b>	Nil	6, 9, 12, 15	4, 7, 10, 13, 16, 19

### A3.28: Possible Statistical Tests for Change over Time

(Entrance and Midpoint / Midpoint and Exit / Entrance, Midpoint and Exit Responses)

#### Main Areas of Interest and Batches Tested

	Entrance	Midpoint	Exit
<b>Environment</b>	14, 15	15	16, 19
<b>Element Effectiveness</b>	Nil	6, 9, 12, 15	4, 7, 10, 13, 16, 19
<b>Navigation Elements</b>	Nil	6, 9, 12, 15	4, 7, 10, 13, 16, 19
<b>Interactive Exercises</b>	Nil	6, 9, 12, 15	4, 7, 10, 13, 16, 19
<b>Presentation Elements</b>	Nil	15	16, 19
<b>5 Point Statements</b>	Nil	6, 9, 12, 15	4, 7, 10, 13, 16, 19

### A3.29 : Significant Correlations Found

#### Preferred Environment Kendall's Tau Entrance Q14 Correlation Conclusion Drawn from Results Entrance Q14

Those who rated a game approach highly at entrance also rated electronic book lowly at entrance (0.047) (N=35)

Those who rated a combination environment highly at entrance also rated simulated environment highly at entrance (0.002) (N=35)

(Note: Q refers to Questionnaire Number)

#### Preferred Environment Kendall's Tau Correlation: Conclusion Drawn from Results Midpoint Q15

Those who rated electronic book highly at midpoint also rated game approach lowly at midpoint (0.047) (N=35)

Those who rated a combination environment highly at midpoint also rated simulated environment highly at midpoint (0.002) (N=35)

(Note: Q refers to Questionnaire Number)

#### Preferred Environment Kendall's Tau Correlation: Conclusion Drawn from Results Entrance Q14 v Midpoint Q15

Those who rated electronic book approach highly at entrance also rated electronic book highly at midpoint (0.000) (N=35)

Those who rated a combination environment highly at entrance also rated combination environment highly at midpoint (0.000) (N=35)

(Note: Q refers to Questionnaire Number)

#### Preferred Environment Kendall's Tau Correlation Conclusion Drawn from Results Midpoint Q15 v Exit Q16

No relevant significant correlations found (N=7)

(Note: Q refers to Questionnaire Number)

#### Preferred Environment Kendall's Tau Correlation Conclusion Drawn from Results Entrance Q14 v Exit Q16

Those who rated a simulated environment highly at entrance also rated a simulated environment highly at exit (0.025) (N=7)

(Note: Q refers to Questionnaire Number)

#### Preferred Environment Kendall's Tau Correlation Conclusion Drawn from Results Entrance Q17

Those who rated a simulated environment highly at entrance also rated a game approach highly at entrance (0.044) (N=20)

(Note: Q refers to Questionnaire Number)



<b>Preferred Environment Kendall's Tau Correlation Conclusion Drawn from Results Entrance Q17 v Exit Q19</b>
No significant correlations found (N=20)
(Note: Q refers to Questionnaire Number)

<b>Kendall's Tau Ratings of Elements Correlation Conclusion Drawn from Results Midpoint Q6</b>
Those who rated the structure map highly at mid-point also rated the interactive exercises highly at mid-point (0.027) (N=7)
Those who rated the main map highly at mid-point rated the learning summaries lowly at mid-point (0.045) (N=7)
Those who rated the colours used highly at mid-point also rated the navigation feet highly at mid-point (0.024) (N=7)
Those who rated the tasks specified in exercises highly at mid-point also rated the notepad exercises highly at mid-point (0.046) (N=5)
Those who rated the difficulty of exercises highly at mid-point also rated the notepad exercises highly at mid-point (0.01) (N=5)
Those who rated the graphics used highly at mid-point also rated the navigation feet highly at mid-point (0.009) (N=7)
Those who rated the colours used in exercises highly at mid-point also rated the graphics used in exercises highly at mid-point (0.036) (N=7)
Those who rated the relevance highly at mid-point also rated the tasks specified in exercises highly at mid-point (0.027) (N=7)
Those who rated the difficulty level of the exercises highly at mid-point also rated the feedback given in exercises highly at mid-point (0.012)
(Note: Q refers to Questionnaire Number)

<b>Kendall's Tau Ratings of Elements Correlation Conclusion Drawn from Results Exit Q7</b>
Those who rated the main text windows highly at exit also rated the navigation feet highly at exit (0.046) (N=6)
Those who rated the interactive exercises highly at exit also rated the Café Poirot exercise highly at exit (0.034) (N=6)
Those who rated the interactive exercises highly at exit also rated the scenarios used highly at exit (0.049) (N=6)
Those who rated the interactive exercises highly at exit also rated the tasks specified in exercises highly at exit (0.049)
Those who rated the interactive exercises highly at exit also rated the relevance highly at exit (0.016) (N=6)
Those who rated the notepad exercises highly at exit also rated the button links highly at exit (0.027) (N=5)
Those who rated the notepad exercises highly at exit also rated the difficulty of exercises highly at exit (0.034) (N=6)
Those who rated the business plan evaluation highly at exit also rated the history window lowly at exit (0.049) (N=6)
Those who rated the graphics used in exercises highly at exit also rated the colours used in exercises highly at exit (0.01) (N=6)
Those who rated the tasks specified in exercises highly at exit also rated the relevance highly at exit (0.045) (N=6)
(Note: Q refers to Questionnaire Number)

<b>Kendall's Tau Ratings of Elements Correlation Conclusion Drawn from Results Midpoint Q6 v Exit Q7</b>
Those who rated the interactive exercises highly at mid-point also rated the interactive exercises highly at exit (0.016) (N=6)
Those who rated the learning summaries highly at mid-point also rated the learning summaries highly at exit (0.014) (N=6)
Those who rated the navigation feet highly at mid-point also rated the navigation feet highly at exit (0.028) (N=6)
Those who rated the glossary window lowly at mid-point also rated the glossary window highly at exit (0.027) (N=5)
Those who rated the scenarios used in exercises highly at mid-point also rated the scenarios used in exercises highly at exit (0.045) (N=6)
Those who rated the relevance of exercises highly at mid-point also rated the relevance highly at exit (0.014) (N=6)
Those who rated the difficulty of exercises highly at mid-point also rated the difficulty of exercises highly at exit (0.020) (N=6)
(Note: Q refers to Questionnaire Number)

<b>Kendall's Tau Ratings of Elements Correlation Conclusion Drawn from Results Midpoint Q9</b>
Those who rated the interactive exercises highly at mid-point also rated the business plan evaluation highly at mid-point (0.014) (N=12)
Those who rated the interactive exercises highly at mid-point also rated the navigation feet highly at mid-point (0.015) (N=24)
Those who rated the interactive exercises highly at mid-point also rated the structure map highly at mid-point (0.025) (N=24)
Those who rated the interactive exercises highly at mid-point also rated the scenarios used in exercises highly at mid-point (0.001) (N=24)
Those who rated the interactive exercises highly at mid-point also rated the text used in exercises highly at mid-point (0.012) (N=22)
Those who rated the notepad exercises highly at mid-point rated the difficulty of exercises lowly at mid-point (0.039) (N=22)
Those who rated the Café Poirot Exercise highly at mid-point also rated the scenarios used in exercises highly at mid-point (0.008) (N=17)
Those who rated the Café Poirot Exercise highly at mid-point also rated the text used in exercises highly at mid-point (0.048) (N=11)
Those who rated the business plan evaluation highly at mid-point also rated the button links highly at mid-point (0.039) (N=12)
Those who rated the business plan evaluation highly at mid-point also rated the structure map highly at mid-point (0.029) (N=12)
Those who rated the business plan evaluation highly at mid-point also rated the scenarios used in exercises highly at mid-point (0.010) (N=12)
Those who rated the business plan evaluation highly at mid-point also rated the text used in exercises highly at mid-point (0.035) (N=11)
Those who rated the business plan evaluation highly at mid-point also rated the feedback given in exercises highly at mid-point (0.014) (N=11)
Those who rated the navigation feet highly at mid-point also rated the structure map highly at mid-point (0.034) (N=24)
Those who rated the navigation feet highly at mid-point also rated the relevance of exercises to module highly at mid-point (0.038) (N=21)
Those who rated the hypertext links highly at mid-point also rated the colours used in exercises highly at mid-point (0.006) (N=24)
Those who rated the hypertext links highly at mid-point also rated the text used in interactive exercises highly at mid-point (0.005) (N=22)
Those who rated the button links highly at mid-point also rated the glossary window highly at mid-point (0.026) (N=19)
Those who rated the button links highly at mid-point also rated the scenarios used highly at mid-point (0.028) (N=22)
Those who rated the button links highly at mid-point also rated the feedback given in exercises highly at mid-point (0.019) (N=21)
Those who rated the history window highly at mid-point also rated the glossary window highly at mid-point (0.008) (N=19)
Those who rated the glossary window highly at mid-point also rated the graphics used in exercises highly at mid-point (0.032) (N=19)
Those who rated the main map highly at mid-point also rated the graphics used highly at mid-point (0.047) (N=24)
Those who rated the structure map highly at mid-point also rated the scenarios used highly at mid-point (0.013) (N=24)
Those who rated the structure map highly at mid-point also rated the text used in exercises highly at mid-point (0.008) (N=22)
Those who rated the structure map highly at mid-point also rated the relevance of exercises to module highly at mid-point (0.006) (N=21)
Those who rated the graphics used in exercises highly at mid-point also rated the colours used in exercises highly at mid-point (0.001) (N=24)
Those who rated the scenarios used in exercises highly at mid-point also rated the text used in exercises highly at mid-point (0.006) (N=22)
Those who rated the scenarios used in exercises highly at mid-point also rated the tasks specified in exercises highly at mid-point (0.010) (N=19)
Those who rated the scenarios used in exercises highly at mid-point also rated the feedback given in exercises highly at mid-point (0.031) (N=22)
Those who rated the scenarios used in exercises highly at mid-point also rated the relevance of exercises highly at mid-point (0.015) (N=21)
Those who rated the text used in exercises highly at mid-point also rated the tasks specified in exercises highly at mid-point (0.003) (N=19)

<b>Kendall's Tau Ratings of Elements Correlation Conclusion Drawn from Results Midpoint Q9 cont'd</b>
Those who rated the text used in exercises highly at mid-point also rated the feedback in exercises given highly at mid-point (0.007) (N=20)
Those who rated the text used in exercises highly at mid-point also rated the difficulty of exercises highly at mid-point (0.021) (N=21)
Those who rated the tasks specified in exercises highly at mid-point also rated the feedback given in exercises highly at mid-point (0.008) (N=19)
Those who rated the tasks specified in exercises highly at mid-point also rated the difficulty of exercises highly at mid-point (0.010) (N=19)
Those who rated the feedback given in exercises highly at mid-point also rated the relevance of exercises highly at mid-point (0.006) (N=21)

(Note: Q refers to Questionnaire Number)

<b>Kendall's Tau Ratings of Elements Correlation Conclusion Drawn from Results Exit Q10</b>
Those who rated the interactive exercises highly at exit also rated the button links highly at exit (0.006) (N=22)
Those who rated the interactive exercises highly at exit also rated the difficulty of exercises highly at exit (0.046) (N=22)
Those who rated the notepad exercises highly at exit rated the Café Poirot exercise lowly at exit (0.023) (N=21)
Those who rated the Café Poirot exercise highly at exit also rated the feedback given in exercises highly at exit (0.036) (N=21)
Those who rated the Café Poirot exercise highly at exit also rated the button links highly at exit (0.043) (N=22)
Those who rated the Café Poirot exercise highly at exit also rated the history window highly at exit (0.006) (N=22)
Those who rated the navigation feet highly at exit also rated the graphics used in exercises highly at exit (0.004) (N=22)
Those who rated the navigation feet highly at exit also rated the colours used in exercises highly at exit (0.002) (N=22)
Those who rated the button links highly at exit also rated the main map highly at exit (0.040) (N=22)
Those who rated the button links highly at exit also rated the colours used highly at exit (0.044) (N=21)
Those who rated the button links highly at exit also rated the text used in exercises highly at exit (0.043) (N=21)
Those who rated the button links highly at exit also rated the feedback given in exercises highly at exit (0.040) (N=21)
Those who rated the button links highly at exit also rated the relevance to module highly at exit (0.036) (N=21)
Those who rated the history window highly at exit also rated the glossary window highly at exit (0.039) (N=23)
Those who rated the graphics used in exercises highly at exit also rated the colours used in exercises highly at exit (0.002) (N=22)
Those who rated the colours used in exercises highly at exit also rated the scenarios used in exercises highly at exit (0.017) (N=22)
Those who rated the colours used in exercises highly at exit also rated the relevance of exercises highly at exit (0.007) (N=22)
Those who rated the scenarios used in exercises highly at exit also rated the text used in exercises highly at exit (0.005) (N=22)
Those who rated the scenarios used in exercises highly at exit also rated the relevance of exercises highly at exit (0.017) (N=22)
Those who rated the scenarios used in exercises highly at exit also rated the difficulty of exercises highly at exit (0.044) (N=22)
Those who rated the text used in exercises highly at exit also rated the feedback given in exercises highly at exit (0.012) (N=22)
Those who rated the tasks specified in exercises highly at exit also rated the relevance of exercises highly at exit (0.013) (N=22)
Those who rated the feedback given in exercises highly at exit also rated the difficulty of exercises highly at exit (0.048) (N=22)
Those who rated the relevance of exercises highly at exit also rated the difficulty of exercises highly at exit (0.031) (N=22)
Those who rated the main text windows highly at midpoint also rated the main text windows highly at exit (0.007) (N=23)
Those who rated the interactive exercises highly at midpoint also rated the interactive exercises highly at exit (0.027) (N=23)
Those who rated the learning summaries highly at midpoint also rated the learning summaries highly at exit (0.004) (N=22)

(Note Q refers to Questionnaire Number)

<b>Kendall's Tau Ratings of Elements Correlation Conclusion Drawn from Results Midpoint Q9 v Exit Q10</b>
Those who rated the navigation feet highly at midpoint also rated the navigation feet highly at exit (0.017) (N=23)
Those who rated the hypertext links highly at midpoint also rated the hypertext links highly at exit (0.019) (N=23)
Those who rated the button links highly at midpoint also rated the button links highly at exit (0.026) (N=20)
Those who rated the main map highly at midpoint also rated the main map highly at exit (0.002) (N=23)
Those who rated the difficulty of exercises highly at midpoint also rated the difficulty of exercises highly at exit (0.013) (N=21)

(Note: Q refers to Questionnaire Number)

<b>Kendall's Tau Ratings of Elements Correlation Conclusion Drawn from Results Midpoint Q12</b>
Those who rated the main text windows highly at mid-point also rated the interactive exercises highly at mid-point (0.046) (N=20)
Those who rated the main text windows highly at mid-point also rated the business plan evaluation highly at mid-point (0.029) (N=11)
Those who rated the main text windows highly at mid-point also rated the button links ratings highly at mid-point (0.036) (N=19)
Those who rated the main text windows highly at mid-point also rated the text used in exercises highly at mid-point (0.019) (N=20)
Those who rated the notepad exercises highly at mid-point also rated the graphics used in exercises highly at mid-point (0.011) (N=20)
Those who rated the notepad exercises highly at mid-point also rated the colours used in exercises highly at mid-point (0.005) (N=20)
Those who rated the notepad exercises highly at mid-point also rated the scenarios used highly at mid-point (0.037) (N=20)
Those who rated the notepad exercises highly at mid-point also rated the text used in exercises highly at mid-point (0.007) (N=20)
Those who rated the learning summaries highly at mid-point also rated the structure map highly at mid-point (0.018) (N=19)
Those who rated the Café Poirot exercise highly at mid-point also rated the structure map highly at mid-point (0.019) (N=15)
Those who rated the business plan evaluation highly at mid-point also rated the structure map highly at mid-point (0.012) (N=11)
Those who rated the business plan evaluation highly at mid-point also rated the text used in exercises highly at mid-point (0.030) (N=11)
Those who rated the hypertext links highly at mid-point also rated the button links highly at mid-point (0.012) (N=19)
Those who rated the button links highly at mid-point also rated the glossary window highly at mid-point (0.017) (N=18)
Those who rated the button links highly at mid-point also rated the graphics used highly at mid-point (0.025) (N=19)
Those who rated the button links highly at mid-point also rated the colours used highly at mid-point (0.032) (N=19)
Those who rated the button links highly at mid-point also rated the text used in exercises highly at mid-point (0.010) (N=19)
Those who rated the history window highly at mid-point also rated the glossary window highly at mid-point (0.048) (N=18)
Those who rated the glossary window highly at mid-point also rated the colours used highly at mid-point (0.047) (N=18)
Those who rated the glossary window highly at mid-point also rated the scenarios used highly at mid-point (0.012) (N=18)
Those who rated the glossary window highly at mid-point also rated the feedback given highly at mid-point (0.009) (N=17)
Those who rated the main map highly at mid-point also rated the structure map highly at mid-point (0.008) (N=19)
Those who rated the structure map highly at mid-point also rated the text used in exercises highly at mid-point (0.036) (N=19)
Those who rated the graphics used in exercises highly at mid-point also rated the colours used in exercises highly at mid-point (0.000) (N=20)
Those who rated the graphics used in exercises highly at mid-point also rated the scenarios used in exercises highly at mid-point (0.000) (N=20)
Those who rated the graphics used in exercises highly at mid-point also rated the tasks specified in exercises highly at mid-point (0.042) (N=20)
Those who rated the colours used highly at mid-point also rated the scenarios used in exercises highly at mid-point (0.000) (N=20)
Those who rated the colours used in exercises highly at mid-point also rated the text used in exercises highly at mid-point (0.034) (N=20)
Those who rated the colours used in exercises highly at mid-point also rated the tasks specified in exercises highly at mid-point (0.041) (N=20)

<b>Kendall's Tau Ratings of Elements Correlation Conclusion Drawn from Results Midpoint Q12 (continued)</b>
Those who rated the scenarios used in exercises highly at mid-point also rated the text used in exercises highly at mid-point (0.047) (N=20)
Those who rated the scenarios used in exercises highly at mid-point also rated the tasks specified in exercises highly at mid-point (0.007) (N=20)
Those who rated the scenarios used in exercises highly at mid-point also rated the feedback given in exercises highly at mid-point (0.039) (N=18)
Those who rated the text used in exercises highly at mid-point also rated the tasks specified in exercises highly at mid-point (0.014) (N=20)
Those who rated the text used in exercises highly at mid-point also rated the feedback given in exercises highly at mid-point (0.004) (N=18)
Those who rated the tasks specified in exercises highly at mid-point also rated the feedback given in exercises highly at mid-point (0.003) (N=18)

<b>Kendall's Tau Ratings of Elements Correlation Conclusion Drawn from Results Exit Q13</b>
Those who rated the main text windows highly at exit also rated the difficulty of exercises highly at exit (0.046) (N=20)
Those who rated the interactive exercises highly at exit also rated the Café Poirot exercise highly at exit (0.044) (N=20)
Those who rated the interactive exercises highly at exit also rated the tasks specified in exercises highly at exit (0.036) (N=20)
Those who rated the interactive exercises highly at exit also rated the relevance of exercises highly at exit (0.002) (N=20)
Those who rated the notepad exercises highly at exit also rated the button links highly at exit (0.005) (N=16)
Those who rated the notepad exercises highly at exit also rated the glossary window highly at exit (0.027) (N=19)
Those who rated the notepad exercises highly at exit also rated the main map highly at exit (0.010) (N=20)
Those who rated the notepad exercises highly at exit also rated the structure map highly at exit (0.007) (N=20)
Those who rated the notepad exercises highly at exit also rated the graphics used in exercises highly at exit (0.013) (N=20)
Those who rated the notepad exercises highly at exit also rated the colours used in exercises highly at exit (0.007) (N=20)
Those who rated the notepad exercises highly at exit also rated the text used in exercises highly at exit (0.048) (N=20)
Those who rated the Café Poirot exercise highly at exit also rated the relevance of exercises highly at exit (0.033) (N=20)
Those who rated the navigation feet highly at exit also rated the hypertext links highly at exit (0.018) (N=18)
Those who rated the navigation feet highly at exit also rated the button links highly at exit (0.009) (N=15)
Those who rated the navigation feet highly at exit also rated the structure map highly at exit (0.001) (N=19)
Those who rated the navigation feet highly at exit also rated the text used in exercises highly at exit (0.034) (N=19)
Those who rated the navigation feet highly at exit also rated the relevance to module highly at exit (0.002) (N=19)
Those who rated the hypertext links highly at exit also rated the button links highly at exit (0.001) (N=16)
Those who rated the hypertext links highly at exit also rated the main map highly at exit (0.012) (N=19)
Those who rated the hypertext links highly at exit also rated the structure map highly at exit (0.001) (N=19)
Those who rated the button links highly at exit also rated the glossary window highly at exit (0.043) (N=16)
Those who rated the button links highly at exit also rated the structure map highly at exit (0.005) (N=16)
Those who rated the button links highly at exit also rated the graphics used highly at exit (0.016) (N=16)
Those who rated the button links highly at exit also rated the colours used highly at exit (0.003) (N=16)
Those who rated the button links highly at exit also rated the tasks specified highly at exit (0.043) (N=16)
Those who rated the history window highly at exit also rated the glossary window highly at exit (0.035) (N=19)
Those who rated the main map highly at exit also rated the structure map highly at exit (0.003) (N=20)
Those who rated the structure map highly at exit also rated the colours used highly at exit (0.012) (N=20)
Those who rated the structure map highly at exit also rated the tasks specified highly at exit (0.030) (N=20)
Those who rated the structure map highly at exit also rated the relevance to module highly at exit (0.046) (N=20)
Those who rated the graphics used highly at exit also rated the colours used highly at exit (0.000) (N=20)
Those who rated the scenarios used in exercises highly at exit also rated the relevance of exercises highly at exit (0.033) (N=20)
Those who rated the feedback given in exercises highly at exit also rated the relevance of exercises highly at exit (0.012) (N=19)

(Note: Q refers to Questionnaire Number)

<b>Kendall's Tau Ratings of Elements Correlation Conclusion Drawn from Results Midpoint Q12 v Exit Q13</b>
Those who rated the main text windows highly at midpoint also rated the main text windows highly at exit (0.036) (N=20)
Those who rated the interactive exercises highly at midpoint also rated the interactive exercises highly at exit (0.000) (N=20)
Those who rated the notepad exercises highly at midpoint also rated the notepad exercises highly at exit (0.038) (N=20)
Those who rated the business plan evaluation exercise highly at midpoint also rated the business plan evaluation exercise highly at exit (0.022) (N=8)
Those who rated the hypertext links highly at midpoint also rated the hypertext links highly at exit (0.042) (N=18)
Those who rated the history window highly at midpoint also rated the history window highly at exit (0.021) (N=18)
Those who rated the main map highly at midpoint also rated the main map highly at exit (0.023) (N=19)
Those who rated the graphics used in exercises highly at midpoint also rated the graphics used in exercises highly at exit (0.005) (N=20)
Those who rated the colours used in exercises highly at midpoint also rated the colours used in exercises highly at exit (0.004) (N=20)
Those who rated the scenarios used in exercises highly at midpoint also rated the scenarios used in exercises highly at exit (0.006) (N=20)

(Note: Q refers to Questionnaire Number)

<b>Kendall's Tau Ratings of Elements Correlation Conclusion Drawn from Results Midpoint Q15</b>
Those who rated the main text windows highly at midpoint also rated the navigation feet highly at midpoint (0.031) (N=7)
Those who rated the visual element (look) of windows highly at midpoint also rated the learning summaries highly at midpoint (0.036) (N=6)
Those who rated the visual element (look) of windows highly at midpoint also rated the scenarios used highly at midpoint (0.034) (N=6)
Those who rated the interactive exercises highly at midpoint also rated the hypertext links highly at midpoint (0.049) (N=7)
Those who rated the interactive exercises highly at midpoint also rated the history window highly at midpoint (0.031) (N=6)
Those who rated the interactive exercises highly at midpoint also rated the glossary window highly at midpoint (0.040) (N=6)
Those who rated the notepad exercises highly at midpoint also rated the hypertext links highly at midpoint (0.022) (N=6)
Those who rated the history window highly at midpoint also rated the glossary window highly at midpoint (0.034) (N=6)
Those who rated the history window highly at midpoint also rated the difficulty of exercises highly at midpoint (0.032) (N=5)
Those who rated the main map highly at midpoint also rated the structure map highly at midpoint (0.007) (N=7)
Those who rated the main map highly at midpoint also rated the scenarios used highly at midpoint (0.034) (N=6)
Those who rated the main map highly at midpoint also rated the text used highly at midpoint (0.043) (N=6)
Those who rated the structure map highly at midpoint also rated the scenarios used highly at midpoint (0.034) (N=6)
Those who rated the structure map highly at midpoint also rated the text used highly at midpoint (0.043) (N=6)
Those who rated the graphics used in exercises highly at midpoint also rated the scenarios used in exercises highly at midpoint (0.045) (N=6)
Those who rated the graphics used in exercises highly at midpoint also rated the difficulty of exercises highly at midpoint (0.020) (N=6)
Those who rated the scenarios used in exercises highly at midpoint also rated the text used in exercises highly at midpoint (0.020) (N=6)

(Note: Q refers to Questionnaire Number)

<b>Kendall's Tau Ratings of Elements Correlation Conclusion Drawn from Results Exit Q16</b>
Those who rated the main text windows highly at exit also rated the tasks specified lowly at exit (0.042) (N=5)
Those who rated the visual element (look) of windows highly at exit also rated the Café Poirot exercise highly at exit (0.030) (N=7)
Those who rated the learning summaries highly at exit also rated the glossary window highly at exit (0.046) (N=7)
Those who rated the Café Poirot exercise highly at exit also rated the business plan evaluation highly at exit (0.01) (N=7)
Those who rated the Café Poirot exercise highly at exit also rated the graphics used in exercises highly at exit (0.033) (N=7)
Those who rated the Café Poirot exercise highly at exit also rated the text used in exercises highly at exit (0.030) (N=7)
Those who rated the business plan evaluation highly at exit also rated the navigation feet highly at exit (0.025) (N=7)
Those who rated the business plan evaluation highly at exit also rated the graphics used in exercises highly at exit (0.033) (N=7)
Those who rated the business plan evaluation highly at exit also rated the text used in exercises highly at exit (0.030) (N=7)
Those who rated the hypertext links highly at exit also rated the main map highly at exit (0.033) (N=7)

<b>Kendall's Tau Ratings of Elements Correlation Conclusion Drawn from Results Exit Q16 (continued)</b>
Those who rated the history window highly at exit also rated the feedback given highly at exit (0.046) (N=7)
Those who rated the glossary window highly at exit also rated the main map highly at exit (0.018) (N=7)
Those who rated the glossary window highly at exit also rated the difficulty of exercises highly at exit (0.032) (N=7)
Those who rated the main map highly at exit also rated the structure map highly at exit (0.047) (N=7)
Those who rated the main map highly at exit also rated the feedback in exercises given highly at exit (0.044) (N=7)
Those who rated the main map highly at exit also rated the difficulty of exercises highly at exit (0.030) (N=7)

(Note: Q refers to Questionnaire Number)

<b>Kendall's Tau Ratings of Elements Correlation Conclusion Drawn from Results Midpoint Q15 v Exit Q16</b>
No relevant significant correlations found

(Note: Q refers to Questionnaire Number)

<b>Kendall's Tau Ratings of Viewpoint Statements Midpoint Q15 Significant Correlations</b>
Significant negative correlation between "The interactive exercises helped me to understand the material" and "I found the visual elements (look) of the windows motivating" (0.045) (N=7)
Significant negative correlation between "The interactive exercises helped me to understand the material" and "The learning summaries increased my depth of thought" (0.022) (N=7)
Significant negative correlation between "The interactive exercises were not essential so I focused on other material" and "The notepad exercises increased my depth of thought" (0.035) (N=7)
Significant negative correlation between "I found the visual elements (look) of the windows motivating" and "The learning summaries increased my depth of thought" (0.022) (N=7)
Significant negative correlation between "The learning summaries increased my depth of thought" and "The presentation of this multi-media material is as good as others I've experienced" (0.046) (N=5)
Significant positive correlation between "The notepad exercises increased my depth of thought" and "I would find more tutor input helpful" (0.040) (N=6)
Significant positive correlation between "I skimmed the material, rather than read it all, in order to save time" and "I would prefer to have more face to face contact with the class tutor" (0.034) (N=6)
Significant negative correlation between "I revisited material when I found other things related to it" and "This material contained too much text" (0.046) (N=5)
Significant negative correlation between "I revisited material when I found other things related to it" and "I'm not sure whether I'm learning what I should from this computer based material" (0.034) (N=6)
Significant negative correlation between "I revisited material when I found other things related to it" and "I would prefer to have more face to face contact with the class tutor" (0.016) (N=6)
Significant negative correlation between "My view of this material has been influenced by other multi-media material I've used" and "The time flexibility is more important to me than the quality of the presentation" (0.045) (N=6)
Significant negative correlation between "This material is more motivating than the best lectures I've experienced" and "I find myself wanting to read this material from a print out rather than on screen" (0.012) (N=6)

(Note: Q refers to Questionnaire Number)

<b>Kendall's Tau Ratings of Viewpoint Statements Midpoint Q15 Significant Correlations cont'd</b>
Significant positive correlation between "The presentation of this multi-media material is as good as others I've experienced" and "I find email communication useful for maintaining contact with the class tutor" (0.032) (N=5)
Significant positive correlation between "I'm not sure whether I'm learning what I should from this computer based material" and "I would prefer to have more face to face contact with the class tutor" (0.020) (N=6)

(Note: Q refers to Questionnaire Number)

<b>Kendall's Tau Ratings of Viewpoint Statements Exit Q16 Significant Correlations</b>
Significant positive correlation between "I worked through all elements of the material" and "I found the visual elements (look) of the windows motivating" (0.036) (N=7)
Significant negative correlation between "The interactive exercises helped me to understand the material" and "The interactive exercises were not essential so I focused on other material" (0.015) (N=7)
Significant positive correlation between "The interactive exercises helped me to understand the material" and "The on-screen feedback given for the interactive exercises helps me check I'm learning" (0.015) (N=7)

<b>Kendall's Tau Ratings of Viewpoint Statements Exit Q16 Significant Correlations (continued)</b>
Significant negative correlation between "The interactive exercises helped me to understand the material" and "I found the visual elements (look) of the windows motivating" (0.012) (N=7)
Significant negative correlation between "The interactive exercises were not essential so I focused on other material" and "The on-screen feedback given for the interactive exercises helps me check I'm learning" (0.006) (N=7)
Significant positive correlation between "I found the visual elements (look) of the windows motivating" and "I revisited material when I found other things related to it" (0.030) (N=7)
Significant negative correlation between "I found the visual elements (look) of the windows motivating" and "I would find more tutor input helpful" (0.050) (N=7)
Significant negative correlation between "The learning summaries increased my depth of thought" and "I would find multiple choice tests helpful to check my learning" (0.006) (N=7)
Significant positive correlation between "I skimmed the material, rather than read it all, in order to save time" and "I find myself wanting to read this material from a print out rather than on screen" (0.033) (N=7)
Significant positive correlation between "My view of this material has been influenced by other multi-media material I've used" and "This material is more motivating than most lectures I've experienced" (0.034) (N=6)
Significant positive correlation between "My view of this material has been influenced by other multi-media material I've used" and "I would find more tutor input helpful" (0.034) (N=6)
Significant positive correlation between "This material is more motivating than most lectures I've experienced" and "I would find more tutor input helpful" (0.042) (N=7)
Significant negative correlation between "The on-screen feedback given for the interactive exercises helps me check I'm learning" and "I feel quite isolated when working with this computer based material" (0.026) (N=7)

(Note Q refers to Questionnaire Number)

<b>Kendall's Tau Ratings of Viewpoint Statements Midpoint Q15 v Exit Q16 Significant Correlations</b>
Significant positive correlation between "The interactive exercises helped me to understand the material" and "The interactive exercises helped me to understand the material" (0.032) (N=7)
Significant positive correlation between "This material is more motivating than the best lectures I've experienced" and "This material is more motivating than the best lectures I've experienced" (0.031) (N=6)
Significant positive correlation between "I found email communication useful for maintaining contact with the class tutor" and "I found email communication useful for maintaining contact with the class tutor" (0.034) (N=6)

(Note: Q refers to Questionnaire Number)

<b>Kendall's Tau Approaches to Learning (ASSIST) Correlations Q15 Significant Correlations</b>
Significant positive correlation between ratings of "Interactive Exercises" and "Deep Approach" (0.016) (N=40)
Significant negative correlation between ratings of "Interactive Exercises" and "Surface Apathetic Approach" (0.048) (N=40)
Significant positive correlation between ratings of "Visual Elements (Look) of Interactive Exercises" and "Deep Approach" (0.032) (N=40)
Significant positive correlation between ratings of "Tasks specified in self contained exercises" and "Strategic Approach Adjusted" (0.020) (N=39)
Significant negative correlation between ratings of "Feedback given in self contained exercises" and "Surface Apathetic Approach" (0.042) (N=38)
Significant negative correlation between ratings of "I would have been better reading a book" and "Strategic Approach Adjusted" (0.050) (N=40)
Significant positive correlation between ratings of "The interactive exercises helped me to understand the material" and "Deep Approach" (0.024) (N=40)
Significant negative correlation between ratings of "The interactive exercises were not essential, so I focused on other material" and "Deep Approach" (0.000) (N=40)



<b>Kendall's Tau Approaches to Learning (ASSIST) Correlations Q15 Significant Correlations</b>
Significant positive correlation between ratings of "I found the visual elements (look) of the windows motivating" and "Strategic Approach Adjusted" (0.016) (N=40)
Significant positive correlation between ratings of "This material is more motivating than some lectures I've experienced" and "Deep Approach" (0.029) (N=39)
Significant positive correlation between ratings of "This material is more motivating than most lectures I've experienced" and "Deep Approach" (0.006) (N=39)
Significant negative correlation between ratings of "This material contained too much text" and "Strategic Approach Adjusted" (0.024) (N=38)
Significant positive correlation between ratings of "This material contained too much text" and "Surface Apathetic Approach" (0.022) (N=38)
Significant positive correlation between ratings of "The on-screen feedback given for the interactive exercises helps me check I'm learning" and "Deep Approach" (0.006) (N=38)
Significant negative correlation between ratings of "I would find more tutor input helpful" and "Strategic Approach Adjusted" (0.048) (N=39)
Significant positive correlation between ratings of "Deep Approach" and "Strategic Approach Adjusted" (0.001) (N=40)

(Note Q refers to Questionnaire Number)

### A 3.30: Case 1: SPSS Tables for 5 Point Scale Responses

**A3.30.1: SEI 1996 / 97 Semester 2 Entrance Q1 (N=45)**

**Sex**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid male	30	66.7	66.7	66.7
female	15	33.3	33.3	100.0
Total	45	100.0	100.0	

**Skills & Entrepreneurial Characteristics**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very confident	6	13.3	13.3	13.3
confident	14	31.1	31.1	44.4
some confidence	10	22.2	22.2	66.7
little confidence	13	28.9	28.9	95.6
no confidence	2	4.4	4.4	100.0
Total	45	100.0	100.0	

**Opportunity v Idea in Business**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very confident	4	8.9	8.9	8.9
confident	16	35.6	35.6	44.4
some confidence	15	33.3	33.3	77.8
little confidence	9	20.0	20.0	97.8
no confidence	1	2.2	2.2	100.0
Total	45	100.0	100.0	

**Team Building in Business**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very confident	4	8.9	8.9	8.9
confident	19	42.2	42.2	51.1
some confidence	13	28.9	28.9	80.0
little confidence	7	15.6	15.6	95.6
no confidence	2	4.4	4.4	100.0
Total	45	100.0	100.0	

**Market Research & Sources**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very confident	5	11.1	11.1	11.1
confident	13	28.9	28.9	40.0
some confidence	15	33.3	33.3	73.3
little confidence	9	20.0	20.0	93.3
no confidence	3	6.7	6.7	100.0
Total	45	100.0	100.0	

**Getting into Business**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very confident	5	11.1	11.4	11.4
confident	8	17.8	18.2	29.5
some confidence	10	22.2	22.7	52.3
little confidence	18	40.0	40.9	93.2
no confidence	3	6.7	6.8	100.0
Total	44	97.8	100.0	
Missing System	1	2.2		
Total	45	100.0		

**The Business Plan**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very confident	4	8.9	8.9	8.9
confident	5	11.1	11.1	20.0
some confidence	11	24.4	24.4	44.4
little confidence	19	42.2	42.2	86.7
no confidence	6	13.3	13.3	100.0
Total	45	100.0	100.0	

**Finance Issues**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very confident	4	8.9	9.1	9.1
confident	7	15.6	15.9	25.0
some confidence	11	24.4	25.0	50.0
little confidence	18	40.0	40.9	90.9
no confidence	4	8.9	9.1	100.0
Total	44	97.8	100.0	
Missing System	1	2.2		
Total	45	100.0		

**Patents, Licences & Legal Issues**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid confident	6	13.3	13.3	13.3
some confidence	17	37.8	37.8	51.1
little confidence	12	26.7	26.7	77.8
no confidence	10	22.2	22.2	100.0
Total	45	100.0	100.0	

**Strategic Marketing**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very confident	1	2.2	2.2	2.2
confident	12	26.7	26.7	28.9
some confidence	18	40.0	40.0	68.9
little confidence	9	20.0	20.0	88.9
no confidence	5	11.1	11.1	100.0
Total	45	100.0	100.0	

**Funding**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very confident	2	4.4	4.4	4.4
confident	14	31.1	31.1	35.6
some confidence	12	26.7	26.7	62.2
little confidence	13	28.9	28.9	91.1
no confidence	4	8.9	8.9	100.0
Total	45	100.0	100.0	

**The Investor's Viewpoint**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very confident	2	4.4	4.4	4.4
confident	13	28.9	28.9	33.3
some confidence	14	31.1	31.1	64.4
little confidence	9	20.0	20.0	84.4
no confidence	7	15.6	15.6	100.0
Total	45	100.0	100.0	

**A3.30.1: SEI 1996 / 97 Semester 2 Entrance Q1 (N=45) (continued)**

**Survival Strategies**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very confident	1	2.2	2.2	2.2
confident	8	17.8	17.8	20.0
some confidence	19	42.2	42.2	62.2
little confidence	9	20.0	20.0	82.2
no confidence	8	17.8	17.8	100.0
Total	45	100.0	100.0	

**A3.30.2: SEI 1996 / 97 Semester 2 Exit Q2 (N=25)**

**Sex**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid male	16	64.0	69.6	69.6
female	7	28.0	30.4	100.0
Total	23	92.0	100.0	
Missing System	2	8.0		
Total	25	100.0		

**Skills & Entrepreneurial Characteristics**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very confident	9	36.0	37.5	37.5
confident	12	48.0	50.0	87.5
some confidence	3	12.0	12.5	100.0
Total	24	96.0	100.0	
Missing System	1	4.0		
Total	25	100.0		

**Opportunity v Idea in Business**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very confident	5	20.0	20.8	20.8
confident	18	72.0	75.0	95.8
some confidence	1	4.0	4.2	100.0
Total	24	96.0	100.0	
Missing System	1	4.0		
Total	25	100.0		

**Team Building in Business**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very confident	10	40.0	41.7	41.7
confident	7	28.0	29.2	70.8
some confidence	7	28.0	29.2	100.0
Total	24	96.0	100.0	
Missing System	1	4.0		
Total	25	100.0		

**Market Research & Sources**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very confident	10	40.0	41.7	41.7
confident	9	36.0	37.5	79.2
some confidence	4	16.0	16.7	95.8
little confidence	1	4.0	4.2	100.0
Total	24	96.0	100.0	
Missing System	1	4.0		
Total	25	100.0		

**Getting into Business**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very confident	6	24.0	25.0	25.0
confident	15	60.0	62.5	87.5
some confidence	3	12.0	12.5	100.0
Total	24	96.0	100.0	
Missing System	1	4.0		
Total	25	100.0		

**The Business Plan**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very confident	18	72.0	75.0	75.0
confident	5	20.0	20.8	95.8
some confidence	1	4.0	4.2	100.0
Total	24	96.0	100.0	
Missing System	1	4.0		
Total	25	100.0		

**Finance Issues**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very confident	8	32.0	33.3	33.3
confident	7	28.0	29.2	62.5
some confidence	7	28.0	29.2	91.7
little confidence	2	8.0	8.3	100.0
Total	24	96.0	100.0	
Missing System	1	4.0		
Total	25	100.0		

**Patents, Licences & Legal Issues**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very confident	3	12.0	12.5	12.5
confident	12	48.0	50.0	62.5
some confidence	8	32.0	33.3	95.8
little confidence	1	4.0	4.2	100.0
Total	24	96.0	100.0	
Missing System	1	4.0		
Total	25	100.0		

**Strategic Marketing**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very confident	4	16.0	16.7	16.7
confident	13	52.0	54.2	70.8
some confidence	7	28.0	29.2	100.0
Total	24	96.0	100.0	
Missing System	1	4.0		
Total	25	100.0		

**A3.30.2: SEI 1996 / 97 Semester 2 Exit Q2 (N=25) (continued)**

**Funding**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very confident	10	40.0	41.7	41.7
confident	10	40.0	41.7	83.3
some confidence	4	16.0	16.7	100.0
Total	24	96.0	100.0	
Missing System	1	4.0		
Total	25	100.0		

**The Investor's Viewpoint**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very confident	6	24.0	26.1	26.1
confident	11	44.0	47.8	73.9
some confidence	6	24.0	26.1	100.0
Total	23	92.0	100.0	
Missing System	2	8.0		
Total	25	100.0		

**Survival Strategies**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very confident	5	20.0	20.8	20.8
confident	15	60.0	62.5	83.3
some confidence	3	12.0	12.5	95.8
little confidence	1	4.0	4.2	100.0
Total	24	96.0	100.0	
Missing System	1	4.0		
Total	25	100.0		

**Induction Session 1**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid less than effective	1	4.0	4.8	4.8
effective	4	16.0	19.0	23.8
more than effective	11	44.0	52.4	76.2
very effective	5	20.0	23.8	100.0
Total	21	84.0	100.0	
Missing System	4	16.0		
Total	25	100.0		

**Induction Session 2**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not effective	1	4.0	5.9	5.9
less than effective	2	8.0	11.8	17.6
effective	3	12.0	17.6	35.3
more than effective	9	36.0	52.9	88.2
very effective	2	8.0	11.8	100.0
Total	17	68.0	100.0	
Missing System	8	32.0		
Total	25	100.0		

**Windows Containing Text**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid effective	5	20.0	20.8	20.8
more than effective	13	52.0	54.2	75.0
very effective	6	24.0	25.0	100.0
Total	24	96.0	100.0	
Missing System	1	4.0		
Total	25	100.0		

**Hypertext Links**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid less than effective	2	8.0	8.3	8.3
effective	3	12.0	12.5	20.8
more than effective	9	36.0	37.5	58.3
very effective	10	40.0	41.7	100.0
Total	24	96.0	100.0	
Missing System	1	4.0		
Total	25	100.0		

**Button Links**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not effective	1	4.0	4.3	4.3
less than effective	1	4.0	4.3	8.7
effective	6	24.0	26.1	34.8
more than effective	7	28.0	30.4	65.2
very effective	8	32.0	34.8	100.0
Total	23	92.0	100.0	
Missing System	2	8.0		
Total	25	100.0		

**Interactive Exercises**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not effective	1	4.0	4.2	4.2
less than effective	2	8.0	8.3	12.5
effective	3	12.0	12.5	25.0
more than effective	10	40.0	41.7	66.7
very effective	8	32.0	33.3	100.0
Total	24	96.0	100.0	
Missing System	1	4.0		
Total	25	100.0		

**Notepad Exercises**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not effective	1	4.0	4.2	4.2
less than effective	5	20.0	20.8	25.0
effective	7	28.0	29.2	54.2
more than effective	9	36.0	37.5	91.7
very effective	2	8.0	8.3	100.0
Total	24	96.0	100.0	
Missing System	1	4.0		
Total	25	100.0		

**Personal Learning Summaries**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid less than effective	2	8.0	8.3	8.3
effective	3	12.0	12.5	20.8
more than effective	15	60.0	62.5	83.3
very effective	4	16.0	16.7	100.0
Total	24	96.0	100.0	
Missing System	1	4.0		
Total	25	100.0		

**Visual Elements of Windows**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid effective	14	56.0	58.3	58.3
more than effective	9	36.0	37.5	95.8
very effective	1	4.0	4.2	100.0
Total	24	96.0	100.0	
Missing System	1	4.0		
Total	25	100.0		

**A3.30.2: SEI 1996 / 97 Semester 2 Exit Q2 (N=25) (continued)**

**Visual Elements of Interactive Exercises**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than effective	1	4.0	4.2	4.2
	effective	7	28.0	29.2	33.3
	more than effective	13	52.0	54.2	87.5
	very effective	3	12.0	12.5	100.0
	Total	24	96.0	100.0	
Missing	System	1	4.0		
Total		25	100.0		

**A3.30.3: 1997 / 98 Semester 1 Entrance Q3 (N=84)**

**Sex**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	69	82.1	82.1	82.1
	female	15	17.9	17.9	100.0
	Total	84	100.0	100.0	

**Skills & Entrepreneurial Characteristics**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No Confidence	7	8.3	8.4	8.4
	Little Confidence	27	32.1	32.5	41.0
	Some Confidence	38	45.2	45.8	86.7
	Confident	11	13.1	13.3	100.0
	Total	83	98.8	100.0	
Missing	System	1	1.2		
Total		84	100.0		

**Opportunity v Idea in Business**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No Confidence	5	6.0	6.0	6.0
	Little Confidence	43	51.2	51.8	57.8
	Some Confidence	29	34.5	34.9	92.8
	Confident	6	7.1	7.2	100.0
	Total	83	98.8	100.0	
Missing	System	1	1.2		
Total		84	100.0		

**Getting into Business**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No Confidence	8	9.5	9.5	9.5
	Little Confidence	45	53.6	53.6	63.1
	Some Confidence	22	26.2	26.2	89.3
	Confident	9	10.7	10.7	100.0
	Total	84	100.0	100.0	

**Team Building in Business**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No Confidence	6	7.1	7.1	7.1
	Little Confidence	17	20.2	20.2	27.4
	Some Confidence	40	47.6	47.6	75.0
	Confident	19	22.6	22.8	97.8
	Very Confident	2	2.4	2.4	100.0
	Total	84	100.0	100.0	

**Market Research & Sources**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No Confidence	7	8.3	8.3	8.3
	Little Confidence	28	33.3	33.3	41.7
	Some Confidence	35	41.7	41.7	83.3
	Confident	12	14.3	14.3	97.6
	Very Confident	2	2.4	2.4	100.0
	Total	84	100.0	100.0	

**The Business Plan**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No Confidence	11	13.1	13.1	13.1
	Little Confidence	48	54.8	54.8	67.9
	Some Confidence	22	26.2	26.2	94.0
	Confident	5	6.0	6.0	100.0
	Total	84	100.0	100.0	

**Finance Issues**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No Confidence	11	13.1	13.3	13.3
	Little Confidence	39	46.4	47.0	60.2
	Some Confidence	24	28.6	28.9	89.2
	Confident	8	9.5	9.6	98.8
	Very Confident	1	1.2	1.2	100.0
	Total	83	98.8	100.0	
Missing	System	1	1.2		
Total		84	100.0		

**AJ.30.3: 1997 / 98 Semester I Entrance Q3 (N=84) (continued)**

**Patents, Licenses & Legal Issues**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No Confidence	29	34.5	35.4	35.4
	Little Confidence	35	41.7	42.7	78.0
	Some Confidence	14	16.7	17.1	95.1
	Confident	3	3.6	3.7	98.8
	Very Confident	1	1.2	1.2	100.0
	Total	82	97.6	100.0	
Missing	System	2	2.4		
Total		84	100.0		

**Strategic Marketing**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No Confidence	17	20.2	20.5	20.5
	Little Confidence	37	44.0	44.6	65.1
	Some Confidence	23	27.4	27.7	92.8
	Confident	5	6.0	6.0	98.8
	Very Confident	1	1.2	1.2	100.0
	Total	83	98.8	100.0	
Missing	System	1	1.2		
Total		84	100.0		

**Funding**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No Confidence	14	16.7	17.1	17.1
	Little Confidence	47	56.0	57.3	74.4
	Some Confidence	13	15.5	15.9	90.2
	Confident	7	8.3	8.5	98.8
	Very Confident	1	1.2	1.2	100.0
	Total	82	97.6	100.0	
Missing	System	2	2.4		
Total		84	100.0		

**The Investor's Viewpoint**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No Confidence	16	19.0	19.5	19.5
	Little Confidence	41	48.8	50.0	69.5
	Some Confidence	19	22.6	23.2	92.7
	Confident	5	6.0	6.1	98.8
	Very Confident	1	1.2	1.2	100.0
	Total	82	97.6	100.0	
Missing	System	2	2.4		
Total		84	100.0		

**Survival Strategies**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No Confidence	17	20.2	20.7	20.7
	Little Confidence	45	53.6	54.9	75.6
	Some Confidence	16	19.0	19.5	95.1
	Confident	4	4.8	4.9	100.0
	Total	82	97.6	100.0	
Missing	System	2	2.4		
Total		84	100.0		

**AJ.30.4: 1997 / 98 Semester I Exit Q4 (N=15)**

**Sex**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	9	60.0	60.0	60.0
	female	6	40.0	40.0	100.0
	Total	15	100.0	100.0	

**Skills & Entrepreneurial Characteristics**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	little confidence	1	6.7	7.7	7.7
	some confidence	4	26.7	30.8	38.5
	confident	6	40.0	46.2	84.6
	very confident	2	13.3	15.4	100.0
	Total	13	86.7	100.0	
Missing	System	2	13.3		
Total		15	100.0		

**Opportunity v Idea in Business**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	little confidence	1	6.7	7.7	7.7
	some confidence	5	33.3	38.5	46.2
	confident	6	40.0	46.2	92.3
	very confident	1	6.7	7.7	100.0
	Total	13	86.7	100.0	
Missing	System	2	13.3		
Total		15	100.0		

**Getting into Business**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	some confidence	3	20.0	23.1	23.1
	confident	7	46.7	53.8	76.9
	very confident	3	20.0	23.1	100.0
	Total	13	86.7	100.0	
Missing	System	2	13.3		
Total		15	100.0		

**A3.30.4: 1997 / 98 Semester 1 Exit Q4 (N=15) (continued)**

**Team Building in Business**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	some confidence	6	40.0	46.2	46.2
	confident	4	26.7	30.8	76.9
	very confident	3	20.0	23.1	100.0
	Total	13	86.7	100.0	
Missing	System	2	13.3		
Total		15	100.0		

**Market Research & Sources**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	little confidence	2	13.3	15.4	15.4
	some confidence	6	40.0	46.2	61.5
	confident	5	33.3	38.5	100.0
	Total	13	86.7	100.0	
Missing	System	2	13.3		
Total		15	100.0		

**The Business Plan**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	little confidence	1	6.7	7.7	7.7
	some confidence	5	33.3	38.5	46.2
	confident	5	33.3	38.5	84.6
	very confident	2	13.3	15.4	100.0
	Total	13	86.7	100.0	
Missing	System	2	13.3		
Total		15	100.0		

**Finance Issues**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	little confidence	1	6.7	7.7	7.7
	some confidence	6	40.0	46.2	53.8
	confident	6	40.0	46.2	100.0
	Total	13	86.7	100.0	
Missing	System	2	13.3		
Total		15	100.0		

**Patents, Licences & Legal Issues**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	little confidence	1	6.7	7.7	7.7
	some confidence	8	53.3	61.5	69.2
	confident	2	13.3	15.4	84.6
	very confident	2	13.3	15.4	100.0
	Total	13	86.7	100.0	
Missing	System	2	13.3		
Total		15	100.0		

**Strategic Marketing**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	some confidence	8	53.3	61.5	61.5
	confident	3	20.0	23.1	84.6
	very confident	2	13.3	15.4	100.0
	Total	13	86.7	100.0	
Missing	System	2	13.3		
Total		15	100.0		

**Funding**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	some confidence	1	6.7	8.3	8.3
	confident	10	66.7	83.3	91.7
	very confident	1	6.7	8.3	100.0
	Total	12	80.0	100.0	
Missing	System	3	20.0		
Total		15	100.0		

**The Investor's Viewpoint**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	little confidence	2	13.3	15.4	15.4
	some confidence	6	40.0	46.2	61.5
	confident	5	33.3	38.5	100.0
	Total	13	86.7	100.0	
Missing	System	2	13.3		
Total		15	100.0		

**Survival Strategies**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	some confidence	6	40.0	46.2	46.2
	confident	6	40.0	46.2	92.3
	very confident	1	6.7	7.7	100.0
	Total	13	86.7	100.0	
Missing	System	2	13.3		
Total		15	100.0		

**Skills & Entrepreneurial Characteristics**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Appropriate	13	86.7	86.7	86.7
	Too Detailed	2	13.3	13.3	100.0
	Total	15	100.0	100.0	

**Opportunity v Idea in Business**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Appropriate	12	80.0	80.0	80.0
	Too Detailed	3	20.0	20.0	100.0
	Total	15	100.0	100.0	

**Getting into Business**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Too Basic	4	26.7	26.7	26.7
	Appropriate	10	66.7	66.7	93.3
	Too Detailed	1	6.7	6.7	100.0
	Total	15	100.0	100.0	

**Team Building in Business**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Too Basic	2	13.3	13.3	13.3
	Appropriate	10	66.7	66.7	80.0
	Too Detailed	3	20.0	20.0	100.0
	Total	15	100.0	100.0	

**Market Research & Sources**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Too Basic	1	6.7	6.7	6.7
	Appropriate	14	93.3	93.3	100.0
	Total	15	100.0	100.0	

**The Business Plan**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Too Basic	3	20.0	21.4	21.4
	Appropriate	11	73.3	78.6	100.0
	Total	14	93.3	100.0	
Missing	System	1	6.7		
Total		15	100.0		

**Finance Issues**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Too Basic	3	20.0	20.0	20.0
	Appropriate	12	80.0	80.0	100.0
	Total	15	100.0	100.0	

**Patents, Licences & Legal Issues**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Too Basic	4	26.7	26.7	26.7
	Appropriate	7	46.7	46.7	73.3
	Too Detailed	4	26.7	26.7	100.0
	Total	15	100.0	100.0	

**Strategic Marketing**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Appropriate	12	80.0	80.0	80.0
	Too Detailed	3	20.0	20.0	100.0
	Total	15	100.0	100.0	

**Funding**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Too Basic	2	13.3	13.3	13.3
	Appropriate	13	86.7	86.7	100.0
	Total	15	100.0	100.0	

**The Investor's Viewpoint**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Too Basic	1	6.7	6.7	6.7
	Appropriate	12	80.0	80.0	86.7
	Too Detailed	2	13.3	13.3	100.0
	Total	15	100.0	100.0	

**Survival Strategies**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Too Basic	4	26.7	26.7	26.7
	Appropriate	11	73.3	73.3	100.0
	Total	15	100.0	100.0	

**Main Text Windows**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	1	6.7	6.7	6.7
	little effective	1	6.7	6.7	13.3
	effective	1	6.7	6.7	20.0
	more than effective	9	60.0	60.0	80.0
	highly effective	3	20.0	20.0	100.0
	Total	15	100.0	100.0	

**Interactive Exercises**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	little effective	1	6.7	6.7	6.7
	effective	4	26.7	26.7	33.3
	more than effective	4	26.7	26.7	60.0
	highly effective	6	40.0	40.0	100.0
	Total	15	100.0	100.0	

**Notepad Exercises**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	1	6.7	7.1	7.1
	little effective	2	13.3	14.3	21.4
	effective	9	60.0	64.3	85.7
	more than effective	2	13.3	14.3	100.0
	Total	14	93.3	100.0	
Missing	System	1	6.7		
Total		15	100.0		

**Learning Summaries**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	3	20.0	20.0	20.0
	little effective	1	6.7	6.7	26.7
	effective	5	33.3	33.3	60.0
	more than effective	3	20.0	20.0	80.0
	highly effective	3	20.0	20.0	100.0
	Total	15	100.0	100.0	

**Problem Solving Exercise**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	effective	3	20.0	21.4	21.4
	more than effective	6	40.0	42.9	64.3
	highly effective	5	33.3	35.7	100.0
	Total	14	93.3	100.0	
Missing	System	1	6.7		
Total		15	100.0		

**Business Plan Evaluation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	effective	5	33.3	35.7	35.7
	more than effective	5	33.3	35.7	71.4
	highly effective	4	26.7	28.6	100.0
	Total	14	93.3	100.0	
Missing	System	1	6.7		
Total		15	100.0		

**Navigation Feet (green / red)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	effective	1	6.7	6.7	6.7
	more than effective	3	20.0	20.0	26.7
	highly effective	11	73.3	73.3	100.0
	Total	15	100.0	100.0	



**AJ.30.4: 1997/98 Semester I Exit Q4 (N=15) (continued)**

**Hyperlink Links**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid little effective	1	6.7	7.1	7.1
effective	9	33.3	35.7	42.9
more than effective	3	20.0	21.4	64.3
highly effective	9	33.3	35.7	100.0
Total	14	93.3	100.0	
Missing System	1	6.7		
Total	15	100.0		

**History Window**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not effective	1	6.7	10.0	10.0
little effective	2	13.3	20.0	30.0
effective	2	13.3	20.0	50.0
more than effective	4	26.7	40.0	90.0
highly effective	1	6.7	10.0	100.0
Total	10	66.7	100.0	
Missing System	5	33.3		
Total	15	100.0		

**Glossary Window**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not effective	1	6.7	9.1	9.1
effective	6	40.0	54.5	63.6
more than effective	2	13.3	18.2	81.8
highly effective	2	13.3	18.2	100.0
Total	11	73.3	100.0	
Missing System	4	26.7		
Total	15	100.0		

**Main Map (showing overview)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid effective	3	20.0	21.4	21.4
more than effective	3	20.0	21.4	42.9
highly effective	8	53.3	57.1	100.0
Total	14	93.3	100.0	
Missing System	1	6.7		
Total	15	100.0		

**Structure Map (showing contents)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid effective	1	6.7	6.7	6.7
more than effective	1	6.7	6.7	13.3
highly effective	13	86.7	86.7	100.0
Total	15	100.0	100.0	

**Button Links**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid little effective	1	6.7	7.7	7.7
effective	2	13.3	15.4	23.1
more than effective	6	40.0	46.2	69.2
highly effective	4	26.7	30.8	100.0
Total	13	86.7	100.0	
Missing System	2	13.3		
Total	15	100.0		

**Graphics Used**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid little effective	3	20.0	21.4	21.4
more than effective	3	33.3	35.7	57.1
highly effective	6	40.0	42.9	100.0
Total	14	93.3	100.0	
Missing System	1	6.7		
Total	15	100.0		

**Colours Used**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid little effective	2	13.3	13.3	13.3
effective	1	6.7	6.7	20.0
more than effective	6	40.0	40.0	60.0
highly effective	6	40.0	40.0	100.0
Total	15	100.0	100.0	

**Scenarios Used**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not effective	2	13.3	14.3	14.3
little effective	1	6.7	7.1	21.4
effective	3	20.0	21.4	42.9
more than effective	3	20.0	21.4	64.3
highly effective	6	33.3	35.7	100.0
Total	14	93.3	100.0	
Missing System	1	6.7		
Total	15	100.0		

**Text Used**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid effective	3	20.0	21.4	21.4
more than effective	8	53.3	57.1	78.6
highly effective	3	20.0	21.4	100.0
Total	14	93.3	100.0	
Missing System	1	6.7		
Total	15	100.0		

**Tasks Specified**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid little effective	3	20.0	21.4	21.4
effective	4	26.7	28.6	50.0
more than effective	4	26.7	28.6	78.6
highly effective	3	20.0	21.4	100.0
Total	14	93.3	100.0	
Missing System	1	6.7		
Total	15	100.0		

**Feedback Given**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not effective	1	6.7	7.7	7.7
little effective	2	13.3	15.4	23.1
effective	2	13.3	15.4	38.5
more than effective	5	33.3	38.5	76.9
highly effective	3	20.0	23.1	100.0
Total	13	86.7	100.0	
Missing System	2	13.3		
Total	15	100.0		

**AJ.30.4: 1997 / 98 Semester 1 Exit Q4 (N=15) (continued)**

**Relevance to Module**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	effective	3	20.0	21.4	21.4
	more than effective	7	46.7	80.0	71.4
	highly effective	4	26.7	28.6	100.0
	Total	14	93.3	100.0	
Missing	System	1	6.7		
Total		15	100.0		

**Difficulty of Exercises**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	1	6.7	6.7	6.7
	effective	5	33.3	33.3	40.0
	more than effective	7	46.7	46.7	86.7
	highly effective	2	13.3	13.3	100.0
Total		15	100.0	100.0	

**AJ.30.5: 1997 / 98 Semester 2 Entrance Q5 (N=41)**

**Skills & Entrepreneurial Characteristics (required to run a business)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	4	9.8	10.0	10.0
	little confidence	7	17.1	17.5	27.5
	some confidence	22	53.7	55.0	82.5
	confident	7	17.1	17.5	100.0
	Total	40	97.6	100.0	
Missing	System	1	2.4		
Total		41	100.0		

**Opportunity v Idea in Business**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	2	4.9	5.0	5.0
	little confidence	12	29.3	30.0	35.0
	some confidence	19	46.3	47.5	82.5
	confident	6	14.6	15.0	97.5
	very confident	1	2.4	2.5	100.0
	Total	40	97.6	100.0	
Missing	System	1	2.4		
Total		41	100.0		

**Getting into Business**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	2	4.9	4.9	4.9
	little confidence	11	26.8	26.8	31.7
	some confidence	18	43.9	43.9	75.6
	confident	8	22.0	22.0	97.6
	very confident	1	2.4	2.4	100.0
Total		41	100.0	100.0	

**Team Building in Business**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	2	4.9	4.9	4.9
	little confidence	7	17.1	17.1	22.0
	some confidence	13	31.7	31.7	53.7
	confident	16	39.0	39.0	92.7
	very confident	3	7.3	7.3	100.0
Total		41	100.0	100.0	

**Market Research & Sources**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	2	4.9	4.9	4.9
	little confidence	7	17.1	17.1	22.0
	some confidence	15	36.6	36.6	58.5
	confident	15	36.6	36.6	95.1
	very confident	2	4.9	4.9	100.0
	Total	41	100.0	100.0	

**The Business Plan**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	5	12.2	12.2	12.2
	little confidence	14	34.1	34.1	46.3
	some confidence	19	46.3	46.3	92.7
	confident	3	7.3	7.3	100.0
	Total	41	100.0	100.0	

**Finance Issues**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	7	17.1	17.5	17.5
	little confidence	15	36.6	37.5	55.0
	some confidence	13	31.7	32.5	87.5
	confident	5	12.2	12.5	100.0
	Total	40	97.6	100.0	
Missing	System	1	2.4		
Total		41	100.0		

**Patents, Licences & Legal Issues**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	16	39.0	39.0	39.0
	little confidence	14	34.1	34.1	73.2
	some confidence	10	24.4	24.4	97.6
	confident	1	2.4	2.4	100.0
	Total	41	100.0	100.0	

**Strategic Marketing**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	5	12.2	12.2	12.2
	little confidence	11	26.8	26.8	39.0
	some confidence	13	31.7	31.7	70.7
	confident	11	26.8	26.8	97.6
	very confident	1	2.4	2.4	100.0
	Total	41	100.0	100.0	

**Funding**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	8	19.5	19.5	19.5
	little confidence	18	43.9	43.9	63.4
	some confidence	10	24.4	24.4	87.8
	confident	5	12.2	12.2	100.0
	Total	41	100.0	100.0	

**AJ.30.5: 1997 / 98 Semester 2 Entrance Q5 (N=41)**

**The Investor's Viewpoint**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no confidence	6	14.6	14.6	14.6
little confidence	16	39.0	39.0	53.7
some confidence	13	31.7	31.7	85.4
confident	6	14.6	14.6	100.0
Total	41	100.0	100.0	

**Survival Strategies**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no confidence	8	19.5	19.5	19.5
little confidence	15	36.6	36.6	56.1
some confidence	11	26.8	26.8	82.9
confident	6	14.6	14.6	97.6
very confident	1	2.4	2.4	100.0
Total	41	100.0	100.0	

**AJ.30.6: 1997 / 98 Semester 2 Midpoint Q6 (N=23)**

**Skills & Entrepreneurial Characteristics (required to run a business)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid some confidence	9	39.1	39.1	39.1
confident	13	56.5	56.5	95.7
very confident	1	4.3	4.3	100.0
Total	23	100.0	100.0	

**Opportunity v Idea in Business**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid some confidence	6	26.1	26.6	26.6
confident	9	39.1	42.9	71.4
very confident	6	26.1	28.6	100.0
Total	21	91.3	100.0	
Missing System	2	8.7		
Total	23	100.0		

**Getting into Business**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid some confidence	10	43.5	45.5	45.5
confident	10	43.5	45.5	90.9
very confident	2	8.7	9.1	100.0
Total	22	95.7	100.0	
Missing System	1	4.3		
Total	23	100.0		

**Team Building in Business**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid some confidence	2	8.7	9.5	9.5
confident	11	47.8	52.4	61.9
very confident	8	34.8	38.1	100.0
Total	21	91.3	100.0	
Missing System	2	8.7		
Total	23	100.0		

**Market Research & Sources**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid some confidence	4	17.4	19.0	19.0
confident	7	30.4	33.3	52.4
very confident	10	43.5	47.8	100.0
Total	21	91.3	100.0	
Missing System	2	8.7		
Total	23	100.0		

**The Business Plan**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid little confidence	2	8.7	9.5	9.5
some confidence	7	30.4	33.3	42.9
confident	11	47.8	52.4	95.2
very confident	1	4.3	4.8	100.0
Total	21	91.3	100.0	
Missing System	2	8.7		
Total	23	100.0		

**Finance Issues**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no confidence	3	13.0	17.6	17.6
little confidence	4	17.4	23.5	41.2
some confidence	6	26.1	35.3	76.5
confident	4	17.4	23.5	100.0
Total	17	73.9	100.0	
Missing System	6	26.1		
Total	23	100.0		

**Patents, Licenses & Legal Issues**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no confidence	2	8.7	11.1	11.1
little confidence	6	26.1	33.3	44.4
some confidence	7	30.4	38.9	83.3
confident	3	13.0	16.7	100.0
Total	18	78.3	100.0	
Missing System	5	21.7		
Total	23	100.0		

**Strategic Marketing**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no confidence	1	4.3	5.6	5.6
little confidence	4	17.4	22.2	27.8
some confidence	5	21.7	27.8	55.6
confident	7	30.4	38.9	94.4
very confident	1	4.3	5.6	100.0
Total	18	78.3	100.0	
Missing System	5	21.7		
Total	23	100.0		

**Funding**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no confidence	2	8.7	13.3	13.3
little confidence	4	17.4	26.7	40.0
some confidence	7	30.4	46.7	86.7
confident	2	8.7	13.3	100.0
Total	15	65.2	100.0	
Missing System	8	34.8		
Total	23	100.0		

**AJ.30.6: 1997 '98 Semester 2 Midpoint Q6 (N=23) (continued)**

**The Investor's Viewpoint**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	1	4.3	8.7	8.7
	little confidence	6	26.1	40.0	48.7
	some confidence	8	34.8	53.3	100.0
	Total	15	65.2	100.0	
Missing	System	8	34.8		
Total		23	100.0		

**Survival Strategies**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	2	8.7	14.3	14.3
	little confidence	5	21.7	35.7	50.0
	some confidence	5	21.7	35.7	85.7
	confident	1	4.3	7.1	92.9
	very confident	1	4.3	7.1	100.0
	Total	14	60.9	100.0	
Missing	System	9	39.1		
Total		23	100.0		

**Skills & Entrepreneurial Characteristics (required to run a business)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	too basic	2	8.7	8.7	8.7
	appropriate	20	87.0	87.0	95.7
	too detailed	1	4.3	4.3	100.0
	Total	23	100.0	100.0	

**Opportunity v Idea in Business**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	too basic	1	4.3	4.3	4.3
	appropriate	20	87.0	87.0	91.3
	too detailed	2	8.7	8.7	100.0
	Total	23	100.0	100.0	

**Getting into Business**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	too basic	2	8.7	8.7	8.7
	appropriate	16	69.6	69.6	78.3
	too detailed	5	21.7	21.7	100.0
	Total	23	100.0	100.0	

**Team Building in Business**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	too basic	1	4.3	4.5	4.5
	appropriate	21	91.3	95.5	100.0
	Total	22	95.7	100.0	
Missing	System	1	4.3		
Total		23	100.0		

**Market Research & Sources**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	too basic	2	8.7	9.5	9.5
	appropriate	15	65.2	71.4	81.0
	too detailed	4	17.4	19.0	100.0
	Total	21	91.3	100.0	
Missing	System	2	8.7		
Total		23	100.0		

**The Business Plan**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	appropriate	17	73.9	94.4	94.4
	too detailed	1	4.3	5.6	100.0
	Total	18	78.3	100.0	
Missing	System	5	21.7		
Total		23	100.0		

**Finance Issues**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	too basic	4	17.4	44.4	44.4
	appropriate	5	21.7	55.6	100.0
	Total	9	39.1	100.0	
Missing	System	14	60.9		
Total		23	100.0		

**Patents, Licences & Legal Issues**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	too basic	1	4.3	10.0	10.0
	appropriate	9	39.1	90.0	100.0
	Total	10	43.5	100.0	
Missing	System	13	56.5		
Total		23	100.0		

**Strategic Marketing**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	too basic	3	13.0	25.0	25.0
	appropriate	9	39.1	75.0	100.0
	Total	12	52.2	100.0	
Missing	System	11	47.8		
Total		23	100.0		

**Funding**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	too basic	4	17.4	50.0	50.0
	appropriate	4	17.4	50.0	100.0
	Total	8	34.8	100.0	
Missing	System	15	65.2		
Total		23	100.0		

**The Investor's Viewpoint**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	too basic	3	13.0	37.5	37.5
	appropriate	5	21.7	62.5	100.0
	Total	8	34.8	100.0	
Missing	System	15	65.2		
Total		23	100.0		

**Survival Strategies**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	too basic	3	13.0	42.9	42.9
	appropriate	4	17.4	57.1	100.0
	Total	7	30.4	100.0	
Missing	System	16	69.6		
Total		23	100.0		

**A3.30.6: 1997 / 98 Semester 2 Midpoint Q6 (N=23) (continued)**

**Main Text Windows**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid slightly effective	1	4.3	4.3	4.3
effective	8	34.8	34.8	39.1
more than effective	6	26.1	26.1	65.2
highly effective	8	34.8	34.8	100.0
Total	23	100.0	100.0	

**Interactive Exercises**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid effective	7	30.4	31.8	31.8
more than effective	5	21.7	22.7	54.5
highly effective	10	43.5	45.5	100.0
Total	22	95.7	100.0	
Missing System	1	4.3		
Total	23	100.0		

**Notepad Exercises**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not effective	2	8.7	10.0	10.0
slightly effective	4	17.4	20.0	30.0
effective	10	43.5	50.0	80.0
more than effective	3	13.0	15.0	95.0
highly effective	1	4.3	5.0	100.0
Total	20	87.0	100.0	
Missing System	3	13.0		
Total	23	100.0		

**Learning Summaries**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not effective	1	4.3	4.3	4.3
slightly effective	2	8.7	8.7	13.0
effective	7	30.4	30.4	43.5
more than effective	8	34.8	34.8	78.3
highly effective	5	21.7	21.7	100.0
Total	23	100.0	100.0	

**Problem Solving Exercises**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid effective	3	13.0	20.0	20.0
more than effective	7	30.4	46.7	66.7
highly effective	5	21.7	33.3	100.0
Total	15	65.2	100.0	
Missing System	8	34.8		
Total	23	100.0		

**Business Plan Evaluation**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid effective	4	17.4	50.0	50.0
more than effective	3	13.0	37.5	87.5
highly effective	1	4.3	12.5	100.0
Total	8	34.8	100.0	
Missing System	15	65.2		
Total	23	100.0		

**Navigation Feet (green / red)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid slightly effective	2	8.7	8.7	8.7
effective	4	17.4	17.4	26.1
more than effective	3	13.0	13.0	39.1
highly effective	14	60.9	60.9	100.0
Total	23	100.0	100.0	

**Hypertext Links**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid slightly effective	2	8.7	8.7	8.7
effective	5	21.7	21.7	30.4
more than effective	13	56.5	56.5	87.0
highly effective	3	13.0	13.0	100.0
Total	23	100.0	100.0	

**History Window**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not effective	3	13.0	14.3	14.3
slightly effective	3	13.0	14.3	28.6
effective	6	26.1	28.6	57.1
more than effective	6	26.1	28.6	85.7
highly effective	2	8.7	9.5	95.2
did not use	1	4.3	4.8	100.0
Total	21	91.3	100.0	
Missing System	2	8.7		
Total	23	100.0		

**Glossary Window**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not effective	4	17.4	19.0	19.0
slightly effective	4	17.4	19.0	38.1
effective	7	30.4	33.3	71.4
more than effective	5	21.7	23.8	95.2
did not use	1	4.3	4.8	100.0
Total	21	91.3	100.0	
Missing System	2	8.7		
Total	23	100.0		

**Main Map (showing overview)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid slightly effective	2	8.7	8.7	8.7
effective	5	21.7	21.7	30.4
more than effective	7	30.4	30.4	60.9
highly effective	9	39.1	39.1	100.0
Total	23	100.0	100.0	

**Structure Map (showing contents)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid slightly effective	1	4.3	4.3	4.3
effective	1	4.3	4.3	8.7
more than effective	7	30.4	30.4	39.1
highly effective	14	60.9	60.9	100.0
Total	23	100.0	100.0	

**A3.30.6: 1997 / 98 Semester 2 Midpoint Q6 (N=23) (continued)**

**Button Links**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	slightly effective	1	4.3	5.3	5.3
	effective	6	26.1	31.6	36.8
	more than effective	8	34.8	42.1	78.9
	highly effective	4	17.4	21.1	100.0
	Total	19	82.6	100.0	
Missing	System	4	17.4		
Total		23	100.0		

**Graphics used in self contained exercises**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	1	4.3	4.3	4.3
	slightly effective	3	13.0	13.0	17.4
	effective	5	21.7	21.7	39.1
	more than effective	6	26.1	26.1	65.2
	highly effective	7	30.4	30.4	95.7
	did not notice	1	4.3	4.3	100.0
Total		23	100.0	100.0	

**Colours used in self contained exercises**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	slightly effective	1	4.3	4.3	4.3
	effective	6	26.1	26.1	30.4
	more than effective	6	26.1	26.1	56.5
	highly effective	9	39.1	39.1	95.7
	did not notice	1	4.3	4.3	100.0
Total		23	100.0	100.0	

**Scenarios used in self contained exercises**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	effective	6	26.1	26.1	26.1
	more than effective	10	43.5	43.5	69.6
	highly effective	5	21.7	21.7	91.3
	did not notice	2	8.7	8.7	100.0
Total		23	100.0	100.0	

**Text used in self contained exercises**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	effective	4	17.4	17.4	17.4
	more than effective	10	43.5	43.5	60.9
	highly effective	8	34.8	34.8	95.7
	did not notice	1	4.3	4.3	100.0
Total		23	100.0	100.0	

**Tasks specified in self contained exercises**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	effective	7	30.4	30.4	30.4
	more than effective	9	39.1	39.1	69.6
	highly effective	6	26.1	26.1	95.7
	did not notice	1	4.3	4.3	100.0
Total		23	100.0	100.0	

**Feedback given in self contained exercises**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	slightly effective	2	8.7	9.1	9.1
	effective	4	17.4	18.2	27.3
	more than effective	8	34.8	36.4	63.6
	highly effective	7	30.4	31.8	95.5
	did not notice	1	4.3	4.5	100.0
Total		22	95.7	100.0	
Missing	System	1	4.3		
Total		23	100.0		

**Relevance of self contained exercises to module**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	slightly effective	1	4.3	4.5	4.5
	effective	1	4.3	4.5	9.1
	more than effective	10	43.5	45.5	54.5
	highly effective	9	39.1	40.9	95.5
	did not notice	1	4.3	4.5	100.0
Total		22	95.7	100.0	
Missing	System	1	4.3		
Total		23	100.0		

**Difficulty level of self contained exercises**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	1	4.3	4.3	4.3
	slightly effective	1	4.3	4.3	8.7
	effective	11	47.8	47.8	56.5
	more than effective	7	30.4	30.4	87.0
	highly effective	2	8.7	8.7	95.7
	did not notice	1	4.3	4.3	100.0
Total		23	100.0	100.0	

**A3.30.7: 1997 / 98 Semester 2 Exit Q7 (N=24)**

**Skills & Entrepreneurial Characteristics (required to run a business)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid some confidence	9	37.5	37.5	37.5
confident	12	50.0	50.0	87.5
very confident	3	12.5	12.5	100.0
Total	24	100.0	100.0	

**Opportunity v Idea in Business**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid some confidence	8	33.3	36.4	36.4
confident	12	50.0	54.5	90.9
very confident	2	8.3	9.1	100.0
Total	22	91.7	100.0	
Missing System	2	8.3		
Total	24	100.0		

**Getting into Business**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid some confidence	8	33.3	33.3	33.3
confident	13	54.2	54.2	87.5
very confident	3	12.5	12.5	100.0
Total	24	100.0	100.0	

**Team Building in Business**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid little confidence	1	4.2	4.2	4.2
some confidence	6	25.0	25.0	29.2
confident	14	58.3	58.3	87.5
very confident	3	12.5	12.5	100.0
Total	24	100.0	100.0	

**Market Research & Sources**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid little confidence	5	20.8	20.8	20.8
some confidence	5	20.8	20.8	41.7
confident	6	25.0	25.0	66.7
very confident	8	33.3	33.3	100.0
Total	24	100.0	100.0	

**The Business Plan**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid some confidence	3	12.5	12.5	12.5
confident	13	54.2	54.2	66.7
very confident	8	33.3	33.3	100.0
Total	24	100.0	100.0	

**Finance Issues**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid little confidence	4	16.7	16.7	16.7
some confidence	8	33.3	33.3	50.0
confident	9	37.5	37.5	87.5
very confident	3	12.5	12.5	100.0
Total	24	100.0	100.0	

**Patents, Licences & Legal Issues**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid little confidence	5	20.8	20.8	20.8
some confidence	10	41.7	41.7	62.5
confident	5	20.8	20.8	83.3
very confident	4	16.7	16.7	100.0
Total	24	100.0	100.0	

**Strategic Marketing**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid little confidence	5	20.8	20.8	20.8
some confidence	8	33.3	33.3	54.2
confident	6	25.0	25.0	79.2
very confident	5	20.8	20.8	100.0
Total	24	100.0	100.0	

**Funding**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid little confidence	3	12.5	12.5	12.5
some confidence	8	33.3	33.3	45.8
confident	12	50.0	50.0	95.8
very confident	1	4.2	4.2	100.0
Total	24	100.0	100.0	

**The Investor's Viewpoint**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid some confidence	7	29.2	29.2	29.2
confident	12	50.0	50.0	79.2
very confident	5	20.8	20.8	100.0
Total	24	100.0	100.0	

**Survival Strategies**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid some confidence	9	37.5	37.5	37.5
confident	11	45.8	45.8	83.3
very confident	4	16.7	16.7	100.0
Total	24	100.0	100.0	

**Skills & Entrepreneurial Characteristics (required to run a business)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid too basic	1	4.2	4.5	4.5
appropriate	17	70.8	77.3	81.8
too detailed	4	16.7	18.2	100.0
Total	22	91.7	100.0	
Missing System	2	8.3		
Total	24	100.0		

**Opportunity v Idea in Business**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid too basic	2	8.3	9.1	9.1
appropriate	18	75.0	81.8	90.9
too detailed	2	8.3	9.1	100.0
Total	22	91.7	100.0	
Missing System	2	8.3		
Total	24	100.0		

**AJ.30.7: 1997 / 98 Semester 2 Exit Q7 (N=24) (continued)**

**Getting Into Business**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	too basic	2	8.3	9.1	9.1
	appropriate	19	79.2	86.4	95.5
	too detailed	1	4.2	4.5	100.0
	Total	22	91.7	100.0	
Missing	System	2	8.3		
Total		24	100.0		

**Team Building in Business**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	appropriate	19	79.2	86.4	86.4
	too detailed	3	12.5	13.8	100.0
	Total	22	91.7	100.0	
Missing	System	2	8.3		
Total		24	100.0		

**Market Research & Sources**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	too basic	2	8.3	9.1	9.1
	appropriate	17	70.8	77.3	86.4
	too detailed	3	12.5	13.8	100.0
	Total	22	91.7	100.0	
Missing	System	2	8.3		
Total		24	100.0		

**The Business Plan**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	too basic	1	4.2	4.5	4.5
	appropriate	20	83.3	90.9	95.5
	too detailed	1	4.2	4.5	100.0
	Total	22	91.7	100.0	
Missing	System	2	8.3		
Total		24	100.0		

**Finance Issues**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	too basic	3	12.5	13.0	13.0
	appropriate	17	70.8	73.9	87.0
	too detailed	3	12.5	13.0	100.0
	Total	23	95.8	100.0	
Missing	System	1	4.2		
Total		24	100.0		

**Patents, Licences & Legal Issues**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	too basic	2	8.3	8.7	8.7
	appropriate	17	70.8	73.9	82.6
	too detailed	4	16.7	17.4	100.0
	Total	23	95.8	100.0	
Missing	System	1	4.2		
Total		24	100.0		

**Strategic Marketing**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	too basic	1	4.2	4.3	4.3
	appropriate	20	83.3	87.0	91.3
	too detailed	2	8.3	8.7	100.0
	Total	23	95.8	100.0	
Missing	System	1	4.2		
Total		24	100.0		

**Funding**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	too basic	2	8.3	8.7	8.7
	appropriate	21	87.5	91.3	100.0
	Total	23	95.8	100.0	
Missing	System	1	4.2		
Total		24	100.0		

**The Investor's Viewpoint**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	too basic	1	4.2	4.3	4.3
	appropriate	22	91.7	95.7	100.0
	Total	23	95.8	100.0	
Missing	System	1	4.2		
Total		24	100.0		

**Survival Strategies**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	appropriate	23	95.8	100.0	100.0
Missing	System	1	4.2		
Total		24	100.0		

**Main Text Windows**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	slightly effective	1	4.2	4.3	4.3
	effective	5	20.8	21.7	26.1
	more than effective	11	45.8	47.8	73.9
	highly effective	6	25.0	26.1	100.0
	Total	23	95.8	100.0	
Missing	System	1	4.2		
Total		24	100.0		

**Interactive Exercises**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	slightly effective	2	8.3	8.7	8.7
	effective	3	12.5	13.0	21.7
	more than effective	6	25.0	26.1	47.8
	highly effective	12	50.0	52.2	100.0
	Total	23	95.8	100.0	
Missing	System	1	4.2		
Total		24	100.0		



**Notepad Exercises**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	1	4.2	4.3	4.3
	slightly effective	5	20.8	21.7	26.1
	effective	9	37.5	39.1	65.2
	more than effective	6	25.0	26.1	91.3
	highly effective	2	8.3	8.7	100.0
	Total	23	95.8	100.0	
Missing	System	1	4.2		
Total		24	100.0		

**Learning Summaries**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	1	4.2	4.3	4.3
	slightly effective	1	4.2	4.3	8.7
	effective	5	20.8	21.7	30.4
	more than effective	8	33.3	34.8	65.2
	highly effective	8	33.3	34.8	100.0
	Total	23	95.8	100.0	
Missing	System	1	4.2		
Total		24	100.0		

**Problem Solving Exercises**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	effective	5	20.8	21.7	21.7
	more than effective	10	41.7	43.5	65.2
	highly effective	8	33.3	34.8	100.0
	Total	23	95.8	100.0	
Missing	System	1	4.2		
Total		24	100.0		

**Business Plan Evaluation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	slightly effective	1	4.2	4.3	4.3
	effective	2	8.3	8.7	13.0
	more than effective	11	45.8	47.8	60.9
	highly effective	9	37.5	39.1	100.0
	Total	23	95.8	100.0	
Missing	System	1	4.2		
Total		24	100.0		

**Navigation Feet (green / red)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	effective	2	8.3	8.7	8.7
	more than effective	4	16.7	17.4	26.1
	highly effective	17	70.8	73.9	100.0
	Total	23	95.8	100.0	
Missing	System	1	4.2		
Total		24	100.0		

**Hypertext Links**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	1	4.2	4.3	4.3
	slightly effective	1	4.2	4.3	8.7
	effective	4	16.7	17.4	26.1
	more than effective	7	29.2	30.4	56.5
	highly effective	10	41.7	43.5	100.0
	Total	23	95.8	100.0	
Missing	System	1	4.2		
Total		24	100.0		

**History Window**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	3	12.5	13.0	13.0
	slightly effective	2	8.3	8.7	21.7
	effective	5	20.8	21.7	43.5
	more than effective	8	33.3	34.8	78.3
	highly effective	5	20.8	21.7	100.0
	Total	23	95.8	100.0	
Missing	System	1	4.2		
Total		24	100.0		

**Glossary Window**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	1	4.2	4.5	4.5
	slightly effective	4	16.7	18.2	22.7
	effective	7	29.2	31.8	54.5
	more than effective	8	33.3	36.4	90.9
	highly effective	2	8.3	9.1	100.0
	Total	22	91.7	100.0	
Missing	System	2	8.3		
Total		24	100.0		

**Main Map (showing overview)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	slightly effective	2	8.3	8.7	8.7
	effective	7	29.2	30.4	39.1
	more than effective	1	4.2	4.3	43.5
	highly effective	13	54.2	58.5	100.0
	Total	23	95.8	100.0	
Missing	System	1	4.2		
Total		24	100.0		

**Structure Map (showing contents)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	effective	4	16.7	17.4	17.4
	more than effective	6	25.0	26.1	43.5
	highly effective	13	54.2	58.5	100.0
	Total	23	95.8	100.0	
Missing	System	1	4.2		
Total		24	100.0		

**Button Links**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	2	8.3	9.1	9.1
	effective	3	12.5	13.6	22.7
	more than effective	8	33.3	36.4	59.1
	highly effective	9	37.5	40.9	100.0
	Total	22	91.7	100.0	
Missing	System	2	8.3		
Total		24	100.0		

**Graphics used in self contained exercises**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	slightly effective	1	4.2	4.3	4.3
	effective	5	20.8	21.7	26.1
	more than effective	5	20.8	21.7	47.8
	highly effective	12	50.0	52.2	100.0
	Total	23	95.8	100.0	
Missing	System	1	4.2		
Total		24	100.0		

**A3.30.7: 1997 / 98 Semester 2 Exit Q7 (N=24) (continued)**

**Colours used in self contained exercises**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	1	4.2	4.3	4.3
	slightly effective	1	4.2	4.3	8.7
	effective	3	12.5	13.0	21.7
	more than effective	6	25.0	26.1	47.8
	highly effective	12	50.0	52.2	100.0
	Total	23	95.8	100.0	
Missing	System	1	4.2		
Total		24	100.0		

**Scenarios used in self contained exercises**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	effective	7	29.2	30.4	30.4
	more than effective	7	29.2	30.4	60.8
	highly effective	9	37.5	39.1	100.0
	Total	23	95.8	100.0	
Missing	System	1	4.2		
Total		24	100.0		

**Text used in self contained exercises**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	slightly effective	2	8.3	8.7	8.7
	effective	4	16.7	17.4	26.1
	more than effective	9	37.5	39.1	65.2
	highly effective	8	33.3	34.8	100.0
	Total	23	95.8	100.0	
Missing	System	1	4.2		
Total		24	100.0		

**Tasks specified in self contained exercises**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	effective	7	29.2	30.4	30.4
	more than effective	11	45.8	47.8	78.3
	highly effective	5	20.8	21.7	100.0
	Total	23	95.8	100.0	
Missing	System	1	4.2		
Total		24	100.0		

**Feedback given in self contained exercises**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	3	12.5	13.0	13.0
	slightly effective	2	8.3	8.7	21.7
	effective	7	29.2	30.4	52.2
	more than effective	5	20.8	21.7	73.9
	highly effective	6	25.0	26.1	100.0
	Total	23	95.8	100.0	
Missing	System	1	4.2		
Total		24	100.0		

**Relevance of self contained exercises to module**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	slightly effective	1	4.2	4.3	4.3
	effective	4	16.7	17.4	21.7
	more than effective	9	37.5	39.1	60.8
	highly effective	9	37.5	39.1	100.0
	Total	23	95.8	100.0	
Missing	System	1	4.2		
Total		24	100.0		

**Difficulty level of self contained exercises**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	1	4.2	4.3	4.3
	slightly effective	2	8.3	8.7	13.0
	effective	7	29.2	30.4	43.5
	more than effective	12	50.0	52.2	95.7
	highly effective	1	4.2	4.3	100.0
	Total	23	95.8	100.0	
Missing	System	1	4.2		
Total		24	100.0		

**A3.30.8: 1998 / 99 Semester 1 Entrance Q8 (N=123)**

**Skills & Entrepreneurial Characteristics (required to run a business)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	20	16.3	16.4	16.4
	little confidence	34	27.6	27.9	44.3
	some confidence	45	36.6	36.9	81.1
	confident	20	16.3	16.4	97.5
	very confident	3	2.4	2.5	100.0
	Total	122	99.2	100.0	
Missing	System	1	.8		
Total		123	100.0		

**Opportunity v Idea In Business**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	11	8.9	10.6	10.6
	little confidence	41	33.3	39.4	50.0
	some confidence	37	30.1	35.6	85.6
	confident	14	11.4	13.5	99.0
	very confident	1	.8	1.0	100.0
	Total	104	84.6	100.0	
Missing	System	19	15.4		
Total		123	100.0		

**Getting Into Business**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	14	11.4	11.4	11.4
	little confidence	43	35.0	35.0	46.3
	some confidence	43	35.0	35.0	81.3
	confident	21	17.1	17.1	98.4
	very confident	2	1.6	1.6	100.0
	Total	123	100.0	100.0	

**Team Building In Business**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	11	8.9	9.1	9.1
	little confidence	22	17.9	18.2	27.3
	some confidence	62	50.4	51.2	78.5
	confident	23	18.7	19.0	97.5
	very confident	3	2.4	2.5	100.0
	Total	121	98.4	100.0	
Missing	System	2	1.6		
Total		123	100.0		

**Market Research & Sources**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	16	13.0	13.1	13.1
	little confidence	31	25.2	25.4	38.5
	some confidence	47	38.2	38.5	77.0
	confident	24	19.5	19.7	96.7
	very confident	4	3.3	3.3	100.0
	Total	122	99.2	100.0	
Missing	System	1	.8		
Total		123	100.0		

**The Business Plan**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	23	18.7	18.9	18.9
	little confidence	41	33.3	33.6	52.5
	some confidence	41	33.3	33.6	86.1
	confident	17	13.8	13.9	100.0
	Total	122	99.2	100.0	
Missing	System	1	.8		
Total		123	100.0		

**Finance Issues**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	21	17.1	17.1	17.1
	little confidence	42	34.1	34.1	51.2
	some confidence	38	30.9	30.9	82.1
	confident	21	17.1	17.1	99.2
	very confident	1	.8	.8	100.0
	Total	123	100.0	100.0	

**Patents, Licences & Legal Issues**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	41	33.3	33.6	33.6
	little confidence	51	41.5	41.8	75.4
	some confidence	19	15.4	15.6	91.0
	confident	8	6.5	6.6	97.5
	very confident	3	2.4	2.5	100.0
	Total	122	99.2	100.0	
Missing	System	1	.8		
Total		123	100.0		

**Strategic Marketing**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	25	20.3	20.5	20.5
	little confidence	38	30.9	31.1	51.6
	some confidence	44	35.8	36.1	87.7
	confident	15	12.2	12.3	100.0
	Total	122	99.2	100.0	
Missing	System	1	.8		
Total		123	100.0		

**Funding**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	30	24.4	24.8	24.8
	little confidence	45	36.6	37.2	62.0
	some confidence	37	30.1	30.6	92.6
	confident	8	6.5	6.6	99.2
	very confident	1	.8	.8	100.0
	Total	121	98.4	100.0	
Missing	System	2	1.6		
Total		123	100.0		

**A3.30.8: 1998 / 99 Semester 1 Entrance Q8 (N=123) (continued)**

**The Investor's Viewpoint**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	24	19.5	19.7	19.7
	little confidence	50	40.7	41.0	60.7
	some confidence	33	26.8	27.0	87.7
	confident	13	10.6	10.7	98.4
	very confident	2	1.6	1.6	100.0
	Total	122	99.2	100.0	
Missing	System	1	.8		
Total		123	100.0		

**Survival Strategies**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	23	18.7	18.7	18.7
	little confidence	44	35.8	35.8	54.5
	some confidence	49	39.8	39.8	94.3
	confident	6	4.9	4.9	99.2
	very confident	1	.8	.8	100.0
	Total	123	100.0	100.0	

**Electronic Book**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	least preferred	45	36.6	39.1	39.1
	second least preferred	26	21.1	22.6	61.7
	mid way choice	25	20.3	21.7	83.5
	second most preferred	19	15.4	16.5	100.0
	Total	115	93.5	100.0	
Missing	System	8	6.5		
Total		123	100.0		

**Game Approach**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	least preferred	30	24.4	26.3	26.3
	second least preferred	29	23.6	25.4	51.8
	mid way choice	32	26.0	28.1	79.8
	second most preferred	23	18.7	20.2	100.0
	Total	114	92.7	100.0	
Missing	System	9	7.3		
Total		123	100.0		

**Simulated Environment**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	least preferred	14	11.4	12.2	12.2
	second least preferred	38	30.9	33.0	45.2
	mid way choice	34	27.6	29.6	74.8
	second most preferred	28	22.8	24.3	99.1
	most preferred	1	.8	.9	100.0
	Total	115	93.5	100.0	
Missing	System	8	6.5		
Total		123	100.0		

**Combination of Electronic Book, Game and Simulated Environment**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	least preferred	20	16.3	17.2	17.2
	second least preferred	22	17.9	19.0	36.2
	mid way choice	26	21.1	22.4	58.6
	second most preferred	46	37.4	39.7	98.3
	most preferred	2	1.6	1.7	100.0
	Total	116	94.3	100.0	
Missing	System	7	5.7		
Total		123	100.0		

**A3.30.9: 1998 / 99 Semester 1 Midpoint Q9 (N=48)**

**Skills & Entrepreneurial Characteristics (required to run a business)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	little confidence	1	2.1	2.1	2.1
	some confidence	19	39.6	39.6	41.7
	confident	22	45.8	45.8	87.5
	very confident	6	12.5	12.5	100.0
	Total	48	100.0	100.0	

**Opportunity v Idea in Business**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	little confidence	1	2.1	2.4	2.4
	some confidence	13	27.1	31.0	33.3
	confident	21	43.8	50.0	83.3
	very confident	7	14.6	16.7	100.0
	Total	42	87.5	100.0	
Missing	System	6	12.5		
Total		48	100.0		

**Getting into Business**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	little confidence	3	6.3	6.5	6.5
	some confidence	23	47.9	50.0	56.5
	confident	16	33.3	34.8	91.3
	very confident	4	8.3	8.7	100.0
	Total	46	95.8	100.0	
Missing	System	2	4.2		
Total		48	100.0		

**Team Building in Business**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	little confidence	2	4.2	4.5	4.5
	some confidence	16	33.3	36.4	40.9
	confident	20	41.7	45.5	86.4
	very confident	6	12.5	13.6	100.0
	Total	44	91.7	100.0	
Missing	System	4	8.3		
Total		48	100.0		

**A3.30.9: 1998 / 99 Semester 1 Midpoint Q9 (N=48) (continued)**

**Market Research & Sources**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	little confidence	9	18.8	20.5	20.5
	some confidence	25	52.1	58.8	77.3
	confident	7	14.6	15.9	93.2
	very confident	3	6.3	6.8	100.0
	Total	44	91.7	100.0	
Missing	System	4	8.3		
Total		48	100.0		

**The Business Plan**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	little confidence	14	29.2	32.6	32.6
	some confidence	18	37.5	41.9	74.4
	confident	9	18.8	20.9	95.3
	very confident	2	4.2	4.7	100.0
	Total	43	89.6	100.0	
Missing	System	5	10.4		
Total		48	100.0		

**Finance Issues**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	4	8.3	9.5	9.5
	little confidence	20	41.7	47.6	57.1
	some confidence	13	27.1	31.0	88.1
	confident	5	10.4	11.9	100.0
	Total	42	87.5	100.0	
Missing	System	6	12.5		
Total		48	100.0		

**Patents, Licences & Legal issues**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	10	20.8	23.3	23.3
	little confidence	16	33.3	37.2	60.5
	some confidence	12	25.0	27.9	88.4
	confident	4	8.3	9.3	97.7
	very confident	1	2.1	2.3	100.0
	Total	43	89.6	100.0	
Missing	System	5	10.4		
Total		48	100.0		

**Strategic Marketing**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	2	4.2	4.8	4.8
	little confidence	24	50.0	57.1	61.9
	some confidence	10	20.8	23.8	85.7
	confident	4	8.3	9.5	95.2
	very confident	2	4.2	4.8	100.0
	Total	42	87.5	100.0	
Missing	System	6	12.5		
Total		48	100.0		

**Funding**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	5	10.4	11.9	11.9
	little confidence	23	47.9	54.8	66.7
	some confidence	8	16.7	19.0	85.7
	confident	6	12.5	14.3	100.0
	Total	42	87.5	100.0	
Missing	System	6	12.5		
Total		48	100.0		

**The Investor's Viewpoint**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	5	10.4	11.9	11.9
	little confidence	17	35.4	40.5	52.4
	some confidence	16	33.3	38.1	90.5
	confident	3	6.3	7.1	97.6
	very confident	1	2.1	2.4	100.0
	Total	42	87.5	100.0	
Missing	System	6	12.5		
Total		48	100.0		

**Survival Strategies**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	6	12.5	14.6	14.6
	little confidence	15	31.3	36.6	51.2
	some confidence	19	39.6	46.3	97.6
	very confident	1	2.1	2.4	100.0
	Total	41	85.4	100.0	
Missing	System	7	14.6		
Total		48	100.0		

**Electronic Book**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	least preferred	15	31.3	34.1	34.1
	second least preferred	6	12.5	13.6	47.7
	mid way choice	8	16.7	18.2	65.9
	second most preferred	12	25.0	27.3	93.2
	most preferred	3	6.3	6.8	100.0
	Total	44	91.7	100.0	
Missing	System	4	8.3		
Total		48	100.0		

**Game Approach**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	least preferred	6	12.5	13.6	13.6
	second least preferred	10	20.8	22.7	36.4
	mid way choice	19	39.6	43.2	79.5
	second most preferred	7	14.6	15.9	95.5
	most preferred	2	4.2	4.5	100.0
	Total	44	91.7	100.0	
Missing	System	4	8.3		
Total		48	100.0		

**Simulated Environment**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	least preferred	3	6.3	6.7	6.7
	second least preferred	12	25.0	26.7	33.3
	mid way choice	9	18.8	20.0	53.3
	second most preferred	13	27.1	28.9	82.2
	most preferred	8	16.7	17.8	100.0
	Total	45	93.8	100.0	
Missing	System	3	6.3		
Total		48	100.0		

**Combination of Electronic Book, Game and Simulated Environment**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	least preferred	5	10.4	11.1	11.1
	second least preferred	3	6.3	6.7	17.8
	mid way choice	10	20.8	22.2	40.0
	second most preferred	12	25.0	26.7	66.7
	most preferred	15	31.3	33.3	100.0
	Total	45	93.8	100.0	
Missing	System	3	6.3		
Total		48	100.0		

**A3.30.9: 1998 / 99 Semester 1 Midpoint Q9 (N=48) (continued)**

**Skills & Entrepreneurial Characteristics (required to run a business)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid too basic	2	4.2	4.2	4.2
appropriate	44	91.7	91.7	95.8
too detailed	2	4.2	4.2	100.0
Total	48	100.0	100.0	

**Opportunity v Idea in Business**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid too basic	3	6.3	6.3	6.3
appropriate	43	89.6	89.6	95.8
too detailed	2	4.2	4.2	100.0
Total	48	100.0	100.0	

**Getting Into Business**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid too basic	5	10.4	11.1	11.1
appropriate	35	72.9	77.8	88.9
too detailed	5	10.4	11.1	100.0
Total	45	93.8	100.0	
Missing System	3	6.3		
Total	48	100.0		

**Team Building in Business**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid too basic	4	8.3	9.8	9.8
appropriate	35	72.9	85.4	95.1
too detailed	2	4.2	4.9	100.0
Total	41	85.4	100.0	
Missing System	7	14.6		
Total	48	100.0		

**Market Research & Sources**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid too basic	3	6.3	14.3	14.3
appropriate	15	31.3	71.4	85.7
too detailed	3	6.3	14.3	100.0
Total	21	43.8	100.0	
Missing System	27	56.3		
Total	48	100.0		

**The Business Plan**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid too basic	5	10.4	25.0	25.0
appropriate	15	31.3	75.0	100.0
Total	20	41.7	100.0	
Missing System	28	58.3		
Total	48	100.0		

**Finance Issues**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid too basic	6	12.5	37.5	37.5
appropriate	9	18.8	56.3	93.8
too detailed	1	2.1	6.3	100.0
Total	16	33.3	100.0	
Missing System	32	66.7		
Total	48	100.0		

**Patents, Licences & Legal Issues**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid too basic	6	12.5	37.5	37.5
appropriate	7	14.6	43.8	81.3
too detailed	3	6.3	18.8	100.0
Total	16	33.3	100.0	
Missing System	32	66.7		
Total	48	100.0		

**Strategic Marketing**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid too basic	2	4.2	13.3	13.3
appropriate	12	25.0	80.0	93.3
too detailed	1	2.1	6.7	100.0
Total	15	31.3	100.0	
Missing System	33	68.8		
Total	48	100.0		

**Funding**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid too basic	5	10.4	35.7	35.7
appropriate	9	18.8	64.3	100.0
Total	14	29.2	100.0	
Missing System	34	70.8		
Total	48	100.0		

**The Investor's Viewpoint**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid too basic	3	6.3	21.4	21.4
appropriate	11	22.9	78.6	100.0
Total	14	29.2	100.0	
Missing System	34	70.8		
Total	48	100.0		

**Survival Strategies**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid too basic	3	6.3	21.4	21.4
appropriate	11	22.9	78.6	100.0
Total	14	29.2	100.0	
Missing System	34	70.8		
Total	48	100.0		

**A3.30.9: 1998 / 99 Semester 1 Midpoint Q9 (N=48) (continued)**

**Main Text Windows**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not effective	1	2.1	2.1	2.1
slightly effective	1	2.1	2.1	4.2
effective	21	43.8	43.8	47.9
more than effective	23	47.9	47.9	95.8
highly effective	2	4.2	4.2	100.0
Total	48	100.0	100.0	

**Interactive Exercises**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid slightly effective	6	12.5	12.5	12.5
effective	12	25.0	25.0	37.5
more than effective	17	35.4	35.4	72.9
highly effective	13	27.1	27.1	100.0
Total	48	100.0	100.0	

**Notepad Exercises**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not effective	3	6.3	6.4	6.4
slightly effective	15	31.3	31.9	38.3
effective	15	31.3	31.9	70.2
more than effective	9	18.8	19.1	89.4
highly effective	5	10.4	10.6	100.0
Total	47	97.9	100.0	
Missing System	1	2.1		
Total	48	100.0		

**Learning Summaries**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not effective	3	6.3	6.4	6.4
slightly effective	5	10.4	10.6	17.0
effective	11	22.9	23.4	40.4
more than effective	19	39.6	40.4	80.9
highly effective	9	18.8	19.1	100.0
Total	47	97.9	100.0	
Missing System	1	2.1		
Total	48	100.0		

**Problem Solving Exercises**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid slightly effective	1	2.1	2.8	2.8
effective	10	20.8	27.8	30.6
more than effective	17	35.4	47.2	77.8
highly effective	8	16.7	22.2	100.0
Total	36	75.0	100.0	
Missing System	12	25.0		
Total	48	100.0		

**Business Plan Evaluation**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid slightly effective	4	8.3	16.7	16.7
effective	10	20.8	41.7	58.3
more than effective	4	8.3	16.7	75.0
highly effective	3	6.3	12.5	87.5
6	3	6.3	12.5	100.0
Total	24	50.0	100.0	
Missing System	24	50.0		
Total	48	100.0		

**Navigation Feet (green / red)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid effective	3	6.3	6.3	6.3
more than effective	13	27.1	27.1	33.3
highly effective	32	66.7	66.7	100.0
Total	48	100.0	100.0	

**Hypertext Links**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not effective	1	2.1	2.1	2.1
slightly effective	7	14.6	14.6	16.7
effective	16	33.3	33.3	50.0
more than effective	16	33.3	33.3	83.3
highly effective	8	16.7	16.7	100.0
Total	48	100.0	100.0	

**History Window**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not effective	2	4.2	4.4	4.4
slightly effective	3	6.3	6.7	11.1
effective	21	43.8	46.7	57.8
more than effective	13	27.1	28.9	86.7
highly effective	6	12.5	13.3	100.0
Total	45	93.8	100.0	
Missing System	3	6.3		
Total	48	100.0		

**Glossary Window**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not effective	2	4.2	4.8	4.8
slightly effective	4	8.3	9.5	14.3
effective	21	43.8	50.0	64.3
more than effective	12	25.0	28.6	92.9
highly effective	3	6.3	7.1	100.0
Total	42	87.5	100.0	
Missing System	6	12.5		
Total	48	100.0		

**Main Map (showing overview)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not effective	1	2.1	2.1	2.1
slightly effective	3	6.3	6.3	8.3
effective	11	22.9	22.9	31.3
more than effective	24	50.0	50.0	81.3
highly effective	9	18.8	18.8	100.0
Total	48	100.0	100.0	

**Structure Map (showing contents)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid slightly effective	1	2.1	2.1	2.1
effective	7	14.6	14.9	17.0
more than effective	19	39.6	40.4	57.4
highly effective	20	41.7	42.6	100.0
Total	47	97.9	100.0	
Missing System	1	2.1		
Total	48	100.0		

**A3.30.9: 1998 / 99 Semester 1 Midpoint Q9 (N=48) (continued)**
**Button Links**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	slightly effective	2	4.2	4.3	4.3
	effective	19	39.6	41.3	45.7
	more than effective	18	37.5	39.1	84.8
	highly effective	7	14.6	15.2	100.0
	Total	46	95.8	100.0	
Missing	System	2	4.2		
Total		48	100.0		

**Graphics used in self contained exercises**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	1	2.1	2.2	2.2
	slightly effective	5	10.4	10.9	13.0
	effective	15	31.3	32.6	45.7
	more than effective	16	33.3	34.8	80.4
	highly effective	9	18.8	19.6	100.0
	Total	46	95.8	100.0	
Missing	System	2	4.2		
Total		48	100.0		

**Colours used in self contained exercises**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	slightly effective	4	8.3	8.7	8.7
	effective	17	35.4	37.0	45.7
	more than effective	17	35.4	37.0	82.6
	highly effective	8	16.7	17.4	100.0
	Total	46	95.8	100.0	
Missing	System	2	4.2		
Total		48	100.0		

**Scenarios used in self contained exercises**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	slightly effective	2	4.2	4.3	4.3
	effective	12	25.0	26.1	30.4
	more than effective	26	54.2	56.5	87.0
	highly effective	6	12.5	13.0	100.0
	Total	46	95.8	100.0	
Missing	System	2	4.2		
Total		48	100.0		

**Text used in self contained exercises**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	slightly effective	3	6.3	6.8	6.8
	effective	17	35.4	38.6	45.5
	more than effective	15	31.3	34.1	79.5
	highly effective	9	18.8	20.5	100.0
	Total	44	91.7	100.0	
Missing	System	4	8.3		
Total		48	100.0		

**Tasks specified in self contained exercises**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	1	2.1	2.5	2.5
	slightly effective	4	8.3	10.0	12.5
	effective	17	35.4	42.5	55.0
	more than effective	11	22.9	27.5	82.5
	highly effective	7	14.6	17.5	100.0
	Total	40	83.3	100.0	
Missing	System	8	16.7		
Total		48	100.0		

**Feedback given in self contained exercises**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	slightly effective	3	6.3	7.0	7.0
	effective	17	35.4	39.5	46.5
	more than effective	13	27.1	30.2	76.7
	highly effective	10	20.8	23.3	100.0
	Total	43	89.6	100.0	
Missing	System	5	10.4		
Total		48	100.0		

**Relevance of self contained exercises to module**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	slightly effective	2	4.2	4.7	4.7
	effective	13	27.1	30.2	34.9
	more than effective	17	35.4	39.5	74.4
	highly effective	11	22.9	25.8	100.0
	Total	43	89.6	100.0	
Missing	System	5	10.4		
Total		48	100.0		

**Difficulty level of self contained exercises**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	2	4.2	4.5	4.5
	slightly effective	6	12.5	13.6	18.2
	effective	21	43.8	47.7	65.9
	more than effective	13	27.1	29.5	95.5
	highly effective	2	4.2	4.5	100.0
	Total	44	91.7	100.0	
Missing	System	4	8.3		
Total		48	100.0		



**A3.30.10: 1998 / 99 Semester 1 Exit Q10 (N=56)**

**Skills & Entrepreneurial Characteristics (required to run a business)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid little confidence	2	3.6	3.6	3.6
some confidence	7	12.5	12.5	16.1
confident	40	71.4	71.4	87.5
very confident	7	12.5	12.5	100.0
Total	56	100.0	100.0	

**Opportunity v Idea In Business**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid little confidence	2	3.6	4.3	4.3
some confidence	9	16.1	19.1	23.4
confident	28	50.0	59.6	83.0
very confident	8	14.3	17.0	100.0
Total	47	83.9	100.0	
Missing System	9	16.1		
Total	56	100.0		

**Getting into Business**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid little confidence	1	1.8	1.8	1.8
some confidence	17	30.4	30.9	32.7
confident	31	55.4	58.4	89.1
very confident	8	10.7	10.9	100.0
Total	55	98.2	100.0	
Missing System	1	1.8		
Total	56	100.0		

**Team Building In Business**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid little confidence	3	5.4	5.4	5.4
some confidence	13	23.2	23.2	28.6
confident	24	42.9	42.9	71.4
very confident	16	28.6	28.6	100.0
Total	56	100.0	100.0	

**Market Research & Sources**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid little confidence	2	3.6	3.6	3.6
some confidence	18	32.1	32.1	35.7
confident	24	42.9	42.9	78.6
very confident	12	21.4	21.4	100.0
Total	56	100.0	100.0	

**The Business Plan**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid some confidence	13	23.2	23.2	23.2
confident	33	58.9	58.9	82.1
very confident	10	17.9	17.9	100.0
Total	56	100.0	100.0	

**Finance Issues**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid little confidence	3	5.4	5.5	5.5
some confidence	21	37.5	38.2	43.6
confident	25	44.6	45.5	89.1
very confident	8	10.7	10.9	100.0
Total	55	98.2	100.0	
Missing System	1	1.8		
Total	56	100.0		

**Patents, Licences & Legal Issues**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid little confidence	2	3.6	3.6	3.6
some confidence	29	51.8	51.8	55.4
confident	18	32.1	32.1	87.5
very confident	7	12.5	12.5	100.0
Total	56	100.0	100.0	

**Strategic Marketing**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid little confidence	2	3.6	3.6	3.6
some confidence	23	41.1	41.8	45.5
confident	26	46.4	47.3	92.7
very confident	4	7.1	7.3	100.0
Total	55	98.2	100.0	
Missing System	1	1.8		
Total	56	100.0		

**Funding**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid little confidence	2	3.6	3.6	3.6
some confidence	13	23.2	23.2	26.8
confident	31	55.4	55.4	82.1
very confident	10	17.9	17.9	100.0
Total	56	100.0	100.0	

**The Investor's Viewpoint**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid some confidence	15	26.8	27.3	27.3
confident	31	55.4	58.4	83.8
very confident	9	16.1	16.4	100.0
Total	55	98.2	100.0	
Missing System	1	1.8		
Total	56	100.0		

**Survival Strategies**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid little confidence	3	5.4	5.5	5.5
some confidence	18	32.1	32.7	38.2
confident	26	46.4	47.3	85.5
very confident	8	14.3	14.5	100.0
Total	55	98.2	100.0	
Missing System	1	1.8		
Total	56	100.0		

**A3.30.10: 1998 / 99 Semester 1 Exit Q10 (N=56) (continued)**

**Electronic Book**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	least preferred	14	25.0	26.4	26.4
	second least preferred	5	8.9	9.4	35.8
	mid way choice	13	23.2	24.5	60.4
	second most preferred	13	23.2	24.5	84.9
	most preferred	8	14.3	15.1	100.0
	Total	53	94.6	100.0	
Missing	System	3	5.4		
Total		56	100.0		

**Game Approach**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	least preferred	5	8.9	9.4	9.4
	second least preferred	13	23.2	24.5	34.0
	mid way choice	19	33.9	35.8	69.8
	second most preferred	9	16.1	17.0	86.8
	most preferred	7	12.5	13.2	100.0
	Total	53	94.6	100.0	
Missing	System	3	5.4		
Total		56	100.0		

**Simulated Environment**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	least preferred	3	5.4	5.8	5.8
	second least preferred	12	21.4	23.1	28.8
	mid way choice	13	23.2	25.0	53.8
	second most preferred	20	35.7	38.5	92.3
	most preferred	4	7.1	7.7	100.0
	Total	52	92.9	100.0	
Missing	System	4	7.1		
Total		56	100.0		

**Combination of Electronic Book, Game and Simulated Environment**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	least preferred	7	12.5	13.2	13.2
	second least preferred	5	8.9	9.4	22.6
	mid way choice	9	16.1	17.0	39.6
	second most preferred	14	25.0	28.4	66.0
	most preferred	18	32.1	34.0	100.0
	Total	53	94.6	100.0	
Missing	System	3	5.4		
Total		56	100.0		

**Skills & Entrepreneurial Characteristics (required to run a business)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	too basic	7	12.5	13.2	13.2
	appropriate	44	78.6	83.0	96.2
	too detailed	2	3.6	3.8	100.0
	Total	53	94.6	100.0	
Missing	System	3	5.4		
Total		56	100.0		

**Opportunity v Idea in Business**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	too basic	7	12.5	13.5	13.5
	appropriate	43	76.8	82.7	96.2
	too detailed	2	3.6	3.8	100.0
	Total	52	92.9	100.0	
Missing	System	4	7.1		
Total		56	100.0		

**Getting into Business**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	too basic	9	16.1	18.0	18.0
	appropriate	38	67.9	76.0	94.0
	too detailed	3	5.4	6.0	100.0
	Total	50	89.3	100.0	
Missing	System	6	10.7		
Total		56	100.0		

**Team Building in Business**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	too basic	6	10.7	11.5	11.5
	appropriate	43	76.8	82.7	94.2
	too detailed	3	5.4	5.8	100.0
	Total	52	92.9	100.0	
Missing	System	4	7.1		
Total		56	100.0		

**Market Research & Sources**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	too basic	8	14.3	15.7	15.7
	appropriate	39	69.6	76.5	92.2
	too detailed	4	7.1	7.8	100.0
	Total	51	91.1	100.0	
Missing	System	5	8.9		
Total		56	100.0		

**The Business Plan**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	too basic	7	12.5	13.0	13.0
	appropriate	43	76.8	79.6	92.6
	too detailed	4	7.1	7.4	100.0
	Total	54	96.4	100.0	
Missing	System	2	3.6		
Total		56	100.0		

**Finance Issues**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	too basic	9	16.1	17.3	17.3
	appropriate	35	62.5	67.3	84.6
	too detailed	8	14.3	15.4	100.0
	Total	52	92.9	100.0	
Missing	System	4	7.1		
Total		56	100.0		

**Patents, Licences & Legal Issues**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	too basic	12	21.4	22.6	22.6
	appropriate	32	57.1	60.4	83.0
	too detailed	9	16.1	17.0	100.0
	Total	53	94.6	100.0	
Missing	System	3	5.4		
Total		56	100.0		

**A3.30.10: 1998 / 99 Semester 1 Exit Q10 (N=56) (continued)**

**Strategic Marketing**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	too basic	6	10.7	11.5	11.5
	appropriate	42	75.0	80.8	92.3
	too detailed	4	7.1	7.7	100.0
	Total	52	92.9	100.0	
Missing	System	4	7.1		
Total		56	100.0		

**Funding**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	too basic	13	23.2	25.5	25.5
	appropriate	37	66.1	72.5	98.0
	too detailed	1	1.8	2.0	100.0
	Total	51	91.1	100.0	
Missing	System	5	8.9		
Total		56	100.0		

**The Investor's Viewpoint**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	too basic	4	7.1	8.0	8.0
	appropriate	42	75.0	84.0	92.0
	too detailed	4	7.1	8.0	100.0
	Total	50	89.3	100.0	
Missing	System	6	10.7		
Total		56	100.0		

**Survival Strategies**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	too basic	17	30.4	33.3	33.3
	appropriate	33	58.9	64.7	98.0
	too detailed	1	1.8	2.0	100.0
	Total	51	91.1	100.0	
Missing	System	5	8.9		
Total		56	100.0		

**Main Text Windows**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	1	1.8	1.9	1.9
	slightly effective	3	5.4	5.7	7.5
	effective	19	33.9	35.8	43.4
	more than effective	21	37.5	39.8	83.0
	highly effective	9	16.1	17.0	100.0
	Total	53	94.6	100.0	
Missing	System	3	5.4		
Total		56	100.0		

**Interactive Exercises**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	2	3.6	3.7	3.7
	slightly effective	4	7.1	7.4	11.1
	effective	11	19.6	20.4	31.5
	more than effective	20	35.7	37.0	68.5
	highly effective	17	30.4	31.5	100.0
	Total	54	96.4	100.0	
Missing	System	2	3.6		
Total		56	100.0		

**Notepad Exercises**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	7	12.5	13.2	13.2
	slightly effective	19	33.9	35.8	49.1
	effective	18	32.1	34.0	83.0
	more than effective	8	14.3	15.1	98.1
	highly effective	1	1.8	1.9	100.0
	Total	53	94.6	100.0	
Missing	System	3	5.4		
Total		56	100.0		

**Learning Summaries**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	1	1.8	1.9	1.9
	slightly effective	9	16.1	16.7	18.5
	effective	12	21.4	22.2	40.7
	more than effective	19	33.9	35.2	75.9
	highly effective	13	23.2	24.1	100.0
	Total	54	96.4	100.0	
Missing	System	2	3.6		
Total		56	100.0		

**Problem Solving Exercises**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	slightly effective	1	1.8	1.9	1.9
	effective	12	21.4	22.6	24.5
	more than effective	34	60.7	64.2	88.7
	highly effective	8	10.7	11.3	100.0
	Total	55	94.6	100.0	
Missing	System	3	5.4		
Total		58	100.0		

**Business Plan Evaluation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	slightly effective	1	1.8	2.2	2.2
	effective	9	16.1	19.6	21.7
	more than effective	21	37.5	45.7	67.4
	highly effective	12	21.4	26.1	93.5
	not yet completed	3	5.4	6.5	100.0
	Total	46	82.1	100.0	
Missing	System	10	17.9		
Total		56	100.0		

**Navigation Feet (green / red)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	1	1.8	1.9	1.9
	slightly effective	1	1.8	1.9	3.7
	effective	10	17.9	18.5	22.2
	more than effective	13	23.2	24.1	46.3
	highly effective	29	51.8	53.7	100.0
	Total	54	96.4	100.0	
Missing	System	2	3.6		
Total		56	100.0		

**Hypertext Links**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	3	5.4	5.6	5.6
	slightly effective	6	10.7	11.1	16.7
	effective	17	30.4	31.5	48.1
	more than effective	18	32.1	33.3	81.5
	highly effective	10	17.9	18.5	100.0
	Total	54	96.4	100.0	
Missing	System	2	3.6		
Total		56	100.0		

**A3.30.10: 1998 / 99 Semester 1 Exit Q10 (N=56) (continued)**

**History Window**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not effective	6	10.7	11.3	11.3
slightly effective	7	12.5	13.2	24.5
effective	22	39.3	41.5	66.0
more than effective	14	25.0	26.4	92.5
highly effective	2	3.6	3.8	96.2
not used	2	3.6	3.8	100.0
Total	53	94.6	100.0	
Missing System	3	5.4		
Total	56	100.0		

**Glossary Window**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not effective	1	1.8	1.9	1.9
slightly effective	9	16.1	17.0	18.9
effective	27	48.2	50.9	69.8
more than effective	8	14.3	15.1	84.9
highly effective	6	10.7	11.3	96.2
not used	2	3.6	3.8	100.0
Total	53	94.6	100.0	
Missing System	3	5.4		
Total	56	100.0		

**Main Map (showing overview)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not effective	3	5.4	5.5	5.5
slightly effective	7	12.5	12.7	18.2
effective	16	28.6	29.1	47.3
more than effective	14	25.0	25.5	72.7
highly effective	14	25.0	25.5	98.2
not used	1	1.8	1.8	100.0
Total	55	98.2	100.0	
Missing System	1	1.8		
Total	56	100.0		

**Structure Map (showing contents)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not effective	2	3.6	3.6	3.6
effective	11	19.6	20.0	23.6
more than effective	20	35.7	38.4	60.0
highly effective	22	39.3	40.0	100.0
Total	55	98.2	100.0	
Missing System	1	1.8		
Total	56	100.0		

**Button Links**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid slightly effective	3	5.4	5.8	5.8
effective	20	35.7	38.5	44.2
more than effective	17	30.4	32.7	76.9
highly effective	11	19.6	21.2	98.1
did not use	1	1.8	1.9	100.0
Total	52	92.9	100.0	
Missing System	4	7.1		
Total	56	100.0		

**Graphics used in self contained exercises**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid slightly effective	2	3.6	3.8	3.8
effective	7	12.5	13.5	17.3
more than effective	30	53.8	57.7	75.0
highly effective	13	23.2	25.0	100.0
Total	52	92.9	100.0	
Missing System	4	7.1		
Total	56	100.0		

**Colours used in self contained exercises**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid slightly effective	2	3.6	3.8	3.8
effective	15	26.8	28.8	32.7
more than effective	22	39.3	42.3	75.0
highly effective	13	23.2	25.0	100.0
Total	52	92.9	100.0	
Missing System	4	7.1		
Total	56	100.0		

**Scenarios used in self contained exercises**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid effective	14	25.0	26.4	26.4
more than effective	28	50.0	52.8	79.2
highly effective	11	19.6	20.8	100.0
Total	53	94.6	100.0	
Missing System	3	5.4		
Total	56	100.0		

**Text used in self contained exercises**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not effective	1	1.8	1.9	1.9
slightly effective	3	5.4	5.8	7.7
effective	15	26.8	28.8	36.5
more than effective	24	42.9	46.2	82.7
highly effective	9	16.1	17.3	100.0
Total	52	92.9	100.0	
Missing System	4	7.1		
Total	56	100.0		

**Tasks specified in self contained exercises**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid slightly effective	1	1.8	1.9	1.9
effective	24	42.9	45.3	47.2
more than effective	18	32.1	34.0	81.1
highly effective	10	17.9	18.9	100.0
Total	53	94.6	100.0	
Missing System	3	5.4		
Total	56	100.0		

**A3.30.10: 1998 / 99 Semester 1 Exit Q10 (N=56) (continued)**

**Feedback given in self contained exercises**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not effective	2	3.8	3.8	3.8
slightly effective	4	7.1	7.7	11.5
effective	17	30.4	32.7	44.2
more than effective	18	32.1	34.6	78.8
highly effective	11	19.6	21.2	100.0
Total	52	92.9	100.0	
Missing System	4	7.1		
Total	56	100.0		

**Relevance of self contained exercises to module**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not effective	1	1.8	1.9	1.9
effective	8	14.3	15.1	17.0
more than effective	27	48.2	50.9	67.9
highly effective	17	30.4	32.1	100.0
Total	53	94.6	100.0	
Missing System	3	5.4		
Total	56	100.0		

**Difficulty level of self contained exercises**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not effective	7	12.5	13.2	13.2
slightly effective	4	7.1	7.5	20.8
effective	23	41.1	43.4	64.2
more than effective	17	30.4	32.1	96.2
highly effective	2	3.8	3.8	100.0
Total	53	94.6	100.0	
Missing System	3	5.4		
Total	56	100.0		

**A3.30.11: 1998 / 99 Semester 2 Entrance Q11 (N=69)**

**Skills & Entrepreneurial Characteristics (required to run a business)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no confidence	12	17.4	17.4	17.4
little confidence	24	34.8	34.8	52.2
some confidence	26	37.7	37.7	89.9
confident	7	10.1	10.1	100.0
Total	69	100.0	100.0	

**Opportunity v Idea in Business**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no confidence	10	14.5	15.9	15.9
little confidence	26	37.7	41.3	57.1
some confidence	23	33.3	36.5	93.7
confident	3	4.3	4.8	98.4
very confident	1	1.4	1.6	100.0
Total	63	91.3	100.0	
Missing System	6	8.7		
Total	69	100.0		

**Getting into Business**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no confidence	14	20.3	20.3	20.3
little confidence	30	43.5	43.5	63.8
some confidence	18	26.1	26.1	89.9
confident	5	7.2	7.2	97.1
very confident	2	2.9	2.9	100.0
Total	69	100.0	100.0	

**Team Building In Business**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no confidence	8	11.6	11.6	11.6
little confidence	18	26.1	26.1	37.7
some confidence	31	44.9	44.9	82.6
confident	11	15.9	15.9	98.6
very confident	1	1.4	1.4	100.0
Total	69	100.0	100.0	

**Market Research & Sources**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no confidence	9	13.0	13.2	13.2
little confidence	28	40.6	41.2	54.4
some confidence	18	26.1	26.5	80.9
confident	11	15.9	16.2	97.1
very confident	2	2.9	2.9	100.0
Total	68	98.6	100.0	
Missing System	1	1.4		
Total	69	100.0		

**The Business Plan**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no confidence	17	24.6	25.0	25.0
little confidence	33	47.8	48.5	73.5
some confidence	13	18.8	19.1	92.6
confident	5	7.2	7.4	100.0
Total	68	98.6	100.0	
Missing System	1	1.4		
Total	69	100.0		

**Finance Issues**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no confidence	13	18.8	18.8	18.8
little confidence	20	29.0	29.0	47.8
some confidence	22	31.9	31.9	79.7
confident	10	14.5	14.5	94.2
very confident	4	5.8	5.8	100.0
Total	69	100.0	100.0	

**Patents, Licences & Legal Issues**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no confidence	28	40.6	40.6	40.6
little confidence	25	36.2	36.2	76.8
some confidence	9	13.0	13.0	89.9
confident	5	7.2	7.2	97.1
very confident	2	2.9	2.9	100.0
Total	69	100.0	100.0	

**Strategic Marketing**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no confidence	19	27.5	27.5	27.5
little confidence	22	31.9	31.9	59.4
some confidence	17	24.6	24.6	84.1
confident	11	15.9	15.9	100.0
Total	69	100.0	100.0	

**Funding**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no confidence	14	20.3	20.9	20.9
little confidence	26	37.7	38.8	59.7
some confidence	20	29.0	29.9	89.6
confident	6	8.7	9.0	98.5
very confident	1	1.4	1.5	100.0
Total	67	97.1	100.0	
Missing System	2	2.9		
Total	69	100.0		

**The Investor's Viewpoint**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no confidence	10	14.5	14.5	14.5
little confidence	32	46.4	48.4	60.9
some confidence	18	26.1	28.1	87.0
confident	8	11.6	11.6	98.6
very confident	1	1.4	1.4	100.0
Total	69	100.0	100.0	

**Survival Strategies**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no confidence	19	27.5	27.5	27.5
little confidence	35	50.7	50.7	78.3
some confidence	12	17.4	17.4	95.7
confident	3	4.3	4.3	100.0
Total	69	100.0	100.0	

**Electronic Book**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid least preferred	28	40.6	40.6	40.6
second least preferred	14	20.3	20.3	60.9
mid way choice	12	17.4	17.4	78.3
second most preferred	15	21.7	21.7	100.0
Total	69	100.0	100.0	

**Game Approach**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid least preferred	15	21.7	21.7	21.7
second least preferred	22	31.9	31.9	53.6
mid way choice	22	31.9	31.9	85.5
second most preferred	10	14.5	14.5	100.0
Total	69	100.0	100.0	

**Simulated Environment**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid least preferred	10	14.5	14.5	14.5
second least preferred	21	30.4	30.4	44.9
mid way choice	25	36.2	36.2	81.2
second most preferred	13	18.8	18.8	100.0
Total	69	100.0	100.0	

**Combination of Electronic Book, Game and Simulated Environment**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid least preferred	14	20.3	20.3	20.3
second least preferred	14	20.3	20.3	40.6
mid way choice	7	10.1	10.1	50.7
second most preferred	34	49.3	49.3	100.0
Total	69	100.0	100.0	

**A3.30.12: 1998 / 99 Semester 2 Midpoint Q12 (N=32)**

**Skills & Entrepreneurial Characteristics (required to run a business)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
some confidence	11	34.4	34.4	34.4
confident	17	53.1	53.1	87.5
very confident	4	12.5	12.5	100.0
Total	32	100.0	100.0	
Missing				
System				
Total	32	100.0	100.0	

**Opportunity v Idea in Business**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
some confidence	5	15.6	26.3	26.3
confident	10	31.3	52.6	78.9
very confident	4	12.5	21.1	100.0
Total	19	59.4	100.0	
Missing				
System	13	40.6		
Total	32	100.0		

**Getting Into Business**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
little confidence	2	6.3	6.5	6.5
some confidence	12	37.5	38.7	45.2
confident	16	50.0	51.6	96.8
very confident	1	3.1	3.2	100.0
Total	31	96.9	100.0	
Missing				
System	1	3.1		
Total	32	100.0		

**Team Building In Business**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
little confidence	1	3.1	3.1	3.1
some confidence	8	25.0	25.0	28.1
confident	19	59.4	59.4	87.5
very confident	4	12.5	12.5	100.0
Total	32	100.0	100.0	

**Market Research & Sources**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
no confidence	1	3.1	3.2	3.2
little confidence	8	25.0	25.8	29.0
some confidence	14	43.8	45.2	74.2
confident	7	21.9	22.6	96.8
very confident	1	3.1	3.2	100.0
Total	31	96.9	100.0	
Missing				
System	1	3.1		
Total	32	100.0		

**The Business Plan**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
little confidence	7	21.9	24.1	24.1
some confidence	15	46.9	51.7	75.9
confident	7	21.9	24.1	100.0
Total	29	90.6	100.0	
Missing				
System	3	9.4		
Total	32	100.0		

**Finance Issues**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
no confidence	3	9.4	9.7	9.7
little confidence	12	37.5	38.7	48.4
some confidence	10	31.3	32.3	80.6
confident	5	15.6	16.1	96.8
very confident	1	3.1	3.2	100.0
Total	31	96.9	100.0	
Missing				
System	1	3.1		
Total	32	100.0		

**Patents, Licences & Legal Issues**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
no confidence	5	15.6	16.7	16.7
little confidence	15	46.9	50.0	66.7
some confidence	6	18.8	20.0	86.7
confident	3	9.4	10.0	96.7
very confident	1	3.1	3.3	100.0
Total	30	93.8	100.0	
Missing				
System	2	6.3		
Total	32	100.0		

**Strategic Marketing**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
no confidence	3	9.4	10.0	10.0
little confidence	12	37.5	40.0	50.0
some confidence	10	31.3	33.3	83.3
confident	5	15.6	16.7	100.0
Total	30	93.8	100.0	
Missing				
System	2	6.3		
Total	32	100.0		

**Funding**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
no confidence	3	9.4	10.0	10.0
little confidence	12	37.5	40.0	50.0
some confidence	11	34.4	36.7	86.7
confident	4	12.5	13.3	100.0
Total	30	93.8	100.0	
Missing				
System	2	6.3		
Total	32	100.0		

**The Investor's Viewpoint**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
no confidence	5	15.6	16.7	16.7
little confidence	10	31.3	33.3	50.0
some confidence	10	31.3	33.3	83.3
confident	5	15.6	16.7	100.0
Total	30	93.8	100.0	
Missing				
System	2	6.3		
Total	32	100.0		

**Survival Strategies**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
no confidence	3	9.4	10.0	10.0
little confidence	15	46.9	50.0	60.0
some confidence	10	31.3	33.3	93.3
confident	1	3.1	3.3	96.7
very confident	1	3.1	3.3	100.0
Total	30	93.8	100.0	
Missing				
System	2	6.3		
Total	32	100.0		

**A3.30.12: 1998 / 99 Semester 2 Midpoint Q12 (N=32) (continued)**

**Electronic Book**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	least preferred	10	31.3	33.3	33.3
	second least preferred	5	15.6	16.7	50.0
	mid way choice	11	34.4	36.7	86.7
	second most preferred	3	9.4	10.0	96.7
	most preferred	1	3.1	3.3	100.0
	Total	30	93.8	100.0	
Missing	System	2	6.3		
Total		32	100.0		

**Game Approach**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	least preferred	2	6.3	6.7	6.7
	second least preferred	7	21.9	23.3	30.0
	mid way choice	7	21.9	23.3	53.3
	second most preferred	13	40.6	43.3	96.7
	most preferred	1	3.1	3.3	100.0
	Total	30	93.8	100.0	
Missing	System	2	6.3		
Total		32	100.0		

**Simulated Environment**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	least preferred	1	3.1	3.3	3.3
	second least preferred	7	21.9	23.3	26.7
	mid way choice	8	25.0	26.7	53.3
	second most preferred	10	31.3	33.3	86.7
	most preferred	4	12.5	13.3	100.0
	Total	30	93.8	100.0	
Missing	System	2	6.3		
Total		32	100.0		

**Combination of Electronic Book, Game and Simulated Environment**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	least preferred	4	12.5	12.9	12.9
	second least preferred	5	15.6	16.1	29.0
	mid way choice	4	12.5	12.9	41.9
	second most preferred	6	18.8	19.4	61.3
	most preferred	12	37.5	38.7	100.0
	Total	31	96.9	100.0	
Missing	System	1	3.1		
Total		32	100.0		

**Skills & Entrepreneurial Characteristics (required to run a business)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	too basic	2	6.3	6.5	6.5
	appropriate	24	75.0	77.4	83.9
	too detailed	5	15.6	16.1	100.0
	Total	31	96.9	100.0	
Missing	System	1	3.1		
Total		32	100.0		

**Opportunity v Idea in Business**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	too basic	3	9.4	10.3	10.3
	appropriate	25	78.1	86.2	96.6
	too detailed	1	3.1	3.4	100.0
	Total	29	90.6	100.0	
Missing	System	3	9.4		
Total		32	100.0		

**Getting into Business**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	too basic	1	3.1	3.4	3.4
	appropriate	27	84.4	93.1	96.6
	too detailed	1	3.1	3.4	100.0
	Total	29	90.6	100.0	
Missing	System	3	9.4		
Total		32	100.0		

**Team Building in Business**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	appropriate	27	84.4	90.0	90.0
	too detailed	3	9.4	10.0	100.0
	Total	30	93.8	100.0	
Missing	System	2	6.3		
Total		32	100.0		

**Market Research & Sources**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	too basic	4	12.5	20.0	20.0
	appropriate	15	46.9	75.0	95.0
	too detailed	1	3.1	5.0	100.0
	Total	20	62.5	100.0	
Missing	System	12	37.5		
Total		32	100.0		

**The Business Plan**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	appropriate	14	43.8	100.0	100.0
Missing	System	18	56.3		
Total		32	100.0		

**Finance Issues**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	too basic	8	18.8	54.5	54.5
	appropriate	5	15.6	45.5	100.0
	Total	11	34.4	100.0	
Missing	System	21	65.6		
Total		32	100.0		

**Patents, Licences & Legal Issues**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	too basic	4	12.5	40.0	40.0
	appropriate	4	12.5	40.0	80.0
	too detailed	2	6.3	20.0	100.0
	Total	10	31.3	100.0	
Missing	System	22	68.8		
Total		32	100.0		



**A3.30.12: 1998 / 99 Semester 2 Midpoint Q12 (N=32) (continued)**

**Strategic Marketing**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	too basic	4	12.5	44.4	44.4
	appropriate	4	12.5	44.4	88.9
	too detailed	1	3.1	11.1	100.0
	Total	9	28.1	100.0	
Missing	System	23	71.9		
Total		32	100.0		

**Funding**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	too basic	1	3.1	12.5	12.5
	appropriate	7	21.9	87.5	100.0
	Total	8	25.0	100.0	
Missing	System	24	75.0		
Total		32	100.0		

**The Investor's Viewpoint**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	too basic	5	15.6	55.6	55.6
	appropriate	4	12.5	44.4	100.0
	Total	9	28.1	100.0	
Missing	System	23	71.9		
Total		32	100.0		

**Survival Strategies**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	appropriate	8	25.0	100.0	100.0
Missing	System	24	75.0		
Total		32	100.0		

**Main Text Windows**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	slightly effective	1	3.1	3.2	3.2
	effective	6	18.8	19.4	22.6
	more than effective	18	50.0	51.8	74.2
	highly effective	8	25.0	25.8	100.0
	Total	31	96.9	100.0	
Missing	System	1	3.1		
Total		32	100.0		

**Interactive Exercises**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	slightly effective	2	6.3	6.5	6.5
	effective	5	15.6	18.1	22.6
	more than effective	13	40.6	41.9	64.5
	highly effective	11	34.4	35.5	100.0
	Total	31	96.9	100.0	
Missing	System	1	3.1		
Total		32	100.0		

**Notepad Exercises**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	2	6.3	6.7	6.7
	slightly effective	9	28.1	30.0	36.7
	effective	10	31.3	33.3	70.0
	more than effective	8	25.0	28.7	98.7
	highly effective	1	3.1	3.3	100.0
	Total	30	93.8	100.0	
Missing	System	2	6.3		
Total		32	100.0		

**Learning Summaries**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	slightly effective	2	6.3	6.5	6.5
	effective	8	25.0	25.8	32.3
	more than effective	15	46.9	48.4	80.6
	highly effective	6	18.8	19.4	100.0
	Total	31	96.9	100.0	
Missing	System	1	3.1		
Total		32	100.0		

**Problem Solving Exercises**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	effective	5	15.6	21.7	21.7
	more than effective	14	43.8	80.9	82.6
	highly effective	4	12.5	17.4	100.0
	Total	23	71.9	100.0	
Missing	System	9	28.1		
Total		32	100.0		

**Business Plan Evaluation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	slightly effective	2	6.3	13.3	13.3
	effective	5	15.6	33.3	46.7
	more than effective	6	18.8	40.0	86.7
	highly effective	2	6.3	13.3	100.0
	Total	15	46.9	100.0	
Missing	System	17	53.1		
Total		32	100.0		

**Navigation Feet (green / red)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	slightly effective	1	3.1	3.3	3.3
	effective	6	18.8	20.0	23.3
	more than effective	3	9.4	10.0	33.3
	highly effective	20	62.5	66.7	100.0
	Total	30	93.8	100.0	
Missing	System	2	6.3		
Total		32	100.0		

**Hypertext Links**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	1	3.1	3.3	3.3
	slightly effective	3	9.4	10.0	13.3
	effective	9	28.1	30.0	43.3
	more than effective	9	28.1	30.0	73.3
	highly effective	8	25.0	26.7	100.0
	Total	30	93.8	100.0	
Missing	System	2	6.3		
Total		32	100.0		

**A3.30.12: 1998 / 99 Semester 2 Midpoint Q12 (N=32) (continued)**

**History Window**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	1	3.1	3.4	3.4
	slightly effective	8	25.0	27.6	31.0
	effective	8	18.8	20.7	51.7
	more than effective	8	25.0	27.6	79.3
	highly effective	6	18.8	20.7	100.0
	Total	29	90.6	100.0	
Missing	System	3	9.4		
Total		32	100.0		

**Glossary Window**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	1	3.1	3.6	3.6
	slightly effective	7	21.9	25.0	28.6
	effective	9	28.1	32.1	60.7
	more than effective	5	15.6	17.9	78.6
	highly effective	6	18.8	21.4	100.0
	Total	28	87.5	100.0	
Missing	System	4	12.5		
Total		32	100.0		

**Main Map (showing overview)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	slightly effective	1	3.1	3.3	3.3
	effective	7	21.9	23.3	26.7
	more than effective	9	28.1	30.0	56.7
	highly effective	13	40.6	43.3	100.0
	Total	30	93.8	100.0	
Missing	System	2	6.3		
Total		32	100.0		

**Structure Map (showing contents)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	effective	6	18.8	20.0	20.0
	more than effective	6	18.8	20.0	40.0
	highly effective	18	56.3	80.0	100.0
	Total	30	93.8	100.0	
Missing	System	2	6.3		
Total		32	100.0		

**Button Links**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	slightly effective	3	9.4	10.3	10.3
	effective	9	28.1	31.0	41.4
	more than effective	8	25.0	27.6	69.0
	highly effective	9	28.1	31.0	100.0
	Total	29	90.6	100.0	
Missing	System	3	9.4		
Total		32	100.0		

**Graphics used in self contained exercises**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	slightly effective	1	3.1	3.2	3.2
	effective	13	40.6	41.9	45.2
	more than effective	8	25.0	25.8	71.0
	highly effective	9	28.1	29.0	100.0
	Total	31	96.9	100.0	
Missing	System	1	3.1		
Total		32	100.0		

**Colours used in self contained exercises**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	effective	10	31.3	32.3	32.3
	more than effective	12	37.5	38.7	71.0
	highly effective	9	28.1	29.0	100.0
	Total	31	96.9	100.0	
Missing	System	1	3.1		
Total		32	100.0		

**Scenarios used in self contained exercises**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	effective	6	18.8	19.4	19.4
	more than effective	19	59.4	61.3	80.6
	highly effective	6	18.8	19.4	100.0
	Total	31	96.9	100.0	
Missing	System	1	3.1		
Total		32	100.0		

**Text used in self contained exercises**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	slightly effective	2	6.3	6.5	6.5
	effective	12	37.5	38.7	45.2
	more than effective	11	34.4	35.5	80.8
	highly effective	6	18.8	19.4	100.0
	Total	31	96.9	100.0	
Missing	System	1	3.1		
Total		32	100.0		

**Tasks specified in self contained exercises**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	effective	10	31.3	32.3	32.3
	more than effective	17	53.1	54.8	87.1
	highly effective	4	12.5	12.9	100.0
	Total	31	96.9	100.0	
Missing	System	1	3.1		
Total		32	100.0		

**Feedback given in self contained exercises**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	slightly effective	2	6.3	7.7	7.7
	effective	6	18.8	23.1	30.8
	more than effective	13	40.6	50.0	80.8
	highly effective	5	15.6	19.2	100.0
	Total	26	81.3	100.0	
Missing	System	6	18.8		
Total		32	100.0		

**Relevance of self contained exercises to module**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	effective	3	9.4	10.7	10.7
	more than effective	17	53.1	60.7	71.4
	highly effective	8	25.0	28.6	100.0
	Total	28	87.5	100.0	
Missing	System	4	12.5		
Total		32	100.0		

**A3.30.12: 1998 / 99 Semester 2 Midpoint Q12 (N=32) (continued)**

**Difficulty level of self contained exercises**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	slightly effective	1	3.1	3.6	3.6
	effective	13	40.6	46.4	50.0
	more than effective	12	37.5	42.9	92.9
	highly effective	2	6.3	7.1	100.0
	Total	28	87.5	100.0	
Missing	System	4	12.5		
Total		32	100.0		

**A3.30.13: 1998 / 99 Semester 2 Exit Q13 (N=36)**

**Skills & Entrepreneurial Characteristics (required to run a business)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	some confidence	5	13.9	14.7	14.7
	confident	20	55.6	58.8	73.5
	very confident	9	25.0	28.5	100.0
	Total	34	94.4	100.0	
Missing	System	2	5.6		
Total		36	100.0		

**Opportunity v Idea in Business**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	some confidence	7	19.4	25.9	25.9
	confident	13	36.1	48.1	74.1
	very confident	7	19.4	25.9	100.0
	Total	27	75.0	100.0	
Missing	System	9	25.0		
Total		36	100.0		

**Getting Into Business**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	little confidence	1	2.8	2.8	2.8
	some confidence	9	25.0	25.0	27.8
	confident	21	58.3	58.3	86.1
	very confident	5	13.9	13.9	100.0
	Total	36	100.0	100.0	

**Team Building In Business**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	little confidence	1	2.8	2.8	2.8
	some confidence	3	8.3	8.3	11.1
	confident	20	55.6	55.6	66.7
	very confident	12	33.3	33.3	100.0
	Total	36	100.0	100.0	

**Market Research & Sources**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	little confidence	2	5.6	5.6	5.6
	some confidence	9	25.0	25.0	30.6
	confident	14	38.9	38.9	69.4
	very confident	11	30.6	30.6	100.0
	Total	36	100.0	100.0	

**The Business Plan**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	little confidence	1	2.8	2.8	2.8
	some confidence	8	22.2	22.2	25.0
	confident	15	41.7	41.7	66.7
	very confident	12	33.3	33.3	100.0
	Total	36	100.0	100.0	

**Finance Issues**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	little confidence	2	5.6	5.6	5.6
	some confidence	11	30.6	30.6	36.1
	confident	8	22.2	22.2	58.3
	very confident	15	41.7	41.7	100.0
	Total	36	100.0	100.0	

**Patents, Licences & Legal Issues**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	little confidence	3	8.3	8.6	8.6
	some confidence	6	16.7	17.1	25.7
	confident	20	55.6	57.1	82.9
	very confident	6	16.7	17.1	100.0
	Total	35	97.2	100.0	
Missing	System	1	2.8		
Total		36	100.0		

**Strategic Marketing**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	1	2.8	2.8	2.8
	little confidence	3	8.3	8.3	11.1
	some confidence	12	33.3	33.3	44.4
	confident	14	38.9	38.9	83.3
	very confident	6	16.7	16.7	100.0
	Total	36	100.0	100.0	

**Funding**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	little confidence	1	2.8	2.8	2.8
	some confidence	6	16.7	16.7	19.4
	confident	19	52.8	52.8	72.2
	very confident	10	27.8	27.8	100.0
	Total	36	100.0	100.0	

**A3.30.13: 1998 / 99 Semester 2 Exit Q13 (N=36) (continued)**

**The Investor's Viewpoint**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid some confidence	5	13.9	13.9	13.9
confident	20	55.6	55.6	69.4
very confident	11	30.6	30.6	100.0
Total	36	100.0	100.0	

**Survival Strategies**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid little confidence	2	5.6	5.6	5.6
some confidence	8	22.2	22.2	27.8
confident	22	61.1	61.1	88.9
very confident	4	11.1	11.1	100.0
Total	36	100.0	100.0	

**Electronic Book**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid least preferred	5	13.9	14.7	14.7
second least preferred	10	27.8	29.4	44.1
mid way choice	8	22.2	23.5	67.6
second most preferred	9	25.0	28.5	94.1
most preferred	2	5.6	5.9	100.0
Total	34	94.4	100.0	
Missing System	2	5.6		
Total	36	100.0		

**Game Approach**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid least preferred	5	13.9	14.7	14.7
second least preferred	6	16.7	17.6	32.4
mid way choice	10	27.8	29.4	61.8
second most preferred	11	30.6	32.4	94.1
most preferred	2	5.6	5.9	100.0
Total	34	94.4	100.0	
Missing System	2	5.6		
Total	36	100.0		

**Simulated Environment**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid least preferred	4	11.1	11.8	11.8
second least preferred	8	22.2	23.5	35.3
mid way choice	9	25.0	28.5	61.8
second most preferred	8	22.2	23.5	85.3
most preferred	5	13.9	14.7	100.0
Total	34	94.4	100.0	
Missing System	2	5.6		
Total	36	100.0		

**Combination of Electronic Book, Game and Simulated Environment**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid least preferred	3	8.3	8.8	8.8
second least preferred	5	13.9	14.7	23.5
mid way choice	9	25.0	28.5	50.0
second most preferred	9	25.0	28.5	76.5
most preferred	8	22.2	23.5	100.0
Total	34	94.4	100.0	
Missing System	2	5.6		
Total	36	100.0		

**Skills & Entrepreneurial Characteristics (required to run a business)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid too basic	4	11.1	11.8	11.8
appropriate	27	75.0	79.4	91.2
too detailed	3	8.3	8.8	100.0
Total	34	94.4	100.0	
Missing System	2	5.6		
Total	36	100.0		

**Opportunity v Idea in Business**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid too basic	6	16.7	17.1	17.1
appropriate	26	72.2	74.3	91.4
too detailed	3	8.3	8.6	100.0
Total	35	97.2	100.0	
Missing System	1	2.8		
Total	36	100.0		

**Getting into Business**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid too basic	3	8.3	8.6	8.6
appropriate	30	83.3	85.7	94.3
too detailed	2	5.6	5.7	100.0
Total	35	97.2	100.0	
Missing System	1	2.8		
Total	36	100.0		

**Team Building in Business**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid too basic	2	5.6	5.9	5.9
appropriate	27	75.0	79.4	85.3
too detailed	5	13.9	14.7	100.0
Total	34	94.4	100.0	
Missing System	2	5.6		
Total	36	100.0		

**Market Research & Sources**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid too basic	2	5.6	5.7	5.7
appropriate	27	75.0	77.1	82.9
too detailed	6	16.7	17.1	100.0
Total	35	97.2	100.0	
Missing System	1	2.8		
Total	36	100.0		

**The Business Plan**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid too basic	2	5.6	6.3	6.3
appropriate	28	77.8	87.5	93.8
too detailed	2	5.6	6.3	100.0
Total	32	88.9	100.0	
Missing System	4	11.1		
Total	36	100.0		

**A3.30.13: 1998 / 99 Semester 2 Exit Q13 (N=36) (continued)**

**Finance Issues**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	too basic	7	19.4	20.6	20.6
	appropriate	20	55.6	58.8	79.4
	too detailed	7	19.4	20.6	100.0
	Total	34	94.4	100.0	
Missing	System	2	5.6		
Total		36	100.0		

**Patents, Licences & Legal Issues**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	too basic	2	5.6	5.7	5.7
	appropriate	23	63.9	65.7	71.4
	too detailed	10	27.8	28.6	100.0
	Total	35	97.2	100.0	
Missing	System	1	2.8		
Total		36	100.0		

**Strategic Marketing**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	too basic	2	5.6	5.7	5.7
	appropriate	28	77.8	80.0	85.7
	too detailed	5	13.9	14.3	100.0
	Total	35	97.2	100.0	
Missing	System	1	2.8		
Total		36	100.0		

**Funding**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	too basic	3	8.3	8.6	8.6
	appropriate	29	80.6	82.9	91.4
	too detailed	3	8.3	8.6	100.0
	Total	35	97.2	100.0	
Missing	System	1	2.8		
Total		36	100.0		

**The Investor's Viewpoint**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	too basic	2	5.6	5.7	5.7
	appropriate	31	86.1	88.6	94.3
	too detailed	2	5.6	5.7	100.0
	Total	35	97.2	100.0	
Missing	System	1	2.8		
Total		36	100.0		

**Survival Strategies**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	too basic	5	13.9	14.3	14.3
	appropriate	29	80.6	82.9	97.1
	too detailed	1	2.8	2.9	100.0
	Total	35	97.2	100.0	
Missing	System	1	2.8		
Total		36	100.0		

**Main Text Windows**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	1	2.8	2.9	2.9
	slightly effective	2	5.6	5.7	8.6
	effective	9	25.0	25.7	34.3
	more than effective	18	50.0	51.4	85.7
	highly effective	5	13.9	14.3	100.0
	Total	35	97.2	100.0	
Missing	System	1	2.8		
Total		36	100.0		

**Interactive Exercises**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	3	8.3	8.6	8.6
	slightly effective	2	5.6	5.7	14.3
	effective	6	16.7	17.1	31.4
	more than effective	12	33.3	34.3	65.7
	highly effective	12	33.3	34.3	100.0
	Total	35	97.2	100.0	
Missing	System	1	2.8		
Total		36	100.0		

**Notepad Exercises**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	9	25.0	25.7	25.7
	slightly effective	8	22.2	22.9	48.6
	effective	10	27.8	28.6	77.1
	more than effective	7	19.4	20.0	97.1
	highly effective	1	2.8	2.9	100.0
	Total	35	97.2	100.0	
Missing	System	1	2.8		
Total		36	100.0		

**Learning Summaries**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	2	5.6	5.7	5.7
	slightly effective	3	8.3	8.6	14.3
	effective	11	30.6	31.4	45.7
	more than effective	15	41.7	42.9	88.6
	highly effective	4	11.1	11.4	100.0
	Total	35	97.2	100.0	
Missing	System	1	2.8		
Total		36	100.0		

**Problem Solving Exercises**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	slightly effective	3	8.3	8.6	8.6
	effective	8	22.2	22.9	31.4
	more than effective	17	47.2	48.6	80.0
	highly effective	7	19.4	20.0	100.0
	Total	35	97.2	100.0	
Missing	System	1	2.8		
Total		36	100.0		

**Business Plan Evaluation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	slightly effective	1	2.8	3.4	3.4
	effective	8	22.2	27.8	31.0
	more than effective	13	36.1	44.8	75.9
	highly effective	7	19.4	24.1	100.0
	Total	29	80.6	100.0	
Missing	System	7	19.4		
Total		36	100.0		

**A3.30.13: 1998 / 99 Semester 2 Exit Q13 (N=36) (continued)**

**Navigation Feet (green / red)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid effective	4	11.1	11.4	11.4
more than effective	11	30.6	31.4	42.9
highly effective	20	55.6	57.1	100.0
Total	35	97.2	100.0	
Missing System	1	2.8		
Total	36	100.0		

**Hypertext Links**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not effective	1	2.8	2.9	2.9
slightly effective	1	2.8	2.9	5.7
effective	11	30.6	31.4	37.1
more than effective	15	41.7	42.9	80.0
highly effective	7	19.4	20.0	100.0
Total	35	97.2	100.0	
Missing System	1	2.8		
Total	36	100.0		

**History Window**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not effective	3	8.3	8.3	8.3
slightly effective	9	25.0	25.0	33.3
effective	12	33.3	33.3	66.7
more than effective	9	25.0	25.0	91.7
highly effective	3	8.3	8.3	100.0
Total	36	100.0	100.0	

**Glossary Window**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not effective	4	11.1	11.8	11.8
slightly effective	7	19.4	20.6	32.4
effective	10	27.8	29.4	61.8
more than effective	10	27.8	29.4	91.2
highly effective	3	8.3	8.8	100.0
Total	34	94.4	100.0	
Missing System	2	5.6		
Total	36	100.0		

**Main Map (showing overview)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid slightly effective	3	8.3	8.3	8.3
effective	8	22.2	22.2	30.6
more than effective	13	36.1	36.1	66.7
highly effective	12	33.3	33.3	100.0
Total	36	100.0	100.0	

**Structure Map (showing contents)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid slightly effective	1	2.8	2.8	2.8
effective	5	13.9	13.9	16.7
more than effective	14	38.9	38.9	55.6
highly effective	16	44.4	44.4	100.0
Total	36	100.0	100.0	

**Button Links**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid slightly effective	2	5.6	5.7	5.7
effective	17	47.2	48.6	54.3
more than effective	10	27.8	28.6	82.9
highly effective	6	16.7	17.1	100.0
Total	35	97.2	100.0	
Missing System	1	2.8		
Total	36	100.0		

**Graphics used in self contained exercises**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid slightly effective	3	8.3	8.3	8.3
effective	12	33.3	33.3	41.7
more than effective	11	30.6	30.6	72.2
highly effective	10	27.8	27.8	100.0
Total	36	100.0	100.0	

**Colours used in self contained exercises**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid slightly effective	2	5.6	5.6	5.6
effective	10	27.8	27.8	33.3
more than effective	15	41.7	41.7	75.0
highly effective	9	25.0	25.0	100.0
Total	36	100.0	100.0	

**Scenarios used in self contained exercises**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid slightly effective	2	5.6	5.6	5.6
effective	7	19.4	19.4	25.0
more than effective	22	61.1	61.1	86.1
highly effective	5	13.9	13.9	100.0
Total	36	100.0	100.0	

**Text used in self contained exercises**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not effective	1	2.8	2.8	2.8
slightly effective	4	11.1	11.1	13.9
effective	7	19.4	19.4	33.3
more than effective	20	55.6	55.6	88.9
highly effective	4	11.1	11.1	100.0
Total	36	100.0	100.0	

**Tasks specified in self contained exercises**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid slightly effective	8	16.7	16.7	16.7
effective	15	41.7	41.7	58.3
more than effective	12	33.3	33.3	91.7
highly effective	3	8.3	8.3	100.0
Total	36	100.0	100.0	

**A3.30.13: 1998 / 99 Semester 2 Exit Q13 (N=36) (continued)**

**Feedback given in self contained exercises**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	slightly effective	4	11.1	11.4	11.4
	effective	14	38.9	40.0	51.4
	more than effective	13	36.1	37.1	88.6
	highly effective	4	11.1	11.4	100.0
	Total	35	97.2	100.0	
Missing	System	1	2.8		
Total		36	100.0		

**Relevance of self contained exercises to module**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	slightly effective	2	5.6	5.7	5.7
	effective	10	27.8	28.6	34.3
	more than effective	19	52.8	54.3	88.6
	highly effective	4	11.1	11.4	100.0
	Total	35	97.2	100.0	
Missing	System	1	2.8		
Total		36	100.0		

**Difficulty level of self contained exercises**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	1	2.8	2.8	2.8
	slightly effective	2	5.6	5.6	8.3
	effective	21	58.3	58.3	66.7
	more than effective	11	30.6	30.6	97.2
	highly effective	1	2.8	2.8	100.0
	Total	36	100.0	100.0	

**A3.30.14: 1999 / 00 Semester 1 Entrance Q14 (N=85)**

**Sex**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	57	67.1	67.9	67.9
	female	27	31.8	32.1	100.0
	Total	84	98.8	100.0	
Missing	System	1	1.2		
Total		85	100.0		

**Skills & Entrepreneurial Characteristics**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No Confidence	9	10.6	10.8	10.8
	Little Confidence	34	40.0	41.0	51.8
	Some Confidence	31	36.5	37.3	89.2
	Confident	8	9.4	9.6	98.8
	Very Confident	1	1.2	1.2	100.0
	Total	83	97.6	100.0	
Missing	System	2	2.4		
Total		85	100.0		

**Opportunity v Idea in Business**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No Confidence	13	15.3	15.9	15.9
	Little Confidence	37	43.5	45.1	61.0
	Some Confidence	24	28.2	29.3	90.2
	Confident	7	8.2	8.5	98.8
	Very Confident	1	1.2	1.2	100.0
	Total	82	96.5	100.0	
Missing	System	3	3.5		
Total		85	100.0		

**Getting Into Business**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No Confidence	10	11.8	12.2	12.2
	Little Confidence	39	45.9	47.6	59.8
	Some Confidence	24	28.2	29.3	89.0
	Confident	9	10.6	11.0	100.0
	Total	82	96.5	100.0	
Missing	System	3	3.5		
Total		85	100.0		

**Team Building in Business**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No Confidence	9	10.6	10.8	10.8
	Little Confidence	24	28.2	28.9	39.8
	Some Confidence	37	43.5	44.6	84.3
	Confident	12	14.1	14.5	98.8
	Very Confident	1	1.2	1.2	100.0
	Total	83	97.6	100.0	
Missing	System	2	2.4		
Total		85	100.0		

**Market Research & Sources**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No Confidence	9	10.6	11.0	11.0
	Little Confidence	28	32.9	34.1	45.1
	Some Confidence	32	37.6	39.0	84.1
	Confident	12	14.1	14.6	98.8
	Very Confident	1	1.2	1.2	100.0
	Total	82	96.5	100.0	
Missing	System	3	3.5		
Total		85	100.0		

**A3.30.14: 1999 / 00 Semester 1 Entrance Q14 (N=85) (continued)**

**The Business Plan**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No Confidence	17	20.0	20.5	20.5
	Little Confidence	32	37.6	38.6	59.0
	Some Confidence	27	31.8	32.5	91.6
	Confident	6	7.1	7.2	98.8
	Very Confident	1	1.2	1.2	100.0
	Total	83	97.6	100.0	
Missing	System	2	2.4		
Total		85	100.0		

**Finance Issues**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No Confidence	10	11.8	12.0	12.0
	Little Confidence	34	40.0	41.0	53.0
	Some Confidence	28	32.9	33.7	86.7
	Confident	11	12.9	13.3	100.0
	Total	83	97.6	100.0	
Missing	System	2	2.4		
Total		85	100.0		

**Patents, Licences & Legal Issues**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No Confidence	33	38.8	39.8	39.8
	Little Confidence	37	43.5	44.6	84.3
	Some Confidence	8	9.4	9.6	94.0
	Confident	4	4.7	4.8	98.8
	Very Confident	1	1.2	1.2	100.0
	Total	83	97.6	100.0	
Missing	System	2	2.4		
Total		85	100.0		

**Strategic Marketing**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No Confidence	19	22.4	22.9	22.9
	Little Confidence	27	31.8	32.5	55.4
	Some Confidence	28	32.9	33.7	89.2
	Confident	9	10.6	10.8	100.0
	Total	83	97.6	100.0	
Missing	System	2	2.4		
Total		85	100.0		

**Funding**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No Confidence	17	20.0	20.5	20.5
	Little Confidence	39	45.9	47.0	67.5
	Some Confidence	22	25.9	26.5	94.0
	Confident	5	5.9	6.0	100.0
	Total	83	97.6	100.0	
Missing	System	2	2.4		
Total		85	100.0		

**The Investor's Viewpoint**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No Confidence	21	24.7	25.3	25.3
	Little Confidence	33	38.8	39.8	65.1
	Some Confidence	22	25.9	26.5	91.6
	Confident	7	8.2	8.4	100.0
	Total	83	97.6	100.0	
Missing	System	2	2.4		
Total		85	100.0		

**Survival Strategies**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No Confidence	19	22.4	22.9	22.9
	Little Confidence	35	41.2	42.2	65.1
	Some Confidence	24	28.2	28.9	94.0
	Confident	4	4.7	4.8	98.8
	Very Confident	1	1.2	1.2	100.0
	Total	83	97.6	100.0	
Missing	System	2	2.4		
Total		85	100.0		

**Electronic Book**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Liked	5	5.9	5.9	5.9
	Liked Somewhat	17	20.0	20.0	25.9
	Liked	26	30.6	30.6	56.5
	More Than Liked	24	28.2	28.2	84.7
	Greatly Liked	13	15.3	15.3	100.0
	Total	85	100.0	100.0	

**Game Approach**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Liked	6	7.1	7.1	7.1
	Liked Somewhat	7	8.2	8.2	15.3
	Liked	23	27.1	27.1	42.4
	More Than Liked	31	36.5	36.5	78.8
	Greatly Liked	18	21.2	21.2	100.0
	Total	85	100.0	100.0	

**Simulated Environment**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Liked	3	3.5	3.5	3.5
	Liked Somewhat	3	3.5	3.5	7.1
	Liked	24	28.2	28.2	35.3
	More Than Liked	38	44.7	44.7	80.0
	Greatly Liked	17	20.0	20.0	100.0
	Total	85	100.0	100.0	

**Combination of Electronic Book, Computer Game & Simulated Environment**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Liked	2	2.4	2.4	2.4
	Liked Somewhat	2	2.4	2.4	4.7
	Liked	16	18.8	18.8	23.5
	More Than Liked	29	34.1	34.1	57.6
	Greatly Liked	36	42.4	42.4	100.0
	Total	85	100.0	100.0	

**1. Can remember more about a subject through the lecture method with information, explanations and discussion.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	seldom	4	4.7	4.7	4.7
	sometimes	51	60.0	60.0	64.7
	often	30	35.3	35.3	100.0
	Total	85	100.0	100.0	



**A3.30.14: 1999 / 00 Semester 1 Entrance Q14 (N=85) (continued)**

**2. Prefer information to be written on the chalkboard, with the use of visual aids and assigned readings.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	seldom	10	11.8	11.8	11.8
	sometimes	46	54.1	54.1	65.9
	often	29	34.1	34.1	100.0
	Total	85	100.0	100.0	

**3. Like to write things down or to take notes for visual review.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	seldom	9	10.6	10.7	10.7
	sometimes	16	18.8	19.0	29.8
	often	59	69.4	70.2	100.0
	Total	84	98.8	100.0	
Missing	System	1	1.2		
Total		85	100.0		

**4. Prefer to use posters, models, or actual practice & some activities in class.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	seldom	14	16.5	16.5	16.5
	sometimes	37	43.5	43.5	60.0
	often	34	40.0	40.0	100.0
	Total	85	100.0	100.0	

**5. Require explanations of diagrams, graphs, or visual directions.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	seldom	17	20.0	20.0	20.0
	sometimes	45	52.9	52.9	72.9
	often	23	27.1	27.1	100.0
	Total	85	100.0	100.0	

**6. Enjoy working with my hands or making things.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	seldom	19	22.4	22.4	22.4
	sometimes	27	31.8	31.8	54.1
	often	39	45.9	45.9	100.0
	Total	85	100.0	100.0	

**7. Am skillful with & enjoy developing & making graphs & charts.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	seldom	23	27.1	27.1	27.1
	sometimes	37	43.5	43.5	70.6
	often	25	29.4	29.4	100.0
	Total	85	100.0	100.0	

**8. Can tell if sounds match when presented with pairs of sounds.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	seldom	22	25.9	25.9	25.9
	sometimes	28	32.9	32.9	58.8
	often	35	41.2	41.2	100.0
	Total	85	100.0	100.0	

**9. Remember best by writing things down several times.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	seldom	17	20.0	20.0	20.0
	sometimes	33	38.8	38.8	58.8
	often	35	41.2	41.2	100.0
	Total	85	100.0	100.0	

**10. Can understand and follow directions on maps.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	seldom	6	7.1	7.1	7.1
	sometimes	24	28.2	28.2	35.3
	often	55	64.7	64.7	100.0
	Total	85	100.0	100.0	

**11. Do better at academic subjects by listening to lectures & tapes.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	seldom	35	41.2	41.2	41.2
	sometimes	39	45.9	45.9	87.1
	often	11	12.9	12.9	100.0
	Total	85	100.0	100.0	

**12. Play with coins or keys in pockets.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	seldom	48	56.5	57.1	57.1
	sometimes	24	28.2	28.6	85.7
	often	12	14.1	14.3	100.0
	Total	84	98.8	100.0	
Missing	System	1	1.2		
Total		85	100.0		

**13. Learn to spell better by repeating the words out loud than by writing the word on papers.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	seldom	58	68.2	68.2	68.2
	sometimes	18	21.2	21.2	89.4
	often	9	10.6	10.6	100.0
	Total	85	100.0	100.0	

**14. Can better understand a news article by reading about it in the paper than by listening to the radio.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	seldom	14	16.5	16.5	16.5
	sometimes	35	41.2	41.2	57.6
	often	36	42.4	42.4	100.0
	Total	85	100.0	100.0	

**15. Chew gum, smoke, or snack during studies.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	seldom	37	43.5	43.5	43.5
	sometimes	24	28.2	28.2	71.8
	often	24	28.2	28.2	100.0
	Total	85	100.0	100.0	

**A3.30.14: 1999 / 00 Semester I Entrance Q14 (N=85) (continued)**

**16. Feel the best way to remember is to picture it in your head.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	14	16.5	16.5	16.5
sometimes	29	34.1	34.1	50.6
often	42	49.4	49.4	100.0
Total	85	100.0	100.0	

**17. Learn spelling by "finger spelling" words. (i.e. drawing letters in the air)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	80	94.1	95.2	95.2
sometimes	3	3.5	3.6	98.8
often	1	1.2	1.2	100.0
Total	84	98.8	100.0	
Missing System	1	1.2		
Total	85	100.0		

**18. Would rather listen to a good lecture or speech than read about the same material in a textbook.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	5	5.9	5.9	5.9
sometimes	36	42.4	42.4	48.2
often	44	51.8	51.8	100.0
Total	85	100.0	100.0	

**19. Am good at working and solving jigsaw puzzles and mazes.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	10	11.8	11.8	11.8
sometimes	50	58.8	58.8	70.6
often	25	29.4	29.4	100.0
Total	85	100.0	100.0	

**20. Grip objects in hands during learning period.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	27	31.8	32.1	32.1
sometimes	35	41.2	41.7	73.8
often	22	25.9	26.2	100.0
Total	84	98.8	100.0	
Missing System	1	1.2		
Total	85	100.0		

**21. Prefer listening to the news on the radio rather than reading about it in the newspaper.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	36	42.4	42.4	42.4
sometimes	39	45.9	45.9	88.2
often	10	11.8	11.8	100.0
Total	85	100.0	100.0	

**22. Obtain information on an interesting subject by reading relevant materials.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	4	4.7	4.7	4.7
sometimes	49	57.6	57.6	62.4
often	32	37.6	37.6	100.0
Total	85	100.0	100.0	

**23. Feel very comfortable touching others, hugging, handshaking.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	6	7.1	7.1	7.1
sometimes	46	54.1	54.1	61.2
often	33	38.8	38.8	100.0
Total	85	100.0	100.0	

**24. Follow oral directions better than written ones.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	11	12.9	13.1	13.1
sometimes	63	74.1	75.0	88.1
often	10	11.8	11.9	100.0
Total	84	98.8	100.0	
Missing System	1	1.2		
Total	85	100.0		

**A3.30.15: 1999 / 00 Semester 1 Midpoint Q15 (N=39)**

**Skills & Entrepreneurial Characteristics (required to run a business)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid little confidence	1	2.6	2.6	2.6
some confidence	15	38.5	38.5	41.0
confident	21	53.8	53.8	94.9
very confident	2	5.1	5.1	100.0
Total	39	100.0	100.0	

**Opportunity v Idea in Business**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid little confidence	3	7.7	7.7	7.7
some confidence	7	17.9	17.9	25.6
confident	27	69.2	69.2	94.9
very confident	2	5.1	5.1	100.0
Total	39	100.0	100.0	

**Getting Into Business**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid little confidence	4	10.3	10.3	10.3
some confidence	19	48.7	48.7	59.0
confident	16	41.0	41.0	100.0
Total	39	100.0	100.0	

**Team Building In Business**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid some confidence	16	41.0	41.0	41.0
confident	18	46.2	46.2	87.2
very confident	5	12.8	12.8	100.0
Total	39	100.0	100.0	

**Market Research & Sources**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no confidence	1	2.6	2.6	2.6
little confidence	8	20.5	20.5	23.1
some confidence	14	35.9	35.9	59.0
confident	16	41.0	41.0	100.0
Total	39	100.0	100.0	

**The Business Plan**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no confidence	3	7.7	7.7	7.7
little confidence	4	10.3	10.3	17.9
some confidence	22	56.4	56.4	74.4
confident	10	25.6	25.6	100.0
Total	39	100.0	100.0	

**Finance Issues**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no confidence	3	7.7	8.1	8.1
little confidence	12	30.8	32.4	40.5
some confidence	14	35.9	37.8	78.4
confident	6	15.4	16.2	94.6
very confident	2	5.1	5.4	100.0
Total	37	94.9	100.0	
Missing System	2	5.1		
Total	39	100.0		

**Patents, Licences & Legal Issues**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no confidence	5	12.8	13.5	13.5
little confidence	14	35.9	37.8	51.4
some confidence	12	30.8	32.4	83.8
confident	5	12.8	13.5	97.3
very confident	1	2.6	2.7	100.0
Total	37	94.9	100.0	
Missing System	2	5.1		
Total	39	100.0		

**Strategic Marketing**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no confidence	4	10.3	10.8	10.8
little confidence	8	20.5	21.6	32.4
some confidence	21	53.8	56.8	89.2
confident	4	10.3	10.8	100.0
Total	37	94.9	100.0	
Missing System	2	5.1		
Total	39	100.0		

**Funding**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no confidence	4	10.3	10.8	10.8
little confidence	8	20.5	21.6	32.4
some confidence	14	35.9	37.8	70.3
confident	9	23.1	24.3	94.6
very confident	2	5.1	5.4	100.0
Total	37	94.9	100.0	
Missing System	2	5.1		
Total	39	100.0		

**The Investor's Viewpoint**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no confidence	6	15.4	16.2	16.2
little confidence	11	28.2	29.7	45.9
some confidence	15	38.5	40.5	86.5
confident	5	12.8	13.5	100.0
Total	37	94.9	100.0	
Missing System	2	5.1		
Total	39	100.0		

**Survival Strategies**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no confidence	8	20.5	21.6	21.6
little confidence	13	33.3	35.1	56.8
some confidence	11	28.2	29.7	86.5
confident	5	12.8	13.5	100.0
Total	37	94.9	100.0	
Missing System	2	5.1		
Total	39	100.0		

**A3.30.15: 1999 / 00 Semester 1 Midpoint Q15 (N=39) (continued)**

**Electronic Book**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid second least preferred	12	30.8	30.8	30.8
mid way choice	10	25.6	25.6	56.4
second most preferred	15	38.5	38.5	94.9
most preferred	2	5.1	5.1	100.0
Total	39	100.0	100.0	

**Game Approach**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid least preferred	2	5.1	5.3	5.3
second least preferred	3	7.7	7.9	13.2
mid way choice	8	20.5	21.1	34.2
second most preferred	9	23.1	23.7	57.9
most preferred	16	41.0	42.1	100.0
Total	38	97.4	100.0	
Missing System	1	2.6		
Total	39	100.0		

**Simulated Environment**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid second least preferred	3	7.7	7.9	7.9
mid way choice	13	33.3	34.2	42.1
second most preferred	15	38.5	39.5	81.6
most preferred	7	17.9	18.4	100.0
Total	38	97.4	100.0	
Missing System	1	2.6		
Total	39	100.0		

**Combination of Electronic Book, Game and Simulated Environment**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid second least preferred	1	2.6	2.6	2.6
mid way choice	10	25.6	25.6	28.2
second most preferred	14	35.9	35.9	64.1
most preferred	14	35.9	35.9	100.0
Total	39	100.0	100.0	

**Which environment most appropriately describes this computer-based module?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Electronic Book	10	25.6	26.3	26.3
Game Approach	1	2.6	2.6	28.9
Simulated Environment	3	7.7	7.9	36.8
Combination of Electronic Book, Computer Game and Simulated	21	53.8	55.3	92.1
Electronic Book & Game Approach	3	7.7	7.9	100.0
Total	38	97.4	100.0	
Missing System	1	2.6		
Total	39	100.0		

**Skills & Entrepreneurial Characteristics (required to run a business)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid too basic	2	5.1	5.1	5.1
appropriate	33	84.6	84.6	89.7
too detailed	4	10.3	10.3	100.0
Total	39	100.0	100.0	

**Opportunity v Idea in Business**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid appropriate	36	92.3	94.7	94.7
too detailed	2	5.1	5.3	100.0
Total	38	97.4	100.0	
Missing System	1	2.6		
Total	39	100.0		

**Getting Into Business**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid too basic	2	5.1	5.1	5.1
appropriate	31	79.5	79.5	84.6
too detailed	6	15.4	15.4	100.0
Total	39	100.0	100.0	

**Team Building in Business**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid too basic	2	5.1	5.1	5.1
appropriate	35	89.7	89.7	94.9
too detailed	2	5.1	5.1	100.0
Total	39	100.0	100.0	

**Market Research & Sources**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid too basic	3	7.7	8.1	8.1
appropriate	32	82.1	86.5	94.6
too detailed	2	5.1	5.4	100.0
Total	37	94.9	100.0	
Missing System	2	5.1		
Total	39	100.0		

**The Business Plan**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid too basic	2	5.1	6.3	6.3
appropriate	25	64.1	78.1	84.4
too detailed	5	12.8	15.6	100.0
Total	32	82.1	100.0	
Missing System	7	17.9		
Total	39	100.0		

**Finance issues**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid too basic	2	5.1	8.7	8.7
appropriate	18	46.2	78.3	87.0
too detailed	3	7.7	13.0	100.0
Total	23	59.0	100.0	
Missing System	16	41.0		
Total	39	100.0		

**A3.30.15: 1999 / 00 Semester 1 Midpoint Q15 (N=39) (continued)**

**Patents, Licences & Legal Issues**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	too basic	2	5.1	10.0	10.0
	appropriate	16	41.0	80.0	90.0
	too detailed	2	5.1	10.0	100.0
	Total	20	51.3	100.0	
Missing	System	19	48.7		
Total		39	100.0		

**Strategic Marketing**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	too basic	1	2.6	5.6	5.6
	appropriate	14	35.9	77.8	83.3
	too detailed	3	7.7	16.7	100.0
	Total	18	46.2	100.0	
Missing	System	21	53.8		
Total		39	100.0		

**Funding**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	too basic	2	5.1	13.3	13.3
	appropriate	13	33.3	86.7	100.0
	Total	15	38.5	100.0	
Missing	System	24	61.5		
Total		39	100.0		

**The Investor's Viewpoint**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	too basic	1	2.6	7.7	7.7
	appropriate	11	28.2	84.6	92.3
	too detailed	1	2.6	7.7	100.0
	Total	13	33.3	100.0	
Missing	System	26	66.7		
Total		39	100.0		

**Survival Strategies**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	appropriate	11	28.2	91.7	91.7
	too detailed	1	2.6	8.3	100.0
	Total	12	30.8	100.0	
Missing	System	27	69.2		
Total		39	100.0		

**Main Text Windows**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	slightly effective	5	12.8	13.5	13.5
	effective	9	23.1	24.3	37.8
	more than effective	19	48.7	51.4	89.2
	highly effective	4	10.3	10.8	100.0
	Total	37	94.9	100.0	
Missing	System	2	5.1		
Total		39	100.0		

**Visual Elements (Look) of Windows**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	1	2.6	2.6	2.6
	slightly effective	6	15.4	15.8	18.4
	effective	8	20.5	21.1	39.5
	more than effective	19	48.7	50.0	89.5
	highly effective	4	10.3	10.5	100.0
	Total	38	97.4	100.0	
Missing	System	1	2.6		
Total		39	100.0		

**Interactive Exercises**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	slightly effective	6	15.4	15.4	15.4
	effective	7	17.9	17.9	33.3
	more than effective	10	25.6	25.6	59.0
	highly effective	16	41.0	41.0	100.0
	Total	39	100.0	100.0	

**Visual Elements (Look) of Interactive Exercises**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	slightly effective	4	10.3	10.3	10.3
	effective	8	20.5	20.5	30.8
	more than effective	21	53.8	53.8	84.6
	highly effective	6	15.4	15.4	100.0
	Total	39	100.0	100.0	

**Notepad Exercises**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	8	20.5	21.6	21.6
	slightly effective	12	30.8	32.4	54.1
	effective	9	23.1	24.3	78.4
	more than effective	4	10.3	10.8	89.2
	highly effective	3	7.7	8.1	97.3
	not used	1	2.6	2.7	100.0
	Total	37	94.9	100.0	
Missing	System	2	5.1		
Total		39	100.0		

**Learning Summaries**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	2	5.1	5.3	5.3
	slightly effective	6	15.4	15.8	21.1
	effective	10	25.6	26.3	47.4
	more than effective	10	25.6	26.3	73.7
	highly effective	10	25.6	26.3	100.0
	Total	38	97.4	100.0	
Missing	System	1	2.6		
Total		39	100.0		

**Cafe Poirot Exercise**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	more than effective	4	10.3	100.0	100.0
Missing	System	35	89.7		
Total		39	100.0		

**A3.30.15: 1999 / 00 Semester 1 Midpoint Q15 (N=39) (continued)**

**Business Plan Evaluation**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid effective	2	5.1	66.7	66.7
more than effective	1	2.6	33.3	100.0
Total	3	7.7	100.0	
Missing System	36	92.3		
Total	39	100.0		

**Navigation Feet (green / red)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid slightly effective	1	2.6	2.6	2.6
effective	4	10.3	10.5	13.2
more than effective	15	38.5	39.5	52.8
highly effective	18	46.2	47.4	100.0
Total	38	97.4	100.0	
Missing System	1	2.6		
Total	39	100.0		

**Hypertext Links**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid slightly effective	5	12.8	13.2	13.2
effective	14	35.9	36.8	50.0
more than effective	16	41.0	42.1	92.1
highly effective	3	7.7	7.9	100.0
Total	38	97.4	100.0	
Missing System	1	2.6		
Total	39	100.0		

**Button Links**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid slightly effective	2	5.1	5.6	5.6
effective	13	33.3	36.1	41.7
more than effective	16	41.0	44.4	86.1
highly effective	5	12.8	13.9	100.0
Total	36	92.3	100.0	
Missing System	3	7.7		
Total	39	100.0		

**History Window**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not effective	3	7.7	8.1	8.1
slightly effective	6	15.4	16.2	24.3
effective	12	30.8	32.4	58.8
more than effective	9	23.1	24.3	81.1
highly effective	7	17.9	18.9	100.0
Total	37	94.9	100.0	
Missing System	2	5.1		
Total	39	100.0		

**Glossary Window**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not effective	3	7.7	8.3	8.3
slightly effective	8	20.5	22.2	30.6
effective	8	20.5	22.2	52.8
more than effective	14	35.9	38.9	91.7
highly effective	2	5.1	5.6	97.2
not used	1	2.6	2.8	100.0
Total	36	92.3	100.0	
Missing System	3	7.7		
Total	39	100.0		

**Main Map (showing overview)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid effective	12	30.8	31.6	31.6
more than effective	15	38.5	39.5	71.1
highly effective	11	28.2	28.9	100.0
Total	38	97.4	100.0	
Missing System	1	2.6		
Total	39	100.0		

**Structure Map (showing contents)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid slightly effective	1	2.6	2.6	2.6
effective	4	10.3	10.3	12.8
more than effective	19	48.7	48.7	61.5
highly effective	15	38.5	38.5	100.0
Total	39	100.0	100.0	

**Graphics used in self contained exercises**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not effective	1	2.6	2.6	2.6
slightly effective	3	7.7	7.9	10.5
effective	9	23.1	23.7	34.2
more than effective	17	43.6	44.7	78.9
highly effective	8	20.5	21.1	100.0
Total	38	97.4	100.0	
Missing System	1	2.6		
Total	39	100.0		

**Colours used in self contained exercises**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not effective	1	2.6	2.6	2.6
slightly effective	5	12.8	13.2	15.8
effective	14	35.9	36.8	52.6
more than effective	14	35.9	36.8	89.5
highly effective	4	10.3	10.5	100.0
Total	38	97.4	100.0	
Missing System	1	2.6		
Total	39	100.0		

**Scenarios used in self contained exercises**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid effective	11	28.2	28.9	28.9
more than effective	20	51.3	52.6	81.6
highly effective	7	17.9	18.4	100.0
Total	38	97.4	100.0	
Missing System	1	2.6		
Total	39	100.0		

**Text used in self contained exercises**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid slightly effective	2	5.1	5.3	5.3
effective	9	23.1	23.7	28.9
more than effective	20	51.3	52.6	81.6
highly effective	7	17.9	18.4	100.0
Total	38	97.4	100.0	
Missing System	1	2.6		
Total	39	100.0		

**A3.30.15: 1999 / 00 Semester 1 Midpoint Q15 (N=39) (continued)**

**Tasks specified in self contained exercises**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	slightly effective	1	2.6	2.6	2.6
	effective	11	28.2	28.9	31.6
	more than effective	22	56.4	57.9	89.5
	highly effective	4	10.3	10.5	100.0
	Total	38	97.4	100.0	
Missing	System	1	2.6		
Total		39	100.0		

**Feedback given in self contained exercises**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	slightly effective	6	15.4	16.2	16.2
	effective	9	23.1	24.3	40.5
	more than effective	15	38.5	40.5	81.1
	highly effective	7	17.9	18.9	100.0
	Total	37	94.9	100.0	
Missing	System	2	5.1		
Total		39	100.0		

**Relevance of self contained exercises to module**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	slightly effective	2	5.1	5.3	5.3
	effective	10	25.6	26.3	31.6
	more than effective	16	41.0	42.1	73.7
	highly effective	10	25.6	26.3	100.0
	Total	38	97.4	100.0	
Missing	System	1	2.6		
Total		39	100.0		

**Difficulty level of self contained exercises**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	slightly effective	6	15.4	15.8	15.8
	effective	15	38.5	39.5	55.3
	more than effective	13	33.3	34.2	89.5
	highly effective	4	10.3	10.5	100.0
	Total	38	97.4	100.0	
Missing	System	1	2.6		
Total		39	100.0		

**I would have been better reading a book**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	14	35.9	35.9	35.9
	disagree somewhat	13	33.3	33.3	69.2
	not sure	9	23.1	23.1	92.3
	agree somewhat	2	5.1	5.1	97.4
	agree totally	1	2.6	2.6	100.0
	Total	39	100.0	100.0	

**I worked through all the elements of the material**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree somewhat	6	15.4	15.4	15.4
	not sure	7	17.9	17.9	33.3
	agree somewhat	17	43.6	43.6	76.9
	agree totally	9	23.1	23.1	100.0
	Total	39	100.0	100.0	

**The interactive exercises helped me to understand the material**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	1	2.6	2.6	2.6
	disagree somewhat	6	15.4	15.4	17.9
	not sure	7	17.9	17.9	35.9
	agree somewhat	11	28.2	28.2	64.1
	agree totally	14	35.9	35.9	100.0
	Total	39	100.0	100.0	

**The interactive exercises were not essential, so I focused on other material**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	9	23.1	23.1	23.1
	disagree somewhat	15	38.5	38.5	61.5
	not sure	6	15.4	15.4	76.9
	agree somewhat	7	17.9	17.9	94.9
	agree totally	2	5.1	5.1	100.0
	Total	39	100.0	100.0	

**I found the visual elements (look) of the windows motivating**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	2	5.1	5.1	5.1
	disagree somewhat	6	15.4	15.4	20.5
	not sure	19	48.7	48.7	69.2
	agree somewhat	11	28.2	28.2	97.4
	agree totally	1	2.6	2.6	100.0
	Total	39	100.0	100.0	

**The learning summaries increased my depth of thought**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	1	2.6	2.6	2.6
	disagree somewhat	8	20.5	21.1	23.7
	not sure	8	20.5	21.1	44.7
	agree somewhat	18	46.2	47.4	92.1
	agree totally	3	7.7	7.9	100.0
	Total	38	97.4	100.0	
Missing	System	1	2.6		
Total		39	100.0		

**The notepad exercises increased my depth of thought**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	8	20.5	21.1	21.1
	disagree somewhat	9	23.1	23.7	44.7
	not sure	12	30.8	31.6	76.3
	agree somewhat	7	17.9	18.4	94.7
	agree totally	2	5.1	5.3	100.0
	Total	38	97.4	100.0	
Missing	System	1	2.6		
Total		39	100.0		

**I skimmed the material, rather than read it all, in order to save time**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	9	23.1	23.1	23.1
	disagree somewhat	15	38.5	38.5	61.5
	not sure	7	17.9	17.9	79.5
	agree somewhat	7	17.9	17.9	97.4
	agree totally	1	2.6	2.6	100.0
	Total	39	100.0	100.0	

**A3.30.15: 1999 / 00 Semester 1 Midpoint Q15 (N=39) (continued)**

**I revisited the material when I found other things related to it**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	1	2.6	2.6	2.6
disagree somewhat	10	25.6	25.6	28.2
not sure	11	28.2	28.2	56.4
agree somewhat	14	35.9	35.9	92.3
agree totally	3	7.7	7.7	100.0
Total	39	100.0	100.0	

**My view of this material has been influenced by other multi-media material I've used**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	14	35.9	36.8	36.8
disagree somewhat	8	20.5	21.1	57.9
not sure	11	28.2	28.9	86.8
agree somewhat	3	7.7	7.9	94.7
agree totally	2	5.1	5.3	100.0
Total	38	97.4	100.0	
Missing System	1	2.6		
Total	39	100.0		

**This material is more motivating than some lectures I've experienced**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree somewhat	3	7.7	7.9	7.9
not sure	3	7.7	7.9	15.8
agree somewhat	20	51.3	52.6	68.4
agree totally	12	30.8	31.6	100.0
Total	38	97.4	100.0	
Missing System	1	2.6		
Total	39	100.0		

**This material is more motivating than most lectures I've experienced**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	2	5.1	5.3	5.3
disagree somewhat	7	17.9	18.4	23.7
not sure	13	33.3	34.2	57.9
agree somewhat	11	28.2	28.9	86.8
agree totally	5	12.8	13.2	100.0
Total	38	97.4	100.0	
Missing System	1	2.6		
Total	39	100.0		

**This material is more motivating than the best lectures I've experienced**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	13	33.3	34.2	34.2
disagree somewhat	13	33.3	34.2	68.4
not sure	9	23.1	23.7	92.1
agree somewhat	3	7.7	7.9	100.0
Total	38	97.4	100.0	
Missing System	1	2.6		
Total	39	100.0		

**The time flexibility is more important to me than the quality of the presentation**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	2	5.1	5.3	5.3
disagree somewhat	9	23.1	23.7	28.9
not sure	15	38.5	39.5	68.4
agree somewhat	7	17.9	18.4	86.8
agree totally	5	12.8	13.2	100.0
Total	38	97.4	100.0	
Missing System	1	2.6		
Total	39	100.0		

**The presentation of this multi-media material is as good as others I've experienced**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	2	5.1	5.6	5.6
disagree somewhat	3	7.7	8.3	13.9
not sure	14	35.9	38.9	52.8
agree somewhat	12	30.8	33.3	86.1
agree totally	5	12.8	13.9	100.0
Total	36	92.3	100.0	
Missing System	3	7.7		
Total	39	100.0		

**This material contained too much text**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	5	12.8	13.5	13.5
disagree somewhat	8	20.5	21.6	35.1
not sure	10	25.6	27.0	62.2
agree somewhat	8	20.5	21.6	83.8
agree totally	6	15.4	16.2	100.0
Total	37	94.9	100.0	
Missing System	2	5.1		
Total	39	100.0		

**I find myself wanting to read this material from a print out rather than on screen**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	7	17.9	18.4	18.4
disagree somewhat	9	23.1	23.7	42.1
not sure	8	20.5	21.1	63.2
agree somewhat	8	20.5	21.1	84.2
agree totally	6	15.4	15.8	100.0
Total	38	97.4	100.0	
Missing System	1	2.6		
Total	39	100.0		

**I'm not sure whether I'm learning what I should from this computer-based material**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	4	10.3	10.5	10.5
disagree somewhat	10	25.6	26.3	36.8
not sure	13	33.3	34.2	71.1
agree somewhat	5	12.8	13.2	84.2
agree totally	6	15.4	15.8	100.0
Total	38	97.4	100.0	
Missing System	1	2.6		
Total	39	100.0		

**The on-screen feedback given for the interactive exercises helps me check I'm learning**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	1	2.6	2.7	2.7
disagree somewhat	4	10.3	10.8	13.5
not sure	8	20.5	21.6	35.1
agree somewhat	15	38.5	40.5	75.7
agree totally	9	23.1	24.3	100.0
Total	37	94.9	100.0	
Missing System	2	5.1		
Total	39	100.0		

**I would find multiple choice tests helpful to check my learning**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	1	2.6	2.6	2.6
disagree somewhat	3	7.7	7.9	10.5
not sure	9	23.1	23.7	34.2
agree somewhat	20	51.3	52.6	86.8
agree totally	5	12.8	13.2	100.0
Total	38	97.4	100.0	
Missing System	1	2.6		
Total	39	100.0		



**A3.30.15: 1999 / 00 Semester 1 Midpoint Q15 (N=39) (continued)**
**I would find more tutor input helpful**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	5	12.8	13.2	13.2
disagree somewhat	10	25.6	26.3	39.5
not sure	15	38.5	39.5	78.9
agree somewhat	7	17.9	18.4	97.4
agree totally	1	2.6	2.6	100.0
Total	38	97.4	100.0	
Missing System	1	2.6		
Total	39	100.0		

**I feel quite isolated when working with this computer-based material**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	7	17.9	18.4	18.4
disagree somewhat	16	41.0	42.1	60.5
not sure	9	23.1	23.7	84.2
agree somewhat	6	15.4	15.8	100.0
Total	38	97.4	100.0	
Missing System	1	2.6		
Total	39	100.0		

**I find email communication useful for maintaining contact with the class tutor**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	3	7.7	8.3	8.3
disagree somewhat	11	28.2	30.6	38.9
not sure	11	28.2	30.6	69.4
agree somewhat	10	25.6	27.8	97.2
agree totally	1	2.6	2.8	100.0
Total	36	92.3	100.0	
Missing System	3	7.7		
Total	39	100.0		

**I would prefer face to face contact with the class tutor**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	5	12.8	13.5	13.5
disagree somewhat	16	41.0	43.2	56.8
not sure	8	20.5	21.6	78.4
agree somewhat	7	17.9	18.9	97.3
agree totally	1	2.6	2.7	100.0
Total	37	94.9	100.0	
Missing System	2	5.1		
Total	39	100.0		

**A3.30.16: SEI 1999 / 00 Semester 1 Exit Q16 N=10**
**Sex**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid male	5	50.0	50.0	50.0
female	4	40.0	40.0	90.0
3	1	10.0	10.0	100.0
Total	10	100.0	100.0	

**Skills & Entrepreneurial Characteristics**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid some confidence	1	10.0	10.0	10.0
confident	9	90.0	90.0	100.0
Total	10	100.0	100.0	

**Opportunity v Idea in Business**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid some confidence	3	30.0	30.0	30.0
confident	7	70.0	70.0	100.0
Total	10	100.0	100.0	

**Getting into Business**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid little confidence	1	10.0	10.0	10.0
some confidence	3	30.0	30.0	40.0
confident	6	60.0	60.0	100.0
Total	10	100.0	100.0	

**Team Building in Business**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid some confidence	2	20.0	20.0	20.0
confident	7	70.0	70.0	90.0
very confident	1	10.0	10.0	100.0
Total	10	100.0	100.0	

**Market Research & Sources**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid little confidence	1	10.0	10.0	10.0
some confidence	2	20.0	20.0	30.0
confident	7	70.0	70.0	100.0
Total	10	100.0	100.0	

**The Business Plan**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid some confidence	3	30.0	30.0	30.0
confident	6	60.0	60.0	90.0
very confident	1	10.0	10.0	100.0
Total	10	100.0	100.0	

**Finance Issues**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid some confidence	5	50.0	50.0	50.0
confident	3	30.0	30.0	80.0
very confident	2	20.0	20.0	100.0
Total	10	100.0	100.0	

**Patents, Licences & Legal Issues**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid little confidence	1	10.0	10.0	10.0
some confidence	4	40.0	40.0	50.0
confident	4	40.0	40.0	90.0
very confident	1	10.0	10.0	100.0
Total	10	100.0	100.0	

**Strategic Marketing**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid some confidence	5	50.0	50.0	50.0
confident	5	50.0	50.0	100.0
Total	10	100.0	100.0	

**A3.30.16: SEI 1999 / 00 Semester 1 Exit Q16 N=10  
(continued)**

**Funding**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid some confidence	2	20.0	20.0	20.0
confident	5	50.0	50.0	70.0
very confident	3	30.0	30.0	100.0
Total	10	100.0	100.0	

**The Investor's Viewpoint**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid some confidence	3	30.0	30.0	30.0
confident	6	60.0	60.0	90.0
very confident	1	10.0	10.0	100.0
Total	10	100.0	100.0	

**Survival Strategies**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid some confidence	4	40.0	40.0	40.0
confident	6	60.0	60.0	100.0
Total	10	100.0	100.0	

**Electronic Book (text shown on screen)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not liked	1	10.0	10.0	10.0
little liked	1	10.0	10.0	20.0
liked	1	10.0	10.0	30.0
more than liked	5	50.0	50.0	80.0
greatly liked	2	20.0	20.0	100.0
Total	10	100.0	100.0	

**Game approach where points are scored for correct answers**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not liked	1	10.0	10.0	10.0
little liked	2	20.0	20.0	30.0
liked	3	30.0	30.0	60.0
more than liked	1	10.0	10.0	70.0
greatly liked	3	30.0	30.0	100.0
Total	10	100.0	100.0	

**Simulated Environment (e.g. Office Scene with sources of information and tasks to be undertaken.)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid little liked	1	10.0	10.0	10.0
liked	4	40.0	40.0	50.0
more than liked	4	40.0	40.0	90.0
greatly liked	1	10.0	10.0	100.0
Total	10	100.0	100.0	

**Combination of Electronic Book, Computer Game and Simulated Environment**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid little liked	1	10.0	10.0	10.0
liked	1	10.0	10.0	20.0
more than liked	6	60.0	60.0	80.0
greatly liked	2	20.0	20.0	100.0
Total	10	100.0	100.0	

**In your opinion, which of the above environments most appropriately describes this computer-based module?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Electronic Book (text shown on screen)	3	30.0	30.0	30.0
Simulated Environment (e.g. Office Scene with sources of inf)	1	10.0	10.0	40.0
Combination of Electronic Book, Computer Game and Simulated	6	60.0	60.0	100.0
Total	10	100.0	100.0	

**Skills & Entrepreneurial Characteristics**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Appropriate	6	60.0	60.0	60.0
Too Detailed	4	40.0	40.0	100.0
Total	10	100.0	100.0	

**Opportunity v Idea in Business**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Appropriate	9	90.0	90.0	90.0
Too Detailed	1	10.0	10.0	100.0
Total	10	100.0	100.0	

**Getting into Business**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Too Basic	1	10.0	10.0	10.0
Appropriate	7	70.0	70.0	80.0
Too Detailed	2	20.0	20.0	100.0
Total	10	100.0	100.0	

**Team Building in Business**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Appropriate	6	60.0	60.0	60.0
Too Detailed	4	40.0	40.0	100.0
Total	10	100.0	100.0	

**Market Research & Sources**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Appropriate	9	90.0	90.0	90.0
Too Detailed	1	10.0	10.0	100.0
Total	10	100.0	100.0	

**The Business Plan**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Too Basic	1	10.0	10.0	10.0
Appropriate	7	70.0	70.0	80.0
Too Detailed	2	20.0	20.0	100.0
Total	10	100.0	100.0	

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**Finance Issues**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Appropriate	8	80.0	80.0	80.0
Too Detailed	2	20.0	20.0	100.0
Total	10	100.0	100.0	

**Patents, Licences & Legal Issues**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Too Basic	2	20.0	20.0	20.0
Appropriate	6	60.0	60.0	80.0
Too Detailed	2	20.0	20.0	100.0
Total	10	100.0	100.0	

**Strategic Marketing**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Too Basic	1	10.0	11.1	11.1
Appropriate	4	40.0	44.4	55.6
Too Detailed	4	40.0	44.4	100.0
Total	9	90.0	100.0	
Missing System	1	10.0		
Total	10	100.0		

**Funding**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Appropriate	9	90.0	90.0	90.0
Too Detailed	1	10.0	10.0	100.0
Total	10	100.0	100.0	

**The Investor's Viewpoint**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Appropriate	8	80.0	80.0	80.0
Too Detailed	2	20.0	20.0	100.0
Total	10	100.0	100.0	

**Survival Strategies**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Too Basic	3	30.0	30.0	30.0
Appropriate	6	60.0	60.0	90.0
4	1	10.0	10.0	100.0
Total	10	100.0	100.0	

**Main Text Windows**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid effective	3	30.0	30.0	30.0
more than effective	6	60.0	60.0	90.0
highly effective	1	10.0	10.0	100.0
Total	10	100.0	100.0	

**Visual Elements (look) of Windows**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid effective	4	40.0	40.0	40.0
more than effective	4	40.0	40.0	80.0
highly effective	2	20.0	20.0	100.0
Total	10	100.0	100.0	

**Interactive Exercises**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid little effective	3	30.0	30.0	30.0
effective	3	30.0	30.0	60.0
more than effective	1	10.0	10.0	70.0
highly effective	3	30.0	30.0	100.0
Total	10	100.0	100.0	

**Visual Elements (look) of Interactive Exercises**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not effective	1	10.0	10.0	10.0
little effective	1	10.0	10.0	20.0
effective	4	40.0	40.0	60.0
more than effective	2	20.0	20.0	80.0
highly effective	2	20.0	20.0	100.0
Total	10	100.0	100.0	

**Notepad Exercises**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid little effective	5	50.0	50.0	50.0
effective	4	40.0	40.0	90.0
more than effective	1	10.0	10.0	100.0
Total	10	100.0	100.0	

**Learning Summaries**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid effective	2	20.0	20.0	20.0
more than effective	6	60.0	60.0	80.0
highly effective	2	20.0	20.0	100.0
Total	10	100.0	100.0	

**Café Poirot Exercise**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid effective	3	30.0	30.0	30.0
more than effective	2	20.0	20.0	50.0
highly effective	5	50.0	50.0	100.0
Total	10	100.0	100.0	

**Business Plan Evaluation**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid effective	3	30.0	30.0	30.0
more than effective	3	30.0	30.0	60.0
highly effective	4	40.0	40.0	100.0
Total	10	100.0	100.0	

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**Navigation Feet (green / red)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid more than effective	6	60.0	60.0	60.0
highly effective	4	40.0	40.0	100.0
Total	10	100.0	100.0	

**Hypertext Links**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid little effective	4	40.0	40.0	40.0
effective	2	20.0	20.0	60.0
more than effective	3	30.0	30.0	90.0
highly effective	1	10.0	10.0	100.0
Total	10	100.0	100.0	

**Button Links**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid effective	6	60.0	60.0	60.0
more than effective	4	40.0	40.0	100.0
Total	10	100.0	100.0	

**History Window**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid little effective	2	20.0	20.0	20.0
effective	3	30.0	30.0	50.0
more than effective	4	40.0	40.0	90.0
highly effective	1	10.0	10.0	100.0
Total	10	100.0	100.0	

**Glossary Window**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not effective	1	10.0	10.0	10.0
little effective	1	10.0	10.0	20.0
effective	4	40.0	40.0	60.0
more than effective	2	20.0	20.0	80.0
highly effective	2	20.0	20.0	100.0
Total	10	100.0	100.0	

**Main Map (showing overview)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid effective	2	20.0	20.0	20.0
more than effective	5	50.0	50.0	70.0
highly effective	3	30.0	30.0	100.0
Total	10	100.0	100.0	

**Structure Map (showing contents)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid effective	2	20.0	20.0	20.0
more than effective	5	50.0	50.0	70.0
highly effective	3	30.0	30.0	100.0
Total	10	100.0	100.0	

**Graphics Used**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid little effective	1	10.0	10.0	10.0
effective	3	30.0	30.0	40.0
more than effective	5	50.0	50.0	90.0
highly effective	1	10.0	10.0	100.0
Total	10	100.0	100.0	

**Colours Used**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid effective	2	20.0	20.0	20.0
more than effective	7	70.0	70.0	90.0
highly effective	1	10.0	10.0	100.0
Total	10	100.0	100.0	

**Scenarios Used**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid effective	3	30.0	30.0	30.0
more than effective	4	40.0	40.0	70.0
highly effective	3	30.0	30.0	100.0
Total	10	100.0	100.0	

**Text Used**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid little effective	1	10.0	10.0	10.0
effective	2	20.0	20.0	30.0
more than effective	7	70.0	70.0	100.0
Total	10	100.0	100.0	

**Tasks Specified**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid little effective	2	20.0	20.0	20.0
effective	5	50.0	50.0	70.0
more than effective	1	10.0	10.0	80.0
highly effective	2	20.0	20.0	100.0
Total	10	100.0	100.0	

**Feedback Given**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid little effective	1	10.0	10.0	10.0
effective	3	30.0	30.0	40.0
more than effective	5	50.0	50.0	90.0
highly effective	1	10.0	10.0	100.0
Total	10	100.0	100.0	

**Relevance to Module**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid little effective	1	10.0	10.0	10.0
effective	4	40.0	40.0	50.0
more than effective	4	40.0	40.0	90.0
highly effective	1	10.0	10.0	100.0
Total	10	100.0	100.0	

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**Difficulty of Exercises**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid little effective	1	10.0	10.0	10.0
effective	3	30.0	30.0	40.0
more than effective	5	50.0	50.0	90.0
highly effective	1	10.0	10.0	100.0
Total	10	100.0	100.0	

**I would have been better reading a book**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	2	20.0	20.0	20.0
disagree some	4	40.0	40.0	60.0
agree	3	30.0	30.0	90.0
more than agree	1	10.0	10.0	100.0
Total	10	100.0	100.0	

**I worked through all elements of the material**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree some	2	20.0	20.0	20.0
agree	2	20.0	20.0	40.0
more than agree	5	50.0	50.0	90.0
agree totally	1	10.0	10.0	100.0
Total	10	100.0	100.0	

**The interactive exercises helped me to understand the material**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree some	1	10.0	10.0	10.0
agree	2	20.0	20.0	30.0
more than agree	4	40.0	40.0	70.0
agree totally	3	30.0	30.0	100.0
Total	10	100.0	100.0	

**The interactive exercises were not essential so I focused on other material**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	3	30.0	30.0	30.0
disagree some	2	20.0	20.0	50.0
agree	2	20.0	20.0	70.0
more than agree	2	20.0	20.0	90.0
agree totally	1	10.0	10.0	100.0
Total	10	100.0	100.0	

**I found the visual elements (look) of the windows motivating**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree some	2	20.0	20.0	20.0
agree	4	40.0	40.0	60.0
more than agree	2	20.0	20.0	80.0
agree totally	2	20.0	20.0	100.0
Total	10	100.0	100.0	

**The learning summaries increased my depth of thought**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree some	2	20.0	20.0	20.0
agree	5	50.0	50.0	70.0
more than agree	2	20.0	20.0	90.0
agree totally	1	10.0	10.0	100.0
Total	10	100.0	100.0	

**The notepad exercises increased my depth of thought**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	1	10.0	11.1	11.1
disagree some	4	40.0	44.4	55.6
agree	2	20.0	22.2	77.8
more than agree	2	20.0	22.2	100.0
Total	9	90.0	100.0	
Missing System	1	10.0		
Total	10	100.0		

**I skimmed the material, rather than read it all, in order to save time**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	3	30.0	30.0	30.0
disagree some	5	50.0	50.0	80.0
agree	2	20.0	20.0	100.0
Total	10	100.0	100.0	

**I revisited material when I found other things related to it**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree	4	40.0	40.0	40.0
more than agree	3	30.0	30.0	70.0
agree totally	3	30.0	30.0	100.0
Total	10	100.0	100.0	

**My view of this material has been influenced by other multi-media material I've used**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	3	30.0	33.3	33.3
disagree some	2	20.0	22.2	55.6
agree	3	30.0	33.3	88.9
more than agree	1	10.0	11.1	100.0
Total	9	90.0	100.0	
Missing System	1	10.0		
Total	10	100.0		

**This material was more motivating than some lectures I've experienced**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree some	1	10.0	10.0	10.0
more than agree	9	90.0	90.0	100.0
Total	10	100.0	100.0	

**This material was more motivating than most lectures I've experienced**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree some	2	20.0	20.0	20.0
agree	2	20.0	20.0	40.0
more than agree	5	50.0	50.0	90.0
agree totally	1	10.0	10.0	100.0
Total	10	100.0	100.0	

**This material was more motivating than the best lectures I've experienced**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	3	30.0	30.0	30.0
disagree some	1	10.0	10.0	40.0
agree	5	50.0	50.0	90.0
more than agree	1	10.0	10.0	100.0
Total	10	100.0	100.0	

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**The time flexibility was more important to me than the quality of the presentation**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	1	10.0	10.0	10.0
disagree some	3	30.0	30.0	40.0
agree	3	30.0	30.0	70.0
more than agree	2	20.0	20.0	90.0
agree totally	1	10.0	10.0	100.0
Total	10	100.0	100.0	

**The presentation of this multi-media material is was good as others I've experienced**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree some	1	10.0	11.1	11.1
agree	5	50.0	55.6	66.7
more than agree	2	20.0	22.2	88.9
agree totally	1	10.0	11.1	100.0
Total	9	90.0	100.0	
Missing System	1	10.0		
Total	10	100.0		

**This material contained too much text**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree some	4	40.0	40.0	40.0
agree	2	20.0	20.0	60.0
more than agree	2	20.0	20.0	80.0
agree totally	2	20.0	20.0	100.0
Total	10	100.0	100.0	

**I found myself wanting to read this material from a print out rather than on screen**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	1	10.0	10.0	10.0
disagree some	1	10.0	10.0	20.0
agree	1	10.0	10.0	30.0
more than agree	6	60.0	60.0	90.0
agree totally	1	10.0	10.0	100.0
Total	10	100.0	100.0	

**I was not sure whether I was learning what I should from this computer based material**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	1	10.0	10.0	10.0
disagree some	7	70.0	70.0	80.0
agree	1	10.0	10.0	90.0
more than agree	1	10.0	10.0	100.0
Total	10	100.0	100.0	

**The on-screen feedback given for the interactive exercises helped me check my learning**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	1	10.0	10.0	10.0
agree	5	50.0	50.0	60.0
more than agree	1	10.0	10.0	70.0
agree totally	3	30.0	30.0	100.0
Total	10	100.0	100.0	

**I would have found multiple choice tests helpful to check my learning**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	1	10.0	10.0	10.0
disagree some	1	10.0	10.0	20.0
agree	2	20.0	20.0	40.0
more than agree	3	30.0	30.0	70.0
agree totally	3	30.0	30.0	100.0
Total	10	100.0	100.0	

**I would have found more tutor input helpful**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	1	10.0	10.0	10.0
disagree some	3	30.0	30.0	40.0
agree	1	10.0	10.0	50.0
more than agree	5	50.0	50.0	100.0
Total	10	100.0	100.0	

**I felt quite isolated when working with this computer based material**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree some	5	50.0	50.0	50.0
agree	4	40.0	40.0	90.0
more than agree	1	10.0	10.0	100.0
Total	10	100.0	100.0	

**I found email communication useful for maintaining contact with the class tutor**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree some	2	20.0	20.0	20.0
agree	3	30.0	30.0	50.0
more than agree	4	40.0	40.0	90.0
agree totally	1	10.0	10.0	100.0
Total	10	100.0	100.0	

**I would prefer to have more face to face contact with the class tutor**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree some	4	40.0	40.0	40.0
agree	3	30.0	30.0	70.0
more than agree	3	30.0	30.0	100.0
Total	10	100.0	100.0	

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**Sex**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid male	42	64.6	64.6	64.6
female	23	35.4	35.4	100.0
Total	65	100.0	100.0	

**1. Can remember more about a subject through the lecture method with information, explanations and discussion.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	3	4.6	4.7	4.7
sometimes	32	49.2	50.0	54.7
often	29	44.6	45.3	100.0
Total	64	98.5	100.0	
Missing System	1	1.5		
Total	65	100.0		

**2. Prefer information to be written on the chalkboard, with the use of visual aids and assigned readings.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	8	12.3	12.5	12.5
sometimes	30	46.2	46.9	59.4
often	26	40.0	40.6	100.0
Total	64	98.5	100.0	
Missing System	1	1.5		
Total	65	100.0		

**3. Like to write things down or to take notes for visual review.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	4	6.2	6.2	6.2
sometimes	20	30.8	30.8	36.9
often	41	63.1	63.1	100.0
Total	65	100.0	100.0	

**4. Prefer to use posters, models, or actual practice & some activities in class.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	11	16.9	16.9	16.9
sometimes	33	50.8	50.8	67.7
often	21	32.3	32.3	100.0
Total	65	100.0	100.0	

**5. Require explanations of diagrams, graphs, or visual directions.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	11	16.9	17.2	17.2
sometimes	35	53.8	54.7	71.9
often	18	27.7	28.1	100.0
Total	64	98.5	100.0	
Missing System	1	1.5		
Total	65	100.0		

**6. Enjoy working with my hands or making things.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	12	18.5	18.5	18.5
sometimes	31	47.7	47.7	66.2
often	22	33.8	33.8	100.0
Total	65	100.0	100.0	

**7. Am skillful with & enjoy developing & making graphs & charts.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	14	21.5	21.5	21.5
sometimes	30	46.2	46.2	67.7
often	21	32.3	32.3	100.0
Total	65	100.0	100.0	

**8. Can tell if sounds match when presented with pairs of sounds.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	7	10.8	10.9	10.9
sometimes	29	44.6	45.3	56.3
often	28	43.1	43.8	100.0
Total	64	98.5	100.0	
Missing System	1	1.5		
Total	65	100.0		

**9. Remember best by writing things down several times.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	8	12.3	12.5	12.5
sometimes	20	30.8	31.3	43.8
often	36	55.4	56.3	100.0
Total	64	98.5	100.0	
Missing System	1	1.5		
Total	65	100.0		

**10. Can understand and follow directions on maps.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	2	3.1	3.1	3.1
sometimes	18	27.7	27.7	30.8
often	45	69.2	69.2	100.0
Total	65	100.0	100.0	

**11. Do better at academic subjects by listening to lectures & tapes.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	26	40.0	40.0	40.0
sometimes	33	50.8	50.8	90.8
often	6	9.2	9.2	100.0
Total	65	100.0	100.0	

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**12. Play with coins or keys in pockets.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	40	61.5	61.5	61.5
sometimes	16	24.6	24.6	86.2
often	9	13.8	13.8	100.0
Total	65	100.0	100.0	

**13. Learn to spell better by repeating the words out loud than by writing the word on papers.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	37	56.9	57.8	57.8
sometimes	17	26.2	26.6	84.4
often	10	15.4	15.6	100.0
Total	64	98.5	100.0	
Missing System	1	1.5		
Total	65	100.0		

**14. Can better understand a news article by reading about it in the paper than by listening to the radio.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	11	16.9	16.9	16.9
sometimes	29	44.6	44.6	61.5
often	25	38.5	38.5	100.0
Total	65	100.0	100.0	

**15. Chew gum, smoke, or snack during studies.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	32	49.2	49.2	49.2
sometimes	20	30.8	30.8	80.0
often	13	20.0	20.0	100.0
Total	65	100.0	100.0	

**16. Feel the best way to remember is to picture it in your head.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	8	12.3	12.3	12.3
sometimes	29	44.6	44.6	56.9
often	28	43.1	43.1	100.0
Total	65	100.0	100.0	

**17. Learn spelling by "finger spelling" words. (i.e. drawing letters in the air)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	59	90.8	90.8	90.8
sometimes	4	6.2	6.2	96.9
often	2	3.1	3.1	100.0
Total	65	100.0	100.0	

**18. Would rather listen to a good lecture or speech than read about the same material in a textbook.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	3	4.6	4.6	4.6
sometimes	26	40.0	40.0	44.6
often	36	55.4	55.4	100.0
Total	65	100.0	100.0	

**19. Am good at working and solving jigsaw puzzles and mazes.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	6	9.2	9.2	9.2
sometimes	33	50.8	50.8	60.0
often	26	40.0	40.0	100.0
Total	65	100.0	100.0	

**20. Grip objects in hands during learning period.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	22	33.8	33.8	33.8
sometimes	30	46.2	46.2	80.0
often	13	20.0	20.0	100.0
Total	65	100.0	100.0	

**21. Prefer listening to the news on the radio rather than reading about it in the newspaper.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	24	36.9	36.9	36.9
sometimes	28	43.1	43.1	80.0
often	13	20.0	20.0	100.0
Total	65	100.0	100.0	

**22. Obtain information on an interesting subject by reading relevant materials.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	3	4.6	4.6	4.6
sometimes	37	56.9	56.9	61.5
often	25	38.5	38.5	100.0
Total	65	100.0	100.0	

**23. Feel very comfortable touching others, hugging, handshaking.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	7	10.8	10.8	10.8
sometimes	31	47.7	47.7	58.5
often	27	41.5	41.5	100.0
Total	65	100.0	100.0	

**24. Follow oral directions better than written ones.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	12	18.5	18.5	18.5
sometimes	44	67.7	67.7	86.2
often	9	13.8	13.8	100.0
Total	65	100.0	100.0	

**Electronic Book**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not Liked	3	4.6	4.6	4.6
Liked Somewhat	5	7.7	7.7	12.3
Liked	27	41.5	41.5	53.8
More Than Liked	25	38.5	38.5	92.3
Greatly Liked	5	7.7	7.7	100.0
Total	65	100.0	100.0	



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**Game Approach**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not Liked	2	3.1	3.1	3.1
Liked Somewhat	7	10.8	10.8	13.8
Liked	23	35.4	35.4	49.2
More Than Liked	21	32.3	32.3	81.5
Greatly Liked	12	18.5	18.5	100.0
Total	65	100.0	100.0	

**Simulated Environment**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Liked Somewhat	6	9.2	9.2	9.2
Liked	26	40.0	40.0	49.2
More Than Liked	28	43.1	43.1	92.3
Greatly Liked	5	7.7	7.7	100.0
Total	65	100.0	100.0	

**Combination of Electronic Book, Computer Game & Simulated Environment**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Liked Somewhat	1	1.5	1.5	1.5
Liked	17	26.2	26.2	27.7
More Than Liked	33	50.8	50.8	78.5
Greatly Liked	14	21.5	21.5	100.0
Total	65	100.0	100.0	

**Skills & Entrepreneurial Characteristics**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No Confidence	3	4.6	4.7	4.7
Little Confidence	13	20.0	20.3	25.0
Some Confidence	33	50.8	51.6	78.6
Confident	15	23.1	23.4	100.0
Total	64	98.5	100.0	
Missing System	1	1.5		
Total	65	100.0		

**Opportunity v Idea in Business**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No Confidence	4	6.2	6.3	6.3
Little Confidence	22	33.8	34.9	41.3
Some Confidence	23	35.4	36.5	77.8
Confident	14	21.5	22.2	100.0
Total	63	96.9	100.0	
Missing System	2	3.1		
Total	65	100.0		

**Getting into Business**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No Confidence	2	3.1	3.1	3.1
Little Confidence	17	26.2	26.6	29.7
Some Confidence	28	43.1	43.8	73.4
Confident	16	24.6	25.0	98.4
Very Confident	1	1.5	1.6	100.0
Total	64	98.5	100.0	
Missing System	1	1.5		
Total	65	100.0		

**Team Building in Business**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No Confidence	3	4.6	4.8	4.8
Little Confidence	10	15.4	15.9	20.6
Some Confidence	19	29.2	30.2	50.8
Confident	27	41.5	42.9	93.7
Very Confident	4	6.2	6.3	100.0
Total	63	96.9	100.0	
Missing System	2	3.1		
Total	65	100.0		

**Market Research & Sources**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No Confidence	4	6.2	6.3	6.3
Little Confidence	9	13.8	14.1	20.3
Some Confidence	21	32.3	32.8	53.1
Confident	26	40.0	40.6	93.8
Very Confident	4	6.2	6.3	100.0
Total	64	98.5	100.0	
Missing System	1	1.5		
Total	65	100.0		

**The Business Plan**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No Confidence	3	4.6	4.7	4.7
Little Confidence	23	35.4	35.9	40.6
Some Confidence	24	36.9	37.5	78.1
Confident	13	20.0	20.3	98.4
Very Confident	1	1.5	1.6	100.0
Total	64	98.5	100.0	
Missing System	1	1.5		
Total	65	100.0		

**Finance Issues**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No Confidence	8	12.3	12.5	12.5
Little Confidence	17	26.2	26.6	39.1
Some Confidence	21	32.3	32.8	71.9
Confident	13	20.0	20.3	92.2
Very Confident	5	7.7	7.8	100.0
Total	64	98.5	100.0	
Missing System	1	1.5		
Total	65	100.0		

**Patents, Licences & Legal Issues**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No Confidence	11	16.9	17.2	17.2
Little Confidence	28	43.1	43.8	60.9
Some Confidence	17	26.2	26.6	87.5
Confident	7	10.8	10.9	98.4
Very Confident	1	1.5	1.6	100.0
Total	64	98.5	100.0	
Missing System	1	1.5		
Total	65	100.0		

**Strategic Marketing**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No Confidence	6	9.2	9.5	9.5
Little Confidence	18	27.7	28.4	37.9
Some Confidence	22	33.8	34.9	72.8
Confident	15	23.1	23.8	96.6
Very Confident	4	6.2	6.3	100.0
Total	65	98.9	100.0	
Missing System	2	3.1		
Total	67	100.0		

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**Funding**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No Confidence	8	12.3	12.5	12.5
	Little Confidence	22	33.8	34.4	46.9
	Some Confidence	23	35.4	35.9	82.8
	Confident	9	13.8	14.1	96.9
	Very Confident	2	3.1	3.1	100.0
	Total	64	98.5	100.0	
Missing	System	1	1.5		
Total		65	100.0		

**The investor's Viewpoint**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No Confidence	5	7.7	8.1	8.1
	Little Confidence	20	30.8	32.3	40.3
	Some Confidence	28	40.0	41.9	82.3
	Confident	10	15.4	16.1	98.4
	Very Confident	1	1.5	1.6	100.0
	Total	62	95.4	100.0	
Missing	System	3	4.6		
Total		65	100.0		

**Survival Strategies**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No Confidence	5	7.7	7.9	7.9
	Little Confidence	20	30.8	31.7	39.7
	Some Confidence	24	36.9	38.1	77.8
	Confident	13	20.0	20.6	98.4
	Very Confident	1	1.5	1.6	100.0
	Total	63	96.9	100.0	
Missing	System	2	3.1		
Total		65	100.0		

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**Questionnaire Version**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A VB exe / Web	34	52.3	52.3	52.3
	B Web / VB exe	31	47.7	47.7	100.0
	Total	65	100.0	100.0	

**The computer-based "on-screen exercise" version of this material offered me a challenge**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	2	3.1	3.1	3.1
	disagree somewhat	8	12.3	12.3	15.4
	not sure	23	35.4	35.4	50.8
	agree somewhat	28	43.1	43.1	93.8
	agree totally	4	6.2	6.2	100.0
	Total	65	100.0	100.0	

**1. I got the chance, within the computer-based "on-screen exercise" version of this material, to apply my learning to solving problems or taking decisions**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree somewhat	2	3.1	3.1	3.1
	not sure	31	47.7	47.7	50.8
	agree somewhat	24	36.9	36.9	87.7
	agree totally	8	12.3	12.3	100.0
	Total	65	100.0	100.0	

**1. I found the tasks set in the computer-based "on-screen exercise" version of this material interesting**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree somewhat	8	12.3	12.3	12.3
	not sure	15	23.1	23.1	35.4
	agree somewhat	33	50.8	50.8	86.2
	agree totally	9	13.8	13.8	100.0
	Total	65	100.0	100.0	

**1. The computer-based "on-screen exercise" version of this material inspired me to think about the material I had previously covered**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree somewhat	5	7.7	7.9	7.9
	not sure	16	24.6	25.4	33.3
	agree somewhat	34	52.3	54.0	87.3
	agree totally	8	12.3	12.7	100.0
	Total	63	96.9	100.0	
Missing	System	2	3.1		
Total		65	100.0		

**1. The computer-based feedback from the "on-screen exercise" version of this material helped me check that I was really learning**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	2	3.1	3.1	3.1
	disagree somewhat	2	3.1	3.1	6.3
	not sure	12	18.5	18.8	25.0
	agree somewhat	36	55.4	56.3	81.3
	agree totally	12	18.5	18.8	100.0
	Total	64	98.5	100.0	
Missing	System	1	1.5		
Total		65	100.0		

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1. The computer-based "on-screen exercise" version of this material allowed me to demonstrate my competency at the activity concerned

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree somewhat	4	6.2	6.3	6.3
	not sure	18	27.7	28.1	34.4
	agree somewhat	37	56.9	57.8	92.2
	agree totally	5	7.7	7.8	100.0
	Total	64	98.5	100.0	
Missing	System	1	1.5		
Total		65	100.0		

1. The computer-based "on-screen exercise" version of this material made me curious to see the outcomes from my decisions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree somewhat	2	3.1	3.1	3.1
	not sure	10	15.4	15.6	18.8
	agree somewhat	30	46.2	48.9	65.6
	agree totally	22	33.8	34.4	100.0
	Total	64	98.5	100.0	
Missing	System	1	1.5		
Total		65	100.0		

1. The computer-based "on-screen exercise" version of this material, which allowed me to feel as though I was really there in the scenario

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	3	4.6	4.8	4.8
	disagree somewhat	15	23.1	23.8	28.6
	not sure	31	47.7	49.2	77.8
	agree somewhat	12	18.5	19.0	96.8
	agree totally	2	3.1	3.2	100.0
	Total	63	96.9	100.0	
Missing	System	2	3.1		
Total		65	100.0		

1. The computer-based "on-screen exercise" version of this material allowed me to choose which element of this computer-based material I looked at next

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	3	4.6	5.0	5.0
	disagree somewhat	7	10.8	11.7	16.7
	not sure	20	30.8	33.3	50.0
	agree somewhat	14	21.5	23.3	73.3
	agree totally	16	24.6	26.7	100.0
	Total	60	92.3	100.0	
Missing	System	5	7.7		
Total		65	100.0		

1. I had to think carefully before deciding what to look at next in this computer-based "on-screen exercise" version of this material

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	10	15.4	17.2	17.2
	disagree somewhat	19	29.2	32.8	50.0
	not sure	15	23.1	25.9	75.9
	agree somewhat	12	18.5	20.7	96.6
	agree totally	2	3.1	3.4	100.0
	Total	58	89.2	100.0	
Missing	System	7	10.8		
Total		65	100.0		

1. I could use this computer-based "on-screen exercise" version of this material to check how the experts would do things

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	6	9.2	9.8	9.8
	disagree somewhat	10	15.4	16.4	26.2
	not sure	22	33.8	36.1	62.3
	agree somewhat	14	21.5	23.0	85.2
	agree totally	9	13.8	14.8	100.0
	Total	61	93.8	100.0	
Missing	System	4	6.2		
Total		65	100.0		

1. I could control the pace at which I worked through this computer-based "on-screen exercise" version of this material

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree somewhat	3	4.6	4.6	4.6
	not sure	3	4.6	4.6	9.2
	agree somewhat	20	30.8	30.8	40.0
	agree totally	39	60.0	60.0	100.0
	Total	65	100.0	100.0	

1. I could choose my own pathway through this computer-based "on-screen exercise" version of this material

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	1	1.5	1.5	1.5
	disagree somewhat	5	7.7	7.7	9.2
	not sure	17	26.2	26.2	35.4
	agree somewhat	17	26.2	26.2	61.5
	agree totally	25	38.5	38.5	100.0
	Total	65	100.0	100.0	

1. There was an element of humour in this computer-based "on-screen exercise" version of this material

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	10	15.4	16.7	16.7
	disagree somewhat	15	23.1	25.0	41.7
	not sure	17	26.2	28.3	70.0
	agree somewhat	14	21.5	23.3	93.3
	agree totally	4	6.2	6.7	100.0
	Total	60	92.3	100.0	
Missing	System	5	7.7		
Total		65	100.0		

1. The humour element in this computer-based "on-screen exercise" version of this material increased my sense of engagement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	11	16.9	18.3	18.3
	disagree somewhat	11	16.9	18.3	36.7
	not sure	15	23.1	25.0	61.7
	agree somewhat	19	29.2	31.7	93.3
	agree totally	4	6.2	6.7	100.0
	Total	60	92.3	100.0	
Missing	System	5	7.7		
Total		65	100.0		

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**1. The game element in this computer-based "on-screen exercise" version of this material increased my level of engagement**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	4	6.2	6.3	6.3
disagree somewhat	7	10.8	11.1	17.5
not sure	15	23.1	23.8	41.3
agree somewhat	28	43.1	44.4	85.7
agree totally	9	13.8	14.3	100.0
Total	63	96.9	100.0	
Missing System	2	3.1		
Total	65	100.0		

**1. The context of this computer-based "on-screen exercise" version of this material was realistic in that it reflected real life situations**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree somewhat	2	3.1	3.1	3.1
not sure	28	43.1	43.1	46.2
agree somewhat	25	38.5	38.5	84.6
agree totally	10	15.4	15.4	100.0
Total	65	100.0	100.0	

**1. The context of this computer-based "on-screen exercise" version of this material was meaningful for me (I found I could relate to it)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	1	1.5	1.5	1.5
disagree somewhat	12	18.5	18.5	20.0
not sure	22	33.8	33.8	53.8
agree somewhat	20	30.8	30.8	84.6
agree totally	10	15.4	15.4	100.0
Total	65	100.0	100.0	

**. I find this computer-based "on-screen exercise" version of this material makes the situations and examples used realistic**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree somewhat	8	9.2	9.2	9.2
not sure	27	41.5	41.5	50.8
agree somewhat	22	33.8	33.8	84.6
agree totally	10	15.4	15.4	100.0
Total	65	100.0	100.0	

**1. I did not get lost when navigating through this computer-based "on-screen exercise" version of this material**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	2	3.1	3.1	3.1
disagree somewhat	2	3.1	3.1	6.2
not sure	7	10.8	10.8	16.9
agree somewhat	20	30.8	30.8	47.7
agree totally	34	52.3	52.3	100.0
Total	65	100.0	100.0	

**1. Whenever I got lost this computer-based "on-screen exercise" version of this material made it easy for me to find where I was**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree somewhat	5	7.7	12.5	12.5
not sure	10	15.4	25.0	37.5
agree somewhat	15	23.1	37.5	75.0
agree totally	10	15.4	25.0	100.0
Total	40	61.5	100.0	
Missing System	25	38.5		
Total	65	100.0		

**1. Text in this computer-based "on-screen exercise" version of this material was easy to read on screen**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree somewhat	3	4.6	4.6	4.6
not sure	12	18.5	18.5	23.1
agree somewhat	24	36.9	36.9	60.0
agree totally	26	40.0	40.0	100.0
Total	65	100.0	100.0	

**1. This computer-based "on-screen exercise" version of this material made me want to keep on working beyond the time I had intended**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	5	7.7	8.1	8.1
disagree somewhat	8	12.3	12.9	21.0
not sure	28	43.1	45.2	66.1
agree somewhat	16	24.6	25.8	91.9
agree totally	5	7.7	8.1	100.0
Total	62	95.4	100.0	
Missing System	3	4.6		
Total	65	100.0		

**. Information was easy to find throughout this computer-based "on-screen exercise" version of this material**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree somewhat	2	3.1	3.1	3.1
not sure	14	21.5	21.5	24.6
agree somewhat	30	46.2	46.2	70.8
agree totally	19	29.2	29.2	100.0
Total	65	100.0	100.0	

**1. The screen display for this computer-based "on-screen exercise" version of this material was not cluttered**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree somewhat	7	10.8	10.9	10.9
not sure	15	23.1	23.4	34.4
agree somewhat	25	38.5	39.1	73.4
agree totally	17	26.2	26.6	100.0
Total	64	98.5	100.0	
Missing System	1	1.5		
Total	65	100.0		

**1. I found the colours used in displaying this computer-based "on-screen exercise" version of this material were appropriate**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	2	3.1	3.4	3.4
disagree somewhat	9	13.8	15.5	19.0
not sure	17	26.2	29.3	48.3
agree somewhat	17	26.2	29.3	77.6
agree totally	13	20.0	22.4	100.0
Total	58	89.2	100.0	
Missing System	7	10.8		
Total	65	100.0		

**1. The interface for this computer-based "on-screen exercise" version of this material was easy to use**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree somewhat	1	1.5	1.6	1.6
not sure	16	24.6	25.0	26.6
agree somewhat	27	41.5	42.2	68.8
agree totally	20	30.8	31.3	100.0
Total	64	98.5	100.0	
Missing System	1	1.5		
Total	65	100.0		

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1. I felt as though I was actively learning from this computer-based "on-screen exercise" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	1	1.5	1.5	1.5
disagree somewhat	2	3.1	3.1	4.6
not sure	17	26.2	26.2	30.8
agree somewhat	32	49.2	49.2	80.0
agree totally	13	20.0	20.0	100.0
Total	65	100.0	100.0	

1. The interface helped me to spot my errors when using this computer-based "on-screen exercise" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	4	6.2	6.7	6.7
disagree somewhat	8	12.3	13.3	20.0
not sure	18	27.7	30.0	50.0
agree somewhat	20	30.8	33.3	83.3
agree totally	10	15.4	16.7	100.0
Total	60	92.3	100.0	
Missing System	5	7.7		
Total	65	100.0		

1. The interface helped me to reason about what caused my errors when using this computer-based "on-screen exercise" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	1	1.5	1.7	1.7
disagree somewhat	12	18.5	20.7	22.4
not sure	28	43.1	48.3	70.7
agree somewhat	14	21.5	24.1	94.8
agree totally	3	4.6	5.2	100.0
Total	58	89.2	100.0	
Missing System	7	10.8		
Total	65	100.0		

1. This computer-based "on-screen exercise" version of this material helped me to correct any errors I made

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	1	1.5	1.7	1.7
disagree somewhat	7	10.8	12.1	13.8
not sure	22	33.8	37.9	51.7
agree somewhat	24	36.9	41.4	93.1
agree totally	4	6.2	6.9	100.0
Total	58	89.2	100.0	
Missing System	7	10.8		
Total	65	100.0		

1. This computer-based "on-screen exercise" version of this material allowed me to make use of what I already knew

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	1	1.5	1.6	1.6
disagree somewhat	5	7.7	7.9	9.5
not sure	20	30.8	31.7	41.3
agree somewhat	31	47.7	49.2	90.5
agree totally	6	9.2	9.5	100.0
Total	63	96.9	100.0	
Missing System	2	3.1		
Total	65	100.0		

1. This computer-based "on-screen exercise" version of this material allowed me to learn by thinking and reasoning

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	1	1.5	1.5	1.5
disagree somewhat	2	3.1	3.1	4.6
not sure	16	24.6	24.6	29.2
agree somewhat	38	58.5	58.5	87.7
agree totally	6	9.2	12.3	100.0
Total	63	96.9	100.0	
Missing System	2	3.1		
Total	65	100.0		

1. This computer-based "on-screen exercise" version of this material encouraged me to improvise when trying to solve problems or take decisions

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	1	1.5	1.6	1.6
disagree somewhat	7	10.8	10.9	12.5
not sure	24	36.9	37.5	50.0
agree somewhat	28	43.1	43.8	93.8
agree totally	4	6.2	6.3	100.0
Total	64	98.5	100.0	
Missing System	1	1.5		
Total	65	100.0		

1. When using this computer-based "on-screen exercise" version of this material I had to identify problems then solve them

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	1	1.5	1.6	1.6
disagree somewhat	10	15.4	16.1	17.7
not sure	27	41.5	43.5	61.3
agree somewhat	20	30.8	32.3	93.5
agree totally	4	6.2	6.5	100.0
Total	62	95.4	100.0	
Missing System	3	4.6		
Total	65	100.0		

1. I had to sort out relevant from irrelevant when trying to solve problems or take decisions using this computer-based "on-screen exercise" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree somewhat	3	4.6	4.7	4.7
not sure	23	35.4	35.9	40.6
agree somewhat	30	46.2	46.9	87.5
agree totally	8	12.3	12.5	100.0
Total	64	98.5	100.0	
Missing System	1	1.5		
Total	65	100.0		

1. This computer-based "on-screen exercise" version of this material allowed me to explore from a number of perspectives

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	2	3.1	3.2	3.2
disagree somewhat	7	10.8	11.1	14.3
not sure	23	35.4	36.5	50.8
agree somewhat	25	38.5	39.7	90.5
agree totally	6	9.2	9.5	100.0
Total	63	96.9	100.0	
Missing System	2	3.1		
Total	65	100.0		

**A3.30.18: 1999 / 00 Semester 2 Controlled Investigation  
(N=65) (continued)**

1. This computer-based "on-screen exercise" version of this material maintained the complexity of the real world

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	4	6.2	6.2	6.2
disagree somewhat	7	10.8	10.8	16.9
not sure	30	46.2	46.2	63.1
agree somewhat	21	32.3	32.3	95.4
agree totally	3	4.6	4.6	100.0
Total	65	100.0	100.0	

1. This computer-based "on-screen exercise" version of this material encouraged me to reflect on a range of learning when attempting to solve problems

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree somewhat	11	16.9	17.2	17.2
not sure	25	38.5	39.1	56.3
agree somewhat	23	35.4	35.9	92.2
agree totally	5	7.7	7.8	100.0
Total	64	98.5	100.0	
Missing System	1	1.5		
Total	65	100.0		

1. Assessment was integrated within this computer-based "on-screen exercise" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree somewhat	6	9.2	9.7	9.7
not sure	22	33.8	35.5	45.2
agree somewhat	25	38.5	40.3	85.5
agree totally	9	13.8	14.5	100.0
Total	62	95.4	100.0	
Missing System	3	4.6		
Total	65	100.0		

1. This computer-based "on-screen exercise" version of this material offered the opportunity for me to defend my views / opinions developed

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	11	16.9	18.6	18.6
disagree somewhat	22	33.8	37.3	55.9
not sure	18	27.7	30.5	86.4
agree somewhat	7	10.8	11.9	98.3
agree totally	1	1.5	1.7	100.0
Total	59	90.8	100.0	
Missing System	6	9.2		
Total	65	100.0		

1. My understanding of the issues has changed having worked through this computer-"on-screen exercise" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	3	4.6	4.8	4.8
disagree somewhat	10	15.4	15.9	20.6
not sure	25	38.5	39.7	60.3
agree somewhat	22	33.8	34.9	95.2
agree totally	3	4.6	4.8	100.0
Total	63	96.9	100.0	
Missing System	2	3.1		
Total	65	100.0		

1. This computer-based "on-screen exercise" version of this material contained too much on-screen text

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally agree	3	4.6	4.8	4.8
agree somewhat	6	9.2	9.7	14.5
not sure	12	18.5	19.4	33.9
disagree somewhat	22	33.8	35.5	69.4
totally disagree	19	29.2	30.6	100.0
Total	62	95.4	100.0	
Missing System	3	4.6		
Total	65	100.0		

1. I find myself wanting to read this computer-based "on-screen exercise" version of this material from a print out, rather than on-screen

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally agree	7	10.8	10.9	10.9
agree somewhat	8	12.3	12.5	23.4
not sure	8	12.3	12.5	35.9
disagree somewhat	16	24.6	25.0	60.9
totally disagree	25	38.5	39.1	100.0
Total	64	98.5	100.0	
Missing System	1	1.5		
Total	65	100.0		

1. I would have been better off reading a book than using this computer-based "on-screen exercise" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally agree	1	1.5	1.6	1.6
agree somewhat	4	6.2	6.5	8.1
not sure	8	12.3	12.9	21.0
disagree somewhat	15	23.1	24.2	45.2
totally disagree	34	52.3	54.8	100.0
Total	62	95.4	100.0	
Missing System	3	4.6		
Total	65	100.0		

1. I worked through all the elements of this computer-based "on-screen exercise" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree somewhat	5	7.7	7.9	7.9
not sure	10	15.4	15.9	23.8
agree somewhat	21	32.3	33.3	57.1
agree totally	27	41.5	42.9	100.0
Total	63	96.9	100.0	
Missing System	2	3.1		
Total	65	100.0		

1. I was unsure what I should do when using the interactive elements of this computer-based "on-screen exercise" version of this material (ie the instructions were not clear)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally agree	2	3.1	3.3	3.3
agree somewhat	4	6.2	6.6	9.8
not sure	15	23.1	24.8	34.4
disagree somewhat	16	24.6	26.2	60.7
totally disagree	24	36.9	39.3	100.0
Total	61	93.8	100.0	
Missing System	4	6.2		
Total	65	100.0		

**A3.30.18: 1999 / 00 Semester 2 Controlled Investigation  
(N=65) (continued)**

1. The interactive elements in this computer-based "on-screen exercise" version of this material helped my understanding

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	1	1.5	1.8	1.8
	not sure	17	26.2	26.8	28.6
	agree somewhat	34	52.3	53.1	81.3
	agree totally	12	18.5	18.8	100.0
	Total	64	98.5	100.0	
Missing	System	1	1.5		
Total		65	100.0		

1. My view of this computer-based "on-screen exercise" version of this material has been influenced by other computer-based material I've used

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	8	12.3	12.9	12.9
	disagree somewhat	18	27.7	29.0	41.9
	not sure	14	21.5	22.6	64.5
	agree somewhat	15	23.1	24.2	88.7
	agree totally	7	10.8	11.3	100.0
	Total	62	95.4	100.0	
Missing	System	3	4.6		
Total		65	100.0		

1. The look of the screen displays in this computer-based "on-screen exercise" version of this material helped motivate me

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	5	7.7	7.8	7.8
	disagree somewhat	6	9.2	9.4	17.2
	not sure	28	43.1	43.8	60.9
	agree somewhat	21	32.3	32.8	93.8
	agree totally	4	6.2	6.3	100.0
	Total	64	98.5	100.0	
Missing	System	1	1.5		
Total		65	100.0		

1. The presentation of this computer-based "on-screen exercise" version of this material is better than other computer-based material I've used

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	3	4.6	5.0	5.0
	disagree somewhat	7	10.8	11.7	16.7
	not sure	23	35.4	38.3	55.0
	agree somewhat	19	29.2	31.7	86.7
	agree totally	8	12.3	13.3	100.0
	Total	60	92.3	100.0	
Missing	System	5	7.7		
Total		65	100.0		

1. The presentation of this computer-based "on-screen exercise" version of this material is as good as other computer-based material I've used

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	5	7.7	8.9	8.9
	disagree somewhat	5	7.7	8.9	17.9
	not sure	25	38.5	44.6	62.5
	agree somewhat	14	21.5	25.0	87.5
	agree totally	7	10.8	12.5	100.0
	Total	56	86.2	100.0	
Missing	System	9	13.8		
Total		65	100.0		

1. The presentation of this computer-based "on-screen exercise" version of this material is not as good as other computer-based material I've used

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally agree	5	7.7	8.8	8.8
	agree somewhat	6	9.2	10.5	19.3
	not sure	16	24.6	28.1	47.4
	disagree somewhat	16	24.6	28.1	75.4
	totally disagree	14	21.5	24.6	100.0
	Total	57	87.7	100.0	
Missing	System	8	12.3		
Total		65	100.0		

1. The on-screen feedback provided helps me check I'm learning from this computer-based "on-screen exercise" version of this material

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree somewhat	4	6.2	6.3	6.3
	not sure	12	18.5	18.8	25.0
	agree somewhat	36	55.4	56.3	81.3
	agree totally	12	18.5	18.8	100.0
	Total	64	98.5	100.0	
Missing	System	1	1.5		
Total		65	100.0		

1. I'm not sure whether I'm learning what I should from this computer-based "on-screen exercise" version of this material

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally agree	3	4.6	4.8	4.8
	agree somewhat	9	13.8	14.3	19.0
	not sure	13	20.0	20.6	39.7
	disagree somewhat	22	33.8	34.9	74.6
	totally disagree	16	24.6	25.4	100.0
	Total	63	96.9	100.0	
Missing	System	2	3.1		
Total		65	100.0		

1. I found this computer-based "on-screen exercise" version of this material allowed me to practice doing the things I needed to do

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	3	4.6	4.8	4.8
	disagree somewhat	6	9.2	9.5	14.3
	not sure	33	50.8	52.4	66.7
	agree somewhat	14	21.5	22.2	88.9
	agree totally	7	10.8	11.1	100.0
	Total	63	96.9	100.0	
Missing	System	2	3.1		
Total		65	100.0		

1. I found this computer-based "on-screen exercise" version of this material engaging to the point where I kept trying to solve the problems or make the decisions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	2	3.1	3.1	3.1
	disagree somewhat	8	12.3	12.3	15.4
	not sure	31	47.7	47.7	63.1
	agree somewhat	13	20.0	20.0	83.1
	agree totally	11	16.9	16.9	100.0
	Total	65	100.0	100.0	

**A3.30.18: 1999 / 00 Semester 2 Controlled Investigation  
(N=65) (continued)**

1. I found the on-screen feedback in this computer-based "on-screen exercise" version of this material made me actively think about my decisions

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree somewhat	3	4.6	4.7	4.7
not sure	15	23.1	23.4	28.1
agree somewhat	38	58.5	59.4	87.5
agree totally	8	12.3	12.5	100.0
Total	64	98.5	100.0	
Missing System	1	1.5		
Total	65	100.0		

1. Having video clips increased my engagement with this computer-based "on-screen exercise" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree somewhat	2	3.1	14.3	14.3
not sure	7	10.8	50.0	64.3
agree somewhat	2	3.1	14.3	78.6
agree totally	3	4.6	21.4	100.0
Total	14	21.5	100.0	
Missing System	51	78.5		
Total	65	100.0		

1. Having voice over material helped my understanding of this computer-based "on-screen exercise" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	1	1.5	8.3	8.3
disagree somewhat	4	6.2	33.3	41.7
not sure	4	6.2	33.3	75.0
agree somewhat	2	3.1	16.7	91.7
agree totally	1	1.5	8.3	100.0
Total	12	18.5	100.0	
Missing System	53	81.5		
Total	65	100.0		

1. Having voice over material increased my engagement with this computer-based "on-screen exercise" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	1	1.5	8.3	8.3
disagree somewhat	2	3.1	16.7	25.0
not sure	4	6.2	33.3	58.3
agree somewhat	3	4.6	25.0	83.3
agree totally	2	3.1	16.7	100.0
Total	12	18.5	100.0	
Missing System	53	81.5		
Total	65	100.0		

1. Hearing the voices of the characters in the scenario increased my engagement with this computer-based "on-screen exercise" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	1	1.5	8.3	8.3
disagree somewhat	2	3.1	16.7	25.0
not sure	6	9.2	50.0	75.0
agree somewhat	2	3.1	16.7	91.7
agree totally	1	1.5	8.3	100.0
Total	12	18.5	100.0	
Missing System	53	81.5		
Total	65	100.0		

1. Having high quality images helped my understanding of this computer-based "on-screen exercise" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	2	3.1	8.7	8.7
disagree somewhat	4	6.2	17.4	26.1
not sure	8	12.3	34.8	60.9
agree somewhat	3	4.6	13.0	73.9
agree totally	6	9.2	26.1	100.0
Total	23	35.4	100.0	
Missing System	42	64.6		
Total	65	100.0		

1. Having high quality images increased my engagement with this computer-based "on-screen exercise" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	2	3.1	8.7	8.7
disagree somewhat	2	3.1	8.7	17.4
not sure	9	13.8	39.1	56.5
agree somewhat	3	4.6	13.0	69.6
agree totally	7	10.8	30.4	100.0
Total	23	35.4	100.0	
Missing System	42	64.6		
Total	65	100.0		

1. The computer-based "on-screen text" version of this material offered me a challenge

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	14	21.5	21.9	21.9
disagree somewhat	19	29.2	29.7	51.6
not sure	26	40.0	40.6	92.2
agree somewhat	5	7.7	7.8	100.0
Total	64	98.5	100.0	
Missing System	1	1.5		
Total	65	100.0		

1. I got the chance, within the computer-based "on-screen text" version of this material, to apply my learning to solving problems or taking decisions

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	12	18.5	19.7	19.7
disagree somewhat	16	24.6	26.2	45.9
not sure	24	36.9	39.3	85.2
agree somewhat	8	12.3	13.1	98.4
agree totally	1	1.5	1.6	100.0
Total	61	93.8	100.0	
Missing System	4	6.2		
Total	65	100.0		

1. I found the tasks set in the computer-based "on-screen text" version of this material interesting

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	17	26.2	27.0	27.0
disagree somewhat	14	21.5	22.2	49.2
not sure	18	27.7	28.6	77.8
agree somewhat	12	18.5	19.0	96.8
agree totally	2	3.1	3.2	100.0
Total	63	96.9	100.0	
Missing System	2	3.1		
Total	65	100.0		



**A3.30.18: 1999 / 00 Semester 2 Controlled Investigation  
(N=65) (continued)**

1. The computer-based "on-screen text" version of this material inspired me to think about the material I had previously covered

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	5	7.7	8.1	8.1
disagree somewhat	15	23.1	24.2	32.3
not sure	29	44.6	48.8	79.0
agree somewhat	11	16.9	17.7	96.8
agree totally	2	3.1	3.2	100.0
Total	62	95.4	100.0	
Missing				
System	3	4.6		
Total	65	100.0		

1. The computer-based feedback from the "on-screen text" version of this material helped me check that I was really learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	10	15.4	16.7	16.7
disagree somewhat	16	24.6	26.7	43.3
not sure	21	32.3	35.0	78.3
agree somewhat	9	13.8	15.0	93.3
agree totally	4	6.2	6.7	100.0
Total	60	92.3	100.0	
Missing				
System	5	7.7		
Total	65	100.0		

1. The computer-based "on-screen text" version of this material allowed me to demonstrate my competency at the activity concerned

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	13	20.0	20.3	20.3
disagree somewhat	19	29.2	29.7	50.0
not sure	18	27.7	28.1	78.1
agree somewhat	11	16.9	17.2	95.3
agree totally	3	4.6	4.7	100.0
Total	64	98.5	100.0	
Missing				
System	1	1.5		
Total	65	100.0		

1. The computer-based "on-screen text" version of this material made me curious to see the outcomes from my decisions

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	13	20.0	20.3	20.3
disagree somewhat	18	27.7	28.1	48.4
not sure	17	26.2	28.6	75.0
agree somewhat	9	13.8	14.1	89.1
agree totally	7	10.8	10.9	100.0
Total	64	98.5	100.0	
Missing				
System	1	1.5		
Total	65	100.0		

1. The computer-based "on-screen text" version of this material, which allowed me to feel as though I was really there in the scenario

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	23	35.4	35.4	35.4
disagree somewhat	25	38.5	38.5	73.8
not sure	11	16.9	16.9	90.8
agree somewhat	6	9.2	9.2	100.0
Total	65	100.0	100.0	

1. The computer-based "on-screen text" version of this material allowed me to choose which element of this computer-based material I looked at next

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	23	35.4	38.3	38.3
disagree somewhat	15	23.1	25.0	63.3
not sure	14	21.5	23.3	86.7
agree somewhat	6	9.2	10.0	96.7
agree totally	2	3.1	3.3	100.0
Total	60	92.3	100.0	
Missing				
System	5	7.7		
Total	65	100.0		

1. I had to think carefully before deciding what to look at next in this computer-based "on-screen text" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	24	36.9	39.3	39.3
disagree somewhat	17	26.2	27.9	67.2
not sure	16	24.6	26.2	93.4
agree somewhat	4	6.2	6.6	100.0
Total	61	93.8	100.0	
Missing				
System	4	6.2		
Total	65	100.0		

1. I could use this computer-based "on-screen text" version of this material to check how the experts would do things

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	12	18.5	19.0	19.0
disagree somewhat	16	24.6	25.4	44.4
not sure	18	27.7	28.6	73.0
agree somewhat	14	21.5	22.2	95.2
agree totally	3	4.6	4.8	100.0
Total	63	96.9	100.0	
Missing				
System	2	3.1		
Total	65	100.0		

1. I could control the pace at which I worked through this computer-based "on-screen text" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	3	4.6	4.7	4.7
disagree somewhat	8	12.3	12.5	17.2
not sure	8	12.3	12.5	29.7
agree somewhat	26	40.0	40.6	70.3
agree totally	19	29.2	29.7	100.0
Total	64	98.5	100.0	
Missing				
System	1	1.5		
Total	65	100.0		

1. I could choose my own pathway through this computer-based "on-screen text" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	13	20.0	22.0	22.0
disagree somewhat	19	29.2	32.2	54.2
not sure	12	18.5	20.3	74.6
agree somewhat	10	15.4	16.9	91.5
agree totally	5	7.7	8.5	100.0
Total	59	90.8	100.0	
Missing				
System	6	9.2		
Total	65	100.0		

**A3.30.18: 1999 / 00 Semester 2 Controlled Investigation  
(N=65) (continued)**

1. There was an element of humour in this computer-based "on-screen text" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	22	33.8	36.1	36.1
disagree somewhat	15	23.1	24.6	60.7
not sure	12	18.5	19.7	80.3
agree somewhat	9	13.8	14.8	95.1
agree totally	3	4.6	4.9	100.0
Total	61	93.8	100.0	
Missing System	4	6.2		
Total	65	100.0		

. The humour element in this computer-based "on-screen text" version of this material increased my sense of engagement

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	13	20.0	24.1	24.1
disagree somewhat	15	23.1	27.8	51.9
not sure	18	24.6	29.6	81.5
agree somewhat	5	7.7	9.3	90.7
agree totally	5	7.7	9.3	100.0
Total	54	83.1	100.0	
Missing System	11	16.9		
Total	65	100.0		

1. The game element in this computer-based "on-screen text" version of this material increased my level of engagement

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	13	20.0	27.1	27.1
disagree somewhat	13	20.0	27.1	54.2
not sure	10	15.4	20.8	75.0
agree somewhat	6	9.2	12.5	87.5
agree totally	6	9.2	12.5	100.0
Total	48	73.8	100.0	
Missing System	17	26.2		
Total	65	100.0		

1. The context of this computer-based "on-screen text" version of this material was realistic in that it reflected real life situations

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	3	4.6	4.7	4.7
disagree somewhat	14	21.5	21.9	26.6
not sure	22	33.8	34.4	60.9
agree somewhat	20	30.8	31.3	92.2
agree totally	5	7.7	7.8	100.0
Total	64	98.5	100.0	
Missing System	1	1.5		
Total	65	100.0		

1. The context of this computer-based "on-screen text" version of this material was meaningful for me (I found I could relate to it)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	6	9.2	9.2	9.2
disagree somewhat	13	20.0	20.0	29.2
not sure	25	38.5	38.5	67.7
agree somewhat	19	29.2	29.2	96.9
agree totally	2	3.1	3.1	100.0
Total	65	100.0	100.0	

1. I find this computer-based "on-screen text" version of this material makes the situations and examples used realistic

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	7	10.8	10.8	10.8
disagree somewhat	16	24.6	24.6	35.4
not sure	22	33.8	33.8	69.2
agree somewhat	16	24.6	24.6	93.8
agree totally	4	6.2	6.2	100.0
Total	65	100.0	100.0	

1. I did not get lost when navigating through this computer-based "on-screen text" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	3	4.6	4.7	4.7
disagree somewhat	6	9.2	9.4	14.1
not sure	9	13.8	14.1	28.1
agree somewhat	15	23.1	23.4	51.6
agree totally	31	47.7	48.4	100.0
Total	64	98.5	100.0	
Missing System	1	1.5		
Total	65	100.0		

1. Whenever I got lost this computer-based "on-screen text" version of this material made it easy for me to find where I was

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	2	3.1	5.1	5.1
disagree somewhat	7	10.8	17.9	23.1
not sure	10	15.4	25.6	48.7
agree somewhat	11	16.9	28.2	76.9
agree totally	9	13.8	23.1	100.0
Total	39	60.0	100.0	
Missing System	26	40.0		
Total	65	100.0		

1. Text in this computer-based "on-screen text" version of this material was easy to read on screen

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	4	6.2	6.2	6.2
disagree somewhat	10	15.4	15.4	21.5
not sure	21	32.3	32.3	53.8
agree somewhat	18	27.7	27.7	81.5
agree totally	12	18.5	18.5	100.0
Total	65	100.0	100.0	

. This computer-based "on-screen text" version of this material made me want to keep on working beyond the time I had intended

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	17	26.2	26.6	26.6
disagree somewhat	25	38.5	39.1	65.6
not sure	15	23.1	23.4	89.1
agree somewhat	5	7.7	7.8	96.9
agree totally	2	3.1	3.1	100.0
Total	64	98.5	100.0	
Missing System	1	1.5		
Total	65	100.0		

**A3.30.18: 1999 / 00 Semester 2 Controlled Investigation  
(N=65) (continued)**

1. Information was easy to find throughout this computer-based "on-screen text" version of this material

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	8	12.3	12.5	12.5
	disagree somewhat	6	9.2	9.4	21.9
	not sure	19	29.2	29.7	51.6
	agree somewhat	20	30.8	31.3	82.8
	agree totally	11	16.9	17.2	100.0
	Total	64	98.5	100.0	
Missing	System	1	1.5		
Total		65	100.0		

1. The screen display for this computer-based "on-screen text" version of this material was not cluttered

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	12	18.5	18.8	18.8
	disagree somewhat	12	18.5	18.8	37.5
	not sure	14	21.5	21.9	59.4
	agree somewhat	19	29.2	29.7	89.1
	agree totally	7	10.8	10.9	100.0
	Total	64	98.5	100.0	
Missing	System	1	1.5		
Total		65	100.0		

1. I found the colours used in displaying this computer-based "on-screen text" version of this material were appropriate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	9	13.8	16.7	16.7
	disagree somewhat	17	26.2	31.5	48.1
	not sure	15	23.1	27.8	75.9
	agree somewhat	9	13.8	16.7	92.6
	agree totally	4	6.2	7.4	100.0
	Total	54	83.1	100.0	
Missing	System	11	16.9		
Total		65	100.0		

1. The interface for this computer-based "on-screen text" version of this material was easy to use

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	5	7.7	7.9	7.9
	disagree somewhat	10	15.4	15.9	23.8
	not sure	25	38.5	39.7	63.5
	agree somewhat	15	23.1	23.8	87.3
	agree totally	8	12.3	12.7	100.0
	Total	63	96.9	100.0	
Missing	System	2	3.1		
Total		65	100.0		

1. I felt as though I was actively learning from this computer-based "on-screen text" version of this material

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	12	18.5	18.5	18.5
	disagree somewhat	19	29.2	29.2	47.7
	not sure	17	26.2	26.2	73.8
	agree somewhat	12	18.5	18.5	92.3
	agree totally	5	7.7	7.7	100.0
	Total	65	100.0	100.0	

1. The interface helped me to spot my errors when using this computer-based "on-screen text" version of this material

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	19	29.2	33.9	33.9
	disagree somewhat	13	20.0	23.2	57.1
	not sure	9	13.8	16.1	73.2
	agree somewhat	10	15.4	17.9	91.1
	agree totally	5	7.7	8.9	100.0
	Total	56	86.2	100.0	
Missing	System	9	13.8		
Total		65	100.0		

1. The interface helped me to reason about what caused my errors when using this computer-based "on-screen text" version of this material

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	10	15.4	17.9	17.9
	disagree somewhat	21	32.3	37.5	55.4
	not sure	22	33.8	39.3	94.6
	agree somewhat	3	4.6	5.4	100.0
	Total	56	86.2	100.0	
Missing	System	9	13.8		
Total		65	100.0		

1. This computer-based "on-screen text" version of this material helped me to correct any errors I made

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	13	20.0	24.1	24.1
	disagree somewhat	21	32.3	38.9	63.0
	not sure	12	18.5	22.2	85.2
	agree somewhat	7	10.8	13.0	98.1
	agree totally	1	1.5	1.9	100.0
	Total	54	83.1	100.0	
Missing	System	11	16.9		
Total		65	100.0		

1. This computer-based "on-screen text" version of this material allowed me to make use of what I already knew

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	4	6.2	6.7	6.7
	disagree somewhat	14	21.5	23.3	30.0
	not sure	26	40.0	43.3	73.3
	agree somewhat	14	21.5	23.3	96.7
	agree totally	2	3.1	3.3	100.0
	Total	60	92.3	100.0	
Missing	System	5	7.7		
Total		65	100.0		

1. This computer-based "on-screen text" version of this material allowed me to learn by thinking and reasoning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	7	10.8	11.1	11.1
	disagree somewhat	13	20.0	20.6	31.7
	not sure	32	49.2	50.8	82.5
	agree somewhat	8	12.3	12.7	95.2
	agree totally	3	4.6	4.8	100.0
	Total	63	96.9	100.0	
Missing	System	2	3.1		
Total		65	100.0		

**A3.30.18: 1999 / 00 Semester 2 Controlled Investigation  
(N=65) (continued)**

1. This computer-based "on-screen text" version of this material encouraged me to improvise when trying to solve problems or take decisions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	10	15.4	16.4	16.4
	disagree somewhat	18	27.7	29.5	45.9
	not sure	21	32.3	34.4	80.3
	agree somewhat	9	13.8	14.8	95.1
	agree totally	3	4.6	4.9	100.0
	Total	61	93.8	100.0	
Missing	System	4	6.2		
Total		65	100.0		

1. When using this computer-based "on-screen text" version of this material I had to identify problems then solve them

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	9	13.8	14.8	14.8
	disagree somewhat	15	23.1	24.6	39.3
	not sure	25	38.5	41.0	80.3
	agree somewhat	11	16.9	18.0	98.4
	agree totally	1	1.5	1.8	100.0
	Total	61	93.8	100.0	
Missing	System	4	6.2		
Total		65	100.0		

1. I had to sort out relevant from irrelevant when trying to solve problems or take decisions using this computer-based "on-screen text" version of this material

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	8	12.3	12.7	12.7
	disagree somewhat	13	20.0	20.6	33.3
	not sure	21	32.3	33.3	66.7
	agree somewhat	17	26.2	27.0	93.7
	agree totally	4	6.2	6.3	100.0
	Total	63	96.9	100.0	
Missing	System	2	3.1		
Total		65	100.0		

1. This computer-based "on-screen text" version of this material allowed me to explore from a number of perspectives

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	11	16.9	17.2	17.2
	disagree somewhat	19	29.2	29.7	46.9
	not sure	17	26.2	26.6	73.4
	agree somewhat	15	23.1	23.4	96.9
	agree totally	2	3.1	3.1	100.0
	Total	64	98.5	100.0	
Missing	System	1	1.5		
Total		65	100.0		

1. This computer-based "on-screen text" version of this material maintained the complexity of the real world

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	9	13.8	13.8	13.8
	disagree somewhat	18	27.7	27.7	41.5
	not sure	25	38.5	38.5	80.0
	agree somewhat	11	16.9	16.9	96.9
	agree totally	2	3.1	3.1	100.0
	Total	65	100.0	100.0	

1. This computer-based "on-screen text" version of this material encouraged me to reflect on a range of learning when attempting to solve problems

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	7	10.8	10.8	10.8
	disagree somewhat	18	27.7	27.7	38.5
	not sure	29	44.6	44.6	83.1
	agree somewhat	10	15.4	15.4	98.5
	agree totally	1	1.5	1.5	100.0
	Total	65	100.0	100.0	

1. Assessment was integrated within this computer-based "on-screen text" version of this material

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	14	21.5	25.0	25.0
	disagree somewhat	15	23.1	26.8	51.8
	not sure	15	23.1	26.8	78.6
	agree somewhat	10	15.4	17.9	96.4
	agree totally	2	3.1	3.6	100.0
	Total	56	86.2	100.0	
Missing	System	9	13.8		
Total		65	100.0		

1. This computer-based "on-screen text" version of this material offered the opportunity for me to defend my views / opinions developed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	20	30.8	35.7	35.7
	disagree somewhat	23	35.4	41.1	76.8
	not sure	11	16.9	19.6	96.4
	agree somewhat	1	1.5	1.8	98.2
	agree totally	1	1.5	1.8	100.0
	Total	56	86.2	100.0	
Missing	System	9	13.8		
Total		65	100.0		

1. My understanding of the issues has changed having worked through this computer-based "on-screen text" version of this material

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	13	20.0	20.3	20.3
	disagree somewhat	16	24.6	25.0	45.3
	not sure	26	40.0	40.6	85.9
	agree somewhat	9	13.8	14.1	100.0
	Total	64	98.5	100.0	
Missing	System	1	1.5		
Total		65	100.0		

1. This computer-based "on-screen text" version of this material contained too much on-screen text

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally agree	20	30.8	30.8	30.8
	agree somewhat	14	21.5	21.5	52.3
	not sure	13	20.0	20.0	72.3
	disagree somewhat	11	16.9	16.9	89.2
	totally disagree	7	10.8	10.8	100.0
	Total	65	100.0	100.0	

**A3.30.18: 1999 / 00 Semester 2 Controlled Investigation  
(N=65) (continued)**

1. I find myself wanting to read this computer-based "on-screen text" version of this material from a print out, rather than on-screen

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally agree	13	20.0	20.0	20.0
agree somewhat	11	16.9	16.9	36.9
not sure	17	26.2	26.2	63.1
disagree somewhat	14	21.5	21.5	84.6
totally disagree	10	15.4	15.4	100.0
Total	65	100.0	100.0	

1. I would have been better off reading a book than using this computer-based "on-screen text" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally agree	10	15.4	15.4	15.4
agree somewhat	11	16.9	16.9	32.3
not sure	15	23.1	23.1	55.4
disagree somewhat	18	27.7	27.7	83.1
totally disagree	11	16.9	16.9	100.0
Total	65	100.0	100.0	

1. I worked through all the elements of this computer-based "on-screen text" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	3	4.6	4.8	4.8
disagree somewhat	14	21.5	22.2	27.0
not sure	15	23.1	23.8	50.8
agree somewhat	12	18.5	19.0	69.8
agree totally	19	29.2	30.2	100.0
Total	63	96.9	100.0	
Missing System	2	3.1		
Total	65	100.0		

1. I was unsure what I should do when using the interactive elements of this computer-based "on-screen text" version of this material (ie the instructions were not clear)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally agree	6	9.2	12.0	12.0
agree somewhat	7	10.8	14.0	26.0
not sure	13	20.0	26.0	52.0
disagree somewhat	12	18.5	24.0	76.0
totally disagree	12	18.5	24.0	100.0
Total	50	76.9	100.0	
Missing System	15	23.1		
Total	65	100.0		

1. The interactive elements in this computer-based "on-screen text" version of this material helped my understanding

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	7	10.8	14.6	14.6
disagree somewhat	16	24.6	33.3	47.9
not sure	14	21.5	29.2	77.1
agree somewhat	6	9.2	12.5	89.6
agree totally	5	7.7	10.4	100.0
Total	48	73.8	100.0	
Missing System	17	26.2		
Total	65	100.0		

1. My view of this computer-based "on-screen text" version of this material has been influenced by other computer-based material I've used

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	12	18.5	20.3	20.3
disagree somewhat	12	18.5	20.3	40.7
not sure	14	21.5	23.7	64.4
agree somewhat	15	23.1	25.4	89.8
agree totally	6	9.2	10.2	100.0
Total	59	90.8	100.0	
Missing System	6	9.2		
Total	65	100.0		

1. The look of the screen displays in this computer-based "on-screen text" version of this material helped motivate me

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	24	36.9	38.1	38.1
disagree somewhat	18	27.7	28.6	66.7
not sure	15	23.1	23.8	90.5
agree somewhat	5	7.7	7.9	98.4
agree totally	1	1.5	1.6	100.0
Total	63	96.9	100.0	
Missing System	2	3.1		
Total	65	100.0		

1. The presentation of this computer-based "on-screen text" version of this material is better than other computer-based material I've used

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	29	44.6	46.8	46.8
disagree somewhat	18	27.7	29.0	75.8
not sure	9	13.8	14.5	90.3
agree somewhat	5	7.7	8.1	98.4
agree totally	1	1.5	1.6	100.0
Total	62	95.4	100.0	
Missing System	3	4.6		
Total	65	100.0		

1. The presentation of this computer-based "on-screen text" version of this material is as good as other computer-based material I've used

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	25	38.5	41.7	41.7
disagree somewhat	13	20.0	21.7	63.3
not sure	16	24.6	26.7	90.0
agree somewhat	5	7.7	8.3	98.3
agree totally	1	1.5	1.7	100.0
Total	60	92.3	100.0	
Missing System	5	7.7		
Total	65	100.0		

1. The presentation of this computer-based "on-screen text" version of this material is not as good as other computer-based material I've used

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally agree	21	32.3	33.9	33.9
agree somewhat	14	21.5	22.6	56.5
not sure	9	13.8	14.5	71.0
disagree somewhat	6	9.2	9.7	80.6
totally disagree	12	18.5	18.4	100.0
Total	62	95.4	100.0	
Missing System	3	4.6		
Total	65	100.0		

**A3.30.18: 1999 / 00 Semester 2 Controlled Investigation  
(N=65) (continued)**

1. The on-screen feedback provided helps me check I'm learning from this computer-based "on-screen text" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	8	12.3	14.3	14.3
disagree somewhat	15	23.1	26.8	41.1
not sure	17	26.2	30.4	71.4
agree somewhat	14	21.5	25.0	96.4
agree totally	2	3.1	3.6	100.0
Total	56	86.2	100.0	
Missing	9	13.8		
System				
Total	65	100.0		

1. I'm not sure whether I'm learning what I should from this computer-based "on-screen text" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally agree	7	10.8	10.9	10.9
agree somewhat	9	13.8	14.1	25.0
not sure	20	30.8	31.3	56.3
disagree somewhat	17	26.2	26.6	82.8
totally disagree	11	16.9	17.2	100.0
Total	64	98.5	100.0	
Missing	1	1.5		
System				
Total	65	100.0		

1.1 I found this computer-based "on-screen text" version of this material allowed me to practice doing the things I needed to do

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	17	26.2	27.9	27.9
disagree somewhat	17	26.2	27.9	55.7
not sure	20	30.8	32.8	86.5
agree somewhat	6	9.2	9.8	96.4
agree totally	1	1.5	1.6	100.0
Total	61	93.8	100.0	
Missing	4	6.2		
System				
Total	65	100.0		

1. I found this computer-based "on-screen text" version of this material engaging to the point where I kept trying to solve the problems or make the decisions

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	15	23.1	24.2	24.2
disagree somewhat	19	29.2	30.6	54.8
not sure	16	24.6	25.8	80.6
agree somewhat	10	15.4	16.1	96.8
agree totally	2	3.1	3.2	100.0
Total	62	95.4	100.0	
Missing	3	4.6		
System				
Total	65	100.0		

1. I found the on-screen feedback in this computer-based "on-screen text" version of this material made me actively think about my decisions

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	11	16.9	18.6	18.6
disagree somewhat	13	20.0	22.0	40.7
not sure	21	32.3	35.6	76.3
agree somewhat	12	18.5	20.3	96.6
agree totally	2	3.1	3.4	100.0
Total	59	90.8	100.0	
Missing	6	9.2		
System				
Total	65	100.0		

1. Having video clips increased my engagement with this computer-based "on-screen text" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
disagree somewhat	3	4.6	27.3	27.3
not sure	4	6.2	36.4	63.6
agree somewhat	2	3.1	18.2	81.8
agree totally	2	3.1	18.2	100.0
Total	11	16.9	100.0	
Missing	54	83.1		
System				
Total	65	100.0		

1. Having voice over material helped my understanding of this computer-based "on-screen text" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	1	1.5	11.1	11.1
disagree somewhat	3	4.6	33.3	44.4
not sure	3	4.6	33.3	77.8
agree somewhat	2	3.1	22.2	100.0
Total	9	13.8	100.0	
Missing	56	86.2		
System				
Total	65	100.0		

1. Having voice over material increased my engagement with this computer-based "on-screen text" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	1	1.5	11.1	11.1
disagree somewhat	1	1.5	11.1	22.2
not sure	5	7.7	55.6	77.8
agree somewhat	2	3.1	22.2	100.0
Total	9	13.8	100.0	
Missing	56	86.2		
System				
Total	65	100.0		

1. Hearing the voices of the characters in the scenario increased my engagement with this computer-based "on-screen text" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	1	1.5	11.1	11.1
disagree somewhat	1	1.5	11.1	22.2
not sure	1	1.5	11.1	33.3
agree somewhat	6	9.2	66.7	100.0
Total	9	13.8	100.0	
Missing	56	86.2		
System				
Total	65	100.0		

1. Having high quality images helped my understanding of this computer-based "on-screen text" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	1	1.5	8.3	8.3
disagree somewhat	2	3.1	16.7	25.0
not sure	4	6.2	33.3	58.3
agree somewhat	5	7.7	41.7	100.0
Total	12	18.5	100.0	
Missing	53	81.5		
System				
Total	65	100.0		

**A3.30.18: 1999 / 00 Semester 2 Controlled Investigation  
(N=65) (continued)**

1. Having high quality images increased my engagement with this computer-based "on-screen text" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	1	1.5	7.7	7.7
disagree somewhat	1	1.5	7.7	15.4
not sure	5	7.7	38.5	53.8
agree somewhat	5	7.7	38.5	92.3
agree totally	1	1.5	7.7	100.0
Total	13	20.0	100.0	
Missing System	52	80.0		
Total	65	100.0		

**A3.30.19: SEI 1999 / 00 Semester 2 Midpoint Q18  
N=48**

Sex

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid male	26	54.2	58.5	58.5
female	20	41.7	43.5	100.0
Total	46	95.8	100.0	
Missing System	2	4.2		
Total	48	100.0		

. Making sure you remember things well.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid quite different	3	6.3	6.4	6.4
not so close	10	20.8	21.3	27.7
rather close	25	52.1	53.2	80.9
very close	9	18.8	19.1	100.0
Total	47	97.9	100.0	
Missing System	1	2.1		
Total	48	100.0		

Developing as a person.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not so close	11	22.9	23.4	23.4
rather close	20	41.7	42.6	66.0
very close	16	33.3	34.0	100.0
Total	47	97.9	100.0	
Missing System	1	2.1		
Total	48	100.0		

Building up knowledge by acquiring facts and information

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not so close	3	6.3	6.4	6.4
rather close	16	33.3	34.0	40.4
very close	28	58.3	59.6	100.0
Total	47	97.9	100.0	
Missing System	1	2.1		
Total	48	100.0		

Being able to use the information you've acquired.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid quite different	2	4.2	4.3	4.3
not so close	3	6.3	6.4	10.6
rather close	14	29.2	29.8	40.4
very close	28	58.3	59.6	100.0
Total	47	97.9	100.0	
Missing System	1	2.1		
Total	48	100.0		

Understanding new material for yourself.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid quite different	1	2.1	2.2	2.2
not so close	2	4.2	4.3	6.5
rather close	20	41.7	43.5	50.0
very close	23	47.9	50.0	100.0
Total	46	95.8	100.0	
Missing System	2	4.2		
Total	48	100.0		

Seeing things in a different and more meaningful way.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid quite different	3	6.3	6.4	6.4
not so close	10	20.8	21.3	27.7
rather close	23	47.9	48.9	76.6
very close	11	22.9	23.4	100.0
Total	47	97.9	100.0	
Missing System	1	2.1		
Total	48	100.0		

I manage to find conditions for studying which allow me to get on with my work easily

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	1	2.1	2.1	2.1
disagree somewhat	5	10.4	10.6	12.8
unsure	1	2.1	2.1	14.9
agree somewhat	29	60.4	61.7	76.6
agree	11	22.9	23.4	100.0
Total	47	97.9	100.0	
Missing System	1	2.1		
Total	48	100.0		

**A3.30.19: SEI 1999 / 00 Semester 2 Midpoint Q18 N=48  
(continued)**

When working on an assignment, I'm keeping in mind how best to impress the marker

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	1	2.1	2.1	2.1
disagree somewhat	7	14.6	14.9	17.0
unsure	5	10.4	10.8	27.7
agree somewhat	20	41.7	42.6	70.2
agree	14	29.2	29.8	100.0
Total	47	97.9	100.0	
Missing System	1	2.1		
Total	48	100.0		

Often I find myself wondering whether the work I am doing here is really worthwhile

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	5	10.4	10.8	10.6
disagree somewhat	14	29.2	29.8	40.4
unsure	2	4.2	4.3	44.7
agree somewhat	21	43.8	44.7	89.4
agree	5	10.4	10.8	100.0
Total	47	97.9	100.0	
Missing System	1	2.1		
Total	48	100.0		

I usually set out to understand for myself the meaning of what we have to learn

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree somewhat	6	12.5	13.0	13.0
unsure	3	6.3	6.5	19.6
agree somewhat	28	58.3	60.9	80.4
agree	9	18.8	19.6	100.0
Total	46	95.8	100.0	
Missing System	2	4.2		
Total	48	100.0		

I organise my study time carefully to make the best use of it

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	2	4.2	4.3	4.3
disagree somewhat	17	35.4	36.2	40.4
unsure	3	6.3	6.4	46.8
agree somewhat	16	33.3	34.0	80.9
agree	9	18.8	19.1	100.0
Total	47	97.9	100.0	
Missing System	1	2.1		
Total	48	100.0		

I find I have to concentrate on just memorising a good deal of what I have to learn

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	2	4.2	4.3	4.3
disagree somewhat	15	31.3	31.9	36.2
unsure	4	8.3	8.5	44.7
agree somewhat	16	33.3	34.0	78.7
agree	10	20.8	21.3	100.0
Total	47	97.9	100.0	
Missing System	1	2.1		
Total	48	100.0		

I go over the work I've done carefully to check the reasoning and that it makes sense

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	1	2.1	2.2	2.2
disagree somewhat	7	14.6	15.2	17.4
unsure	2	4.2	4.3	21.7
agree somewhat	24	50.0	52.2	73.9
agree	12	25.0	26.1	100.0
Total	46	95.8	100.0	
Missing System	2	4.2		
Total	48	100.0		

Often I feel I'm drowning in the sheer amount of material we're having to cope with

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	4	8.3	8.5	8.5
disagree somewhat	8	16.7	17.0	25.5
unsure	4	8.3	8.5	34.0
agree somewhat	20	41.7	42.6	76.6
agree	11	22.9	23.4	100.0
Total	47	97.9	100.0	
Missing System	1	2.1		
Total	48	100.0		

I look at the evidence carefully and try to reach my own conclusion about what I'm studying

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	1	2.1	2.1	2.1
disagree somewhat	5	10.4	10.6	12.8
unsure	4	8.3	8.5	21.3
agree somewhat	28	58.3	59.6	80.9
agree	9	18.8	19.1	100.0
Total	47	97.9	100.0	
Missing System	1	2.1		
Total	48	100.0		

It's important for me to feel that I'm doing as well as I really can on the courses here

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree somewhat	2	4.2	4.3	4.3
unsure	2	4.2	4.3	8.5
agree somewhat	22	45.8	46.8	55.3
agree	21	43.8	44.7	100.0
Total	47	97.9	100.0	
Missing System	1	2.1		
Total	48	100.0		

I try to relate ideas I come across to those in other topics or other courses whenever possible

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree somewhat	4	8.3	8.5	8.5
unsure	8	16.7	17.0	25.5
agree somewhat	22	45.8	46.8	72.3
agree	13	27.1	27.7	100.0
Total	47	97.9	100.0	
Missing System	1	2.1		
Total	48	100.0		



**A3.30.19: SEI 1999 / 00 Semester 2 Midpoint Q18 N=48  
(continued)**

I tend to read very little beyond what is actually required to pass

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	3	6.3	6.4	6.4
	disagree somewhat	15	31.3	31.9	38.3
	unsure	5	10.4	10.6	48.9
	agree somewhat	13	27.1	27.7	76.6
	agree	11	22.9	23.4	100.0
	Total	47	97.9	100.0	
Missing	System	1	2.1		
Total		48	100.0		

Regularly I find myself thinking about ideas from lectures when I'm doing other things

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	3	6.3	6.4	6.4
	disagree somewhat	7	14.6	14.9	21.3
	unsure	9	18.8	19.1	40.4
	agree somewhat	21	43.8	44.7	85.1
	agree	7	14.6	14.9	100.0
	Total	47	97.9	100.0	
Missing	System	1	2.1		
Total		48	100.0		

I think I'm quite systematic and organised when it comes to revising for exams

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	3	6.3	6.4	6.4
	disagree somewhat	10	20.8	21.3	27.7
	unsure	3	6.3	6.4	34.0
	agree somewhat	20	41.7	42.6	76.6
	agree	11	22.9	23.4	100.0
	Total	47	97.9	100.0	
Missing	System	1	2.1		
Total		48	100.0		

look carefully at tutors' comments on course work to see how to get higher marks next time

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	1	2.1	2.1	2.1
	disagree somewhat	1	2.1	2.1	4.3
	unsure	4	8.3	8.5	12.8
	agree somewhat	24	50.0	51.1	63.8
	agree	17	35.4	36.2	100.0
	Total	47	97.9	100.0	
Missing	System	1	2.1		
Total		48	100.0		

There's not much of the work here that I find interesting or relevant

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	14	29.2	29.8	29.8
	disagree somewhat	27	56.3	57.4	87.2
	unsure	4	8.3	8.5	95.7
	agree somewhat	2	4.2	4.3	100.0
	Total	47	97.9	100.0	
Missing	System	1	2.1		
Total		48	100.0		

When I read an article or book, I try to find out for myself exactly what the author means

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	2	4.2	4.3	4.3
	disagree somewhat	23	47.9	50.0	54.3
	unsure	6	12.5	13.0	67.4
	agree somewhat	11	22.9	23.9	91.3
	agree	4	8.3	8.7	100.0
	Total	46	95.8	100.0	
Missing	System	2	4.2		
Total		48	100.0		

I'm pretty good at getting down to work whenever I need to

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree somewhat	9	18.8	19.1	19.1
	unsure	5	10.4	10.6	29.8
	agree somewhat	17	35.4	36.2	66.0
	agree	16	33.3	34.0	100.0
	Total	47	97.9	100.0	
Missing	System	1	2.1		
Total		48	100.0		

Much of what I'm studying makes little sense: it's like unrelated bits and pieces

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	16	33.3	34.0	34.0
	disagree somewhat	23	47.9	48.9	83.0
	unsure	4	8.3	8.5	91.5
	agree somewhat	4	8.3	8.5	100.0
	Total	47	97.9	100.0	
Missing	System	1	2.1		
Total		48	100.0		

I think about what I want to get out of this course to keep my studying well focused

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree somewhat	11	22.9	23.4	23.4
	unsure	4	8.3	8.5	31.9
	agree somewhat	24	50.0	51.1	83.0
	agree	8	16.7	17.0	100.0
	Total	47	97.9	100.0	
Missing	System	1	2.1		
Total		48	100.0		

When I'm working on a new topic, I try to see in my own mind how all the ideas fit together

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	2	4.2	4.3	4.3
	disagree somewhat	7	14.6	14.9	19.1
	unsure	6	12.5	12.8	31.9
	agree somewhat	26	54.2	55.3	87.2
	agree	8	12.5	12.8	100.0
	Total	47	97.9	100.0	
Missing	System	1	2.1		
Total		48	100.0		

**A3.30.19: SEI 1999 / 00 Semester 2 Midpoint Q18 N=48  
(continued)**

**I often worry about whether I'll ever be able to cope with the work properly**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	1	2.1	2.1	2.1
	disagree somewhat	13	27.1	27.7	29.8
	unsure	2	4.2	4.3	34.0
	agree somewhat	23	47.9	48.9	83.0
	agree	8	16.7	17.0	100.0
	Total	47	97.9	100.0	
Missing	System	1	2.1		
Total		48	100.0		

**Often I find myself questioning things I hear in lectures or read in books**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	6	12.5	13.0	13.0
	disagree somewhat	10	20.8	21.7	34.8
	unsure	8	16.7	17.4	52.2
	agree somewhat	19	39.6	41.3	93.5
	agree	3	6.3	6.5	100.0
	Total	46	95.8	100.0	
Missing	System	2	4.2		
Total		48	100.0		

**I feel that I'm getting on well, and this helps me put more effort into the work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree somewhat	9	18.8	19.1	19.1
	unsure	8	16.7	17.0	36.2
	agree somewhat	24	50.0	51.1	87.2
	agree	6	12.5	12.8	100.0
	Total	47	97.9	100.0	
Missing	System	1	2.1		
Total		48	100.0		

**I concentrate on learning just those bits of information I have to know to pass**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	4	8.3	8.5	8.5
	disagree somewhat	17	35.4	36.2	44.7
	unsure	5	10.4	10.6	55.3
	agree somewhat	19	39.6	40.4	95.7
	agree	2	4.2	4.3	100.0
	Total	47	97.9	100.0	
Missing	System	1	2.1		
Total		48	100.0		

**I find that studying academic topics can be quite exciting at times**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	2	4.2	4.3	4.3
	disagree somewhat	10	20.8	21.3	25.5
	unsure	8	16.7	17.0	42.6
	agree somewhat	23	47.9	48.9	91.5
	agree	4	8.3	8.5	100.0
	Total	47	97.9	100.0	
Missing	System	1	2.1		
Total		48	100.0		

**I'm good at following up some of the reading suggested by lecturers or tutors**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	8	16.7	17.0	17.0
	disagree somewhat	20	41.7	42.6	59.6
	unsure	5	10.4	10.6	70.2
	agree somewhat	12	25.0	25.5	95.7
	agree	2	4.2	4.3	100.0
	Total	47	97.9	100.0	
Missing	System	1	2.1		
Total		48	100.0		

**I keep in mind who is going to mark an assignment and what they're likely to be looking for**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	5	10.4	10.6	10.6
	disagree somewhat	11	22.9	23.4	34.0
	unsure	2	4.2	4.3	38.3
	agree somewhat	19	39.6	40.4	78.7
	agree	10	20.8	21.3	100.0
	Total	47	97.9	100.0	
Missing	System	1	2.1		
Total		48	100.0		

**When I look back, I sometimes wonder why I ever decided to come here**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	29	60.4	61.7	61.7
	disagree somewhat	8	16.7	17.0	78.7
	unsure	3	6.3	6.4	85.1
	agree somewhat	5	10.4	10.6	95.7
	agree	2	4.2	4.3	100.0
	Total	47	97.9	100.0	
Missing	System	1	2.1		
Total		48	100.0		

**When I am reading, I stop from time to time to reflect on what I am trying to learn from it**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree somewhat	12	25.0	25.5	25.5
	unsure	6	12.5	12.8	38.3
	agree somewhat	24	50.0	51.1	89.4
	agree	5	10.4	10.6	100.0
	Total	47	97.9	100.0	
Missing	System	1	2.1		
Total		48	100.0		

**work steadily through the term or semester, rather than leave it all until the last minute**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	6	12.5	12.8	12.8
	disagree somewhat	13	27.1	27.7	40.4
	unsure	4	8.3	8.5	48.9
	agree somewhat	18	37.5	38.3	87.2
	agree	6	12.5	12.8	100.0
	Total	47	97.9	100.0	
Missing	System	1	2.1		
Total		48	100.0		

**A3.30.19: SEI 1999 / 00 Semester 2 Midpoint Q18 N=48  
(continued)**

I'm not really sure what's important in lectures so I try to get down all I can

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	2	4.2	4.3	4.3
	disagree somewhat	13	27.1	27.7	31.9
	unsure	6	12.5	12.8	44.7
	agree somewhat	20	41.7	42.6	87.2
	agree	6	12.5	12.8	100.0
	Total	47	97.9	100.0	
Missing	System	1	2.1		
Total		48	100.0		

Ideas in course books or articles often set me off on long chains of thought of my own

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	4	8.3	8.5	8.5
	disagree somewhat	17	35.4	38.2	44.7
	unsure	10	20.8	21.3	66.0
	agree somewhat	13	27.1	27.7	93.8
	agree	3	6.3	6.4	100.0
	Total	47	97.9	100.0	
Missing	System	1	2.1		
Total		48	100.0		

Before starting work on an assignment or exam question, I think first how best to tackle it.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree somewhat	4	8.3	8.5	8.5
	unsure	2	4.2	4.3	12.8
	agree somewhat	27	56.3	57.4	70.2
	agree	14	29.2	29.8	100.0
	Total	47	97.9	100.0	
Missing	System	1	2.1		
Total		48	100.0		

I often seem to panic if I get behind with my work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	4	8.3	8.5	8.5
	disagree somewhat	10	20.8	21.3	29.8
	unsure	2	4.2	4.3	34.0
	agree somewhat	18	33.3	34.0	68.1
	agree	15	31.3	31.9	100.0
	Total	47	97.9	100.0	
Missing	System	1	2.1		
Total		48	100.0		

When I read, I examine the details carefully to see how they fit in with what's being said

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	1	2.1	2.1	2.1
	disagree somewhat	9	18.8	19.1	21.3
	unsure	8	16.7	17.0	38.3
	agree somewhat	21	43.8	44.7	83.0
	agree	8	16.7	17.0	100.0
	Total	47	97.9	100.0	
Missing	System	1	2.1		
Total		48	100.0		

I put a lot of effort into studying because I'm determined to do well

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree somewhat	6	12.5	12.8	12.8
	unsure	3	6.3	6.4	19.1
	agree somewhat	23	47.9	48.9	68.1
	agree	15	31.3	31.9	100.0
	Total	47	97.9	100.0	
Missing	System	1	2.1		
Total		48	100.0		

I gear my studying closely to just what seems to be required for assignments and exams

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	1	2.1	2.1	2.1
	disagree somewhat	9	18.8	19.1	21.3
	unsure	5	10.4	10.6	31.9
	agree somewhat	21	43.8	44.7	76.6
	agree	11	22.9	23.4	100.0
	Total	47	97.9	100.0	
Missing	System	1	2.1		
Total		48	100.0		

Some of the ideas I come across on the course I find really gripping

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree somewhat	8	16.7	17.4	17.4
	unsure	10	20.8	21.7	39.1
	agree somewhat	21	43.8	45.7	84.8
	agree	7	14.6	15.2	100.0
	Total	46	95.8	100.0	
Missing	System	2	4.2		
Total		48	100.0		

I usually plan out my week's work in advance, either on paper or in my head

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	7	14.6	15.2	15.2
	disagree somewhat	18	33.3	34.8	50.0
	unsure	2	4.2	4.3	54.3
	agree somewhat	16	33.3	34.8	89.1
	agree	5	10.4	10.9	100.0
	Total	48	95.8	100.0	
Missing	System	2	4.2		
Total		50	100.0		

keep an eye open for what lecturers seem to think is important and concentrate on that

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree somewhat	6	12.5	13.0	13.0
	unsure	7	14.6	15.2	28.3
	agree somewhat	25	52.1	54.3	82.6
	agree	8	16.7	17.4	100.0
	Total	46	95.8	100.0	
Missing	System	2	4.2		
Total		48	100.0		

I'm not really interested in this course, but I have to take it for other reasons

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	24	50.0	52.2	52.2
	disagree somewhat	16	33.3	34.8	87.0
	unsure	3	6.3	6.5	93.5
	agree somewhat	3	6.3	6.5	100.0
	Total	46	95.8	100.0	
Missing	System	2	4.2		
Total		48	100.0		

Before tackling a problem or assignment, I first try to work out what lies behind it

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree somewhat	7	14.6	14.9	14.9
	unsure	8	16.7	17.0	31.9
	agree somewhat	25	52.1	53.2	85.1
	agree	7	14.6	14.9	100.0
	Total	47	97.9	100.0	
Missing	System	1	2.1		
Total		48	100.0		

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(continued)**

**I generally make good use of my time during the day**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	2	4.2	4.3	4.3
disagree somewhat	15	31.3	31.9	36.2
unsure	8	16.7	17.0	53.2
agree somewhat	19	39.6	40.4	93.6
agree	3	6.3	6.4	100.0
Total	47	97.9	100.0	
Missing System	1	2.1		
Total	48	100.0		

**I often have trouble in making sense of the things I have to remember**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	7	14.6	15.2	15.2
disagree somewhat	25	52.1	54.3	69.6
unsure	5	10.4	10.9	80.4
agree somewhat	9	18.8	19.6	100.0
Total	46	95.8	100.0	
Missing System	2	4.2		
Total	48	100.0		

**I like to play around with ideas of my own even if they don't get me very far**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	2	4.2	4.3	4.3
disagree somewhat	15	31.3	31.9	36.2
unsure	7	14.6	14.9	51.1
agree somewhat	18	37.5	38.3	89.4
agree	5	10.4	10.6	100.0
Total	47	97.9	100.0	
Missing System	1	2.1		
Total	48	100.0		

**When I finish a piece of work, I check it through to see if it really meets the requirements**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree somewhat	4	8.3	8.5	8.5
unsure	2	4.2	4.3	12.8
agree somewhat	25	52.1	53.2	66.0
agree	16	33.3	34.0	100.0
Total	47	97.9	100.0	
Missing System	1	2.1		
Total	48	100.0		

**Often I lie awake worrying about work I think I won't be able to do**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	11	22.9	23.4	23.4
disagree somewhat	11	22.9	23.4	46.8
unsure	4	8.3	8.5	55.3
agree somewhat	16	33.3	34.0	89.4
agree	5	10.4	10.6	100.0
Total	47	97.9	100.0	
Missing System	1	2.1		
Total	48	100.0		

**It's important for me to be able to follow the argument, or to see the reason behind things**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree somewhat	4	8.3	8.5	8.5
unsure	8	16.7	17.0	25.5
agree somewhat	23	47.9	48.9	74.5
agree	12	25.0	25.5	100.0
Total	47	97.9	100.0	
Missing System	1	2.1		
Total	48	100.0		

**I don't find it at all difficult to motivate myself**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	3	6.3	6.4	6.4
disagree somewhat	22	45.8	46.8	53.2
unsure	7	14.6	14.9	68.1
agree somewhat	13	27.1	27.7	95.7
agree	2	4.2	4.3	100.0
Total	47	97.9	100.0	
Missing System	1	2.1		
Total	48	100.0		

**I like to be told precisely what to do in essays or other assignments**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	1	2.1	2.1	2.1
disagree somewhat	7	14.6	14.9	17.0
unsure	6	12.5	12.8	29.8
agree somewhat	17	35.4	36.2	66.0
agree	16	33.3	34.0	100.0
Total	47	97.9	100.0	
Missing System	1	2.1		
Total	48	100.0		

**I sometimes get 'hooked' on academic topics and feel I would like to keep on studying them**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	4	8.3	8.5	8.5
disagree somewhat	13	27.1	27.7	36.2
unsure	12	25.0	25.5	61.7
agree somewhat	14	29.2	29.8	91.5
agree	4	8.3	8.5	100.0
Total	47	97.9	100.0	
Missing System	1	2.1		
Total	48	100.0		

**lecturers who tell us exactly what to put down in our notes**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid dislike to some extent	4	8.3	8.7	8.7
unsure	1	2.1	2.2	10.9
like to some extent	20	41.7	43.5	54.3
definitely like	21	43.8	45.7	100.0
Total	46	95.8	100.0	
Missing System	2	4.2		
Total	48	100.0		

**lecturers who encourage us to think for ourselves and show us how they themselves think**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid dislike to some extent	4	8.3	8.5	8.5
unsure	1	2.1	2.1	10.6
like to some extent	33	68.8	70.2	80.9
definitely like	9	18.8	19.1	100.0
Total	47	97.9	100.0	
Missing System	1	2.1		
Total	48	100.0		

**exams which allow me to show that I've thought about the course material for myself.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid dislike to some extent	9	18.8	19.1	19.1
unsure	5	10.4	10.6	29.8
like to some extent	26	54.2	55.3	85.1
definitely like	7	14.6	14.9	100.0
Total	47	97.9	100.0	
Missing System	1	2.1		
Total	48	100.0		

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(continued)**

exams or tests which need only the material provided in our lecture notes.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid dislike to some extent	1	2.1	2.1	2.1
unsure	3	6.3	6.4	8.5
like to some extent	25	52.1	53.2	61.7
definitely like	18	37.5	38.3	100.0
Total	47	97.9	100.0	
Missing System	1	2.1		
Total	48	100.0		

courses in which it's made very clear just which books we have to read.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid definitely dislike	1	2.1	2.1	2.1
dislike to some extent	2	4.2	4.3	6.4
unsure	1	2.1	2.1	8.5
like to some extent	19	39.6	40.4	48.9
definitely like	24	50.0	51.1	100.0
Total	47	97.9	100.0	
Missing System	1	2.1		
Total	48	100.0		

courses where we're encouraged to read around the subject a lot for ourselves

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid definitely dislike	5	10.4	10.6	10.6
dislike to some extent	15	31.3	31.9	42.6
unsure	6	12.5	12.8	55.3
like to some extent	19	39.6	40.4	95.7
definitely like	2	4.2	4.3	100.0
Total	47	97.9	100.0	
Missing System	1	2.1		
Total	48	100.0		

books which challenge you and provide explanations which go beyond the lectures

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid definitely dislike	2	4.2	4.3	4.3
dislike to some extent	8	16.7	17.0	21.3
unsure	6	12.5	12.8	34.0
like to some extent	21	43.8	44.7	78.7
definitely like	10	20.8	21.3	100.0
Total	47	97.9	100.0	
Missing System	1	2.1		
Total	48	100.0		

books which give you definite facts and information which can easily be learned

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid dislike to some extent	2	4.2	4.3	4.3
like to some extent	21	43.8	44.7	48.9
definitely like	24	50.0	51.1	100.0
Total	47	97.9	100.0	
Missing System	1	2.1		
Total	48	100.0		

how well do you think you have been doing in your assessed work overall, so far?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not so well	1	2.1	2.3	2.3
below average	2	4.2	4.5	6.8
about average	15	31.3	34.1	40.9
above average	10	20.8	22.7	63.6
quite well	11	22.9	25.0	88.6
more than well	5	10.4	11.4	100.0
Total	44	91.7	100.0	
Missing System	4	8.3		
Total	48	100.0		

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Sex

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid male	17	47.2	53.1	53.1
female	15	41.7	48.9	100.0
Total	32	88.9	100.0	
Missing System	4	11.1		
Total	36	100.0		

Skills & Entrepreneurial Characteristics

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid little confidence	1	2.8	2.8	2.8
some confidence	7	19.4	19.4	22.2
confident	23	63.9	63.9	86.1
very confident	5	13.9	13.9	100.0
Total	36	100.0	100.0	

Opportunity v Idea in Business

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid some confidence	13	36.1	36.1	36.1
confident	20	55.6	55.6	91.7
very confident	3	8.3	8.3	100.0
Total	36	100.0	100.0	

Getting Into Business

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no confidence	1	2.8	2.8	2.8
little confidence	3	8.3	8.3	11.1
some confidence	16	44.4	44.4	55.6
confident	15	41.7	41.7	97.2
very confident	1	2.8	2.8	100.0
Total	36	100.0	100.0	

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(continued)**

**Team Building in Business**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	little confidence	2	5.6	5.6	5.6
	some confidence	13	36.1	36.1	41.7
	confident	14	38.9	38.9	80.6
	very confident	7	19.4	19.4	100.0
	Total	36	100.0	100.0	

**Market Research & Sources**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	little confidence	3	8.3	8.6	8.6
	some confidence	8	22.2	22.9	31.4
	confident	15	41.7	42.9	74.3
	very confident	9	25.0	25.7	100.0
	Total	35	97.2	100.0	
Missing	System	1	2.8		
Total		36	100.0		

**The Business Plan**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	little confidence	3	8.3	8.3	8.3
	some confidence	11	30.6	30.6	38.9
	confident	16	44.4	44.4	83.3
	very confident	6	16.7	16.7	100.0
	Total	36	100.0	100.0	

**Finance Issues**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	2	5.6	5.6	5.6
	little confidence	6	16.7	16.7	22.2
	some confidence	13	36.1	36.1	58.3
	confident	11	30.6	30.6	88.9
	very confident	4	11.1	11.1	100.0
	Total	36	100.0	100.0	

**Patents, Licences & Legal Issues**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	little confidence	6	16.7	16.7	16.7
	some confidence	22	61.1	61.1	77.8
	confident	6	16.7	16.7	94.4
	very confident	2	5.6	5.6	100.0
	Total	36	100.0	100.0	

**Strategic Marketing**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	little confidence	3	8.3	8.6	8.6
	some confidence	10	27.8	28.6	37.1
	confident	17	47.2	48.6	85.7
	very confident	5	13.9	14.3	100.0
	Total	35	97.2	100.0	
Missing	System	1	2.8		
Total		36	100.0		

**Funding**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	little confidence	2	5.6	5.7	5.7
	some confidence	11	30.6	31.4	37.1
	confident	18	50.0	51.4	88.6
	very confident	4	11.1	11.4	100.0
	Total	35	97.2	100.0	
Missing	System	1	2.8		
Total		36	100.0		

**The investor's Viewpoint**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	little confidence	2	5.6	5.6	5.6
	some confidence	5	13.9	13.9	19.4
	confident	23	63.9	63.9	83.3
	very confident	6	16.7	16.7	100.0
	Total	36	100.0	100.0	

**Survival Strategies**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	little confidence	1	2.8	2.8	2.8
	some confidence	19	52.8	52.8	55.6
	confident	15	41.7	41.7	97.2
	very confident	1	2.8	2.8	100.0
	Total	36	100.0	100.0	

**Electronic Book (text shown on screen)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	little liked	4	11.1	11.1	11.1
	liked	19	52.8	52.8	63.9
	more than liked	11	30.6	30.6	94.4
	greatly liked	2	5.6	5.6	100.0
	Total	36	100.0	100.0	

**Game approach where points are scored for correct answers**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	little liked	1	2.8	2.8	2.8
	liked	9	25.0	25.0	27.8
	more than liked	14	38.9	38.9	66.7
	greatly liked	12	33.3	33.3	100.0
	Total	36	100.0	100.0	

**Simulated Environment (e.g. Office Scene with sources of information and Tasks to be undertaken.)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	liked	8	22.2	22.2	22.2
	more than liked	20	55.6	55.6	77.8
	greatly liked	8	22.2	22.2	100.0
	Total	36	100.0	100.0	

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(continued)**

**Combination of Electronic Book, Computer Game and Simulated Environment**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid liked	8	22.2	22.2	22.2
more than liked	14	38.9	38.9	61.1
greatly liked	14	38.9	38.9	100.0
Total	36	100.0	100.0	

**In your opinion, which of the above environments most appropriately describes this computer-based module?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Electronic Book (text shown on screen)	13	36.1	40.6	40.6
Simulated Environment (e.g. Office Scene with sources of inf)	2	5.6	6.3	46.9
Combination of Electronic Book, Computer Game and Simulated	17	47.2	53.1	100.0
Total	32	88.9	100.0	
Missing System	4	11.1		
Total	36	100.0		

**Skills & Entrepreneurial Characteristics**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Too Basic	1	2.8	2.8	2.8
Appropriate	35	97.2	97.2	100.0
Total	36	100.0	100.0	

**Opportunity v Idea in Business**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Too Basic	1	2.8	2.8	2.8
Appropriate	33	91.7	91.7	94.4
Too Detailed	2	5.6	5.6	100.0
Total	36	100.0	100.0	

**Getting into Business**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Too Basic	5	13.9	14.3	14.3
Appropriate	30	83.3	85.7	100.0
Total	35	97.2	100.0	
Missing System	1	2.8		
Total	36	100.0		

**Team Building in Business**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Too Basic	1	2.8	2.8	2.8
Appropriate	33	91.7	91.7	94.4
Too Detailed	2	5.6	5.6	100.0
Total	36	100.0	100.0	

**Market Research & Sources**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Too Basic	3	8.3	8.3	8.3
Appropriate	30	83.3	83.3	91.7
Too Detailed	3	8.3	8.3	100.0
Total	36	100.0	100.0	

**The Business Plan**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Too Basic	3	8.3	8.3	8.3
Appropriate	28	77.8	77.8	86.1
Too Detailed	5	13.9	13.9	100.0
Total	36	100.0	100.0	

**Finance Issues**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Too Basic	10	27.8	27.8	27.8
Appropriate	23	63.9	63.9	91.7
Too Detailed	3	8.3	8.3	100.0
Total	36	100.0	100.0	

**Patents, Licences & Legal Issues**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Too Basic	6	16.7	17.1	17.1
Appropriate	25	69.4	71.4	88.6
Too Detailed	4	11.1	11.4	100.0
Total	35	97.2	100.0	
Missing System	1	2.8		
Total	36	100.0		

**Strategic Marketing**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Too Basic	2	5.6	5.9	5.9
Appropriate	29	80.6	85.3	91.2
Too Detailed	3	8.3	8.8	100.0
Total	34	94.4	100.0	
Missing System	2	5.6		
Total	36	100.0		

**Funding**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Too Basic	4	11.1	11.8	11.8
Appropriate	28	77.8	82.4	94.1
Too Detailed	2	5.6	5.9	100.0
Total	34	94.4	100.0	
Missing System	2	5.6		
Total	36	100.0		

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(continued)**

**The Investor's Viewpoint**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Too Basic	2	5.6	5.9	5.9
	Appropriate	32	88.9	94.1	100.0
	Total	34	94.4	100.0	
Missing	System	2	5.6		
Total		36	100.0		

**Survival Strategies**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Too Basic	5	13.9	14.7	14.7
	Appropriate	28	77.8	82.4	97.1
	Too Detailed	1	2.8	2.9	100.0
	Total	34	94.4	100.0	
Missing	System	2	5.6		
Total		36	100.0		

**Main Text Windows**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	little effective	1	2.8	2.8	2.8
	effective	18	50.0	50.0	52.8
	more than effective	16	44.4	44.4	97.2
	highly effective	1	2.8	2.8	100.0
	Total	36	100.0	100.0	

**Visual Elements (look) of Windows**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	little effective	4	11.1	11.8	11.8
	effective	7	19.4	20.6	32.4
	more than effective	19	52.8	55.9	88.2
	highly effective	4	11.1	11.8	100.0
	Total	34	94.4	100.0	
Missing	System	2	5.6		
Total		36	100.0		

**Interactive Exercises**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	1	2.8	2.8	2.8
	little effective	1	2.8	2.8	5.6
	effective	6	16.7	16.7	22.2
	more than effective	15	41.7	41.7	63.9
	highly effective	13	36.1	36.1	100.0
	Total	36	100.0	100.0	

**Visual Elements (look) of Interactive Exercises**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	little effective	3	8.3	8.6	8.6
	effective	8	22.2	22.9	31.4
	more than effective	18	50.0	51.4	82.9
	highly effective	6	16.7	17.1	100.0
	Total	35	97.2	100.0	
Missing	System	1	2.8		
Total		36	100.0		

**Notepad Exercises**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	3	8.3	8.3	8.3
	little effective	11	30.6	30.6	38.9
	effective	12	33.3	33.3	72.2
	more than effective	10	27.8	27.8	100.0
	Total	36	100.0	100.0	

**Learning Summaries**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	little effective	7	19.4	19.4	19.4
	effective	11	30.6	30.6	50.0
	more than effective	15	41.7	41.7	91.7
	highly effective	3	8.3	8.3	100.0
	Total	36	100.0	100.0	

**Café Poirot Exercise**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	little effective	1	2.8	3.0	3.0
	effective	9	25.0	27.3	30.3
	more than effective	14	38.9	42.4	72.7
	highly effective	9	25.0	27.3	100.0
	Total	33	91.7	100.0	
Missing	System	3	8.3		
Total		36	100.0		

**Business Plan Evaluation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	little effective	1	2.8	4.3	4.3
	effective	4	11.1	17.4	21.7
	more than effective	12	33.3	52.2	73.9
	highly effective	6	16.7	26.1	100.0
	Total	23	63.9	100.0	
Missing	System	13	36.1		
Total		36	100.0		

**Navigation Feet (green / red)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	1	2.8	2.8	2.8
	little effective	3	8.3	8.3	11.1
	effective	5	13.9	13.9	25.0
	more than effective	12	33.3	33.3	58.3
	highly effective	15	41.7	41.7	100.0
	Total	36	100.0	100.0	

**Hypertext Links**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	little effective	3	8.3	8.3	8.3
	effective	14	38.9	38.9	47.2
	more than effective	12	33.3	33.3	80.6
	highly effective	7	19.4	19.4	100.0
	Total	36	100.0	100.0	



**A3.30.20: SEI 1999 / 00 Semester 2 Exit Q19 N=36  
(continued)**

**Button Links**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	little effective	2	5.6	5.9	5.9
	effective	14	38.9	41.2	47.1
	more than effective	15	41.7	44.1	91.2
	highly effective	3	8.3	8.8	100.0
	Total	34	94.4	100.0	
Missing	System	2	5.6		
Total		36	100.0		

**History Window**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	little effective	4	11.1	11.1	11.1
	effective	15	41.7	41.7	52.8
	more than effective	11	30.6	30.6	83.3
	highly effective	6	16.7	16.7	100.0
	Total	36	100.0	100.0	

**Glossary Window**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	little effective	5	13.9	13.9	13.9
	effective	13	36.1	36.1	50.0
	more than effective	12	33.3	33.3	83.3
	highly effective	6	16.7	16.7	100.0
	Total	36	100.0	100.0	

**Main Map (showing overview)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	little effective	2	5.6	5.6	5.6
	effective	2	5.6	5.6	11.1
	more than effective	16	44.4	44.4	55.6
	highly effective	16	44.4	44.4	100.0
	Total	36	100.0	100.0	

**Structure Map (showing contents)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	effective	1	2.8	2.8	2.8
	more than effective	16	44.4	44.4	47.2
	highly effective	19	52.8	52.8	100.0
	Total	36	100.0	100.0	

**Graphics Used**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	1	2.8	2.8	2.8
	little effective	2	5.6	5.6	8.3
	effective	13	36.1	36.1	44.4
	more than effective	11	30.6	30.6	75.0
	highly effective	9	25.0	25.0	100.0
	Total	36	100.0	100.0	

**Colours Used**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	little effective	2	5.6	5.6	5.6
	effective	10	27.8	27.8	33.3
	more than effective	16	44.4	44.4	77.8
	highly effective	8	22.2	22.2	100.0
	Total	36	100.0	100.0	

**Scenarios Used**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	effective	7	19.4	19.4	19.4
	more than effective	19	52.8	52.8	72.2
	highly effective	10	27.8	27.8	100.0
	Total	36	100.0	100.0	

**Text Used**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	little effective	3	8.3	8.3	8.3
	effective	15	41.7	41.7	50.0
	more than effective	14	38.9	38.9	88.9
	highly effective	4	11.1	11.1	100.0
	Total	36	100.0	100.0	

**Tasks Specified**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	little effective	2	5.6	5.7	5.7
	effective	14	38.9	40.0	45.7
	more than effective	16	44.4	45.7	91.4
	highly effective	3	8.3	8.6	100.0
	Total	35	97.2	100.0	
Missing	System	1	2.8		
Total		36	100.0		

**Feedback Given**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	little effective	5	13.9	13.9	13.9
	effective	8	22.2	22.2	36.1
	more than effective	20	55.6	55.6	91.7
	highly effective	3	8.3	8.3	100.0
	Total	36	100.0	100.0	

**Relevance to Module**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	little effective	1	2.8	2.8	2.8
	effective	5	13.9	13.9	16.7
	more than effective	23	63.9	63.9	80.6
	highly effective	7	19.4	19.4	100.0
	Total	36	100.0	100.0	

**Difficulty of Exercises**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	1	2.8	2.8	2.8
	little effective	6	16.7	16.7	19.4
	effective	15	41.7	41.7	61.1
	more than effective	12	33.3	33.3	94.4
	highly effective	2	5.6	5.6	100.0
	Total	36	100.0	100.0	

**I would have been better reading a book**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	11	30.6	30.6	30.6
	disagree some	10	27.8	27.8	58.3
	agree	14	38.9	38.9	97.2
	agree totally	1	2.8	2.8	100.0
	Total	36	100.0	100.0	

**A3.30.20: SEI 1999 / 00 Semester 2 Exit Q19 N=36  
(continued)**

**I worked through all elements of the material**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree some	3	8.3	8.3	8.3
agree	5	13.9	13.9	22.2
more than agree	11	30.6	30.6	52.8
agree totally	17	47.2	47.2	100.0
Total	36	100.0	100.0	

**The interactive exercises helped me to understand the material**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree some	2	5.6	5.6	5.6
agree	4	11.1	11.1	16.7
more than agree	18	50.0	50.0	66.7
agree totally	12	33.3	33.3	100.0
Total	36	100.0	100.0	

**The interactive exercises were not essential so I focused on other material**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	7	19.4	19.4	19.4
disagree some	17	47.2	47.2	66.7
agree	8	22.2	22.2	88.9
more than agree	3	8.3	8.3	97.2
agree totally	1	2.8	2.8	100.0
Total	36	100.0	100.0	

**I found the visual elements (look) of the windows motivating**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree some	8	22.2	22.2	22.2
agree	10	27.8	27.8	50.0
more than agree	14	38.9	38.9	88.9
agree totally	4	11.1	11.1	100.0
Total	36	100.0	100.0	

**The learning summaries increased my depth of thought**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	2	5.6	5.6	5.6
disagree some	2	5.6	5.6	11.1
agree	11	30.6	30.6	41.7
more than agree	16	44.4	44.4	86.1
agree totally	5	13.9	13.9	100.0
Total	36	100.0	100.0	

**The notepad exercises increased my depth of thought**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	3	8.3	8.3	8.3
disagree some	9	25.0	25.0	33.3
agree	17	47.2	47.2	80.6
more than agree	7	19.4	19.4	100.0
Total	36	100.0	100.0	

**I skimmed the material, rather than read it all, in order to save time**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	5	13.9	13.9	13.9
disagree some	13	36.1	36.1	50.0
agree	14	38.9	38.9	88.9
more than agree	2	5.6	5.6	94.4
agree totally	2	5.6	5.6	100.0
Total	36	100.0	100.0	

**I revisited material when I found other things related to it**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	2	5.6	5.6	5.6
disagree some	4	11.1	11.1	16.7
agree	10	27.8	27.8	44.4
more than agree	17	47.2	47.2	91.7
agree totally	3	8.3	8.3	100.0
Total	36	100.0	100.0	

**My view of this material has been influenced by other multi-media material I've used**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	1	2.8	2.8	2.8
disagree some	9	25.0	25.0	27.8
agree	15	41.7	41.7	69.4
more than agree	7	19.4	19.4	88.9
agree totally	4	11.1	11.1	100.0
Total	36	100.0	100.0	

**This material was more motivating than some lectures I've experienced**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree some	2	5.6	5.6	5.6
agree	7	19.4	19.4	25.0
more than agree	17	47.2	47.2	72.2
agree totally	10	27.8	27.8	100.0
Total	36	100.0	100.0	

**This material was more motivating than most lectures I've experienced**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree some	9	25.0	25.0	25.0
agree	13	36.1	36.1	61.1
more than agree	11	30.6	30.6	91.7
agree totally	3	8.3	8.3	100.0
Total	36	100.0	100.0	

**This material was more motivating than the best lectures I've experienced**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	12	33.3	33.3	33.3
disagree some	12	33.3	33.3	66.7
agree	10	27.8	27.8	94.4
more than agree	2	5.6	5.6	100.0
Total	36	100.0	100.0	

**A3.30.20: SEI 1999 / 00 Semester 2 Exit Q19 N=36  
(continued)**

**The time flexibility was more important to me than the quality of the presentation**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree some	11	30.6	30.6	30.6
agree	13	36.1	36.1	66.7
more than agree	10	27.8	27.8	94.4
agree totally	2	5.6	5.6	100.0
Total	36	100.0	100.0	

**The presentation of this multi-media material is was good as others I've experienced**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree	10	27.8	28.6	28.6
more than agree	23	63.9	65.7	94.3
agree totally	2	5.6	5.7	100.0
Total	35	97.2	100.0	
Missing System	1	2.8		
Total	36	100.0		

**This material contained too much text**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree some	7	19.4	19.4	19.4
agree	20	55.6	55.6	75.0
more than agree	7	19.4	19.4	94.4
agree totally	2	5.6	5.6	100.0
Total	36	100.0	100.0	

**I found myself wanting to read this material from a print out rather than on screen**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	1	2.8	2.8	2.8
disagree some	9	25.0	25.0	27.8
agree	6	16.7	16.7	44.4
more than agree	10	27.8	27.8	72.2
agree totally	10	27.8	27.8	100.0
Total	36	100.0	100.0	

**I was not sure whether I was learning what I should from this computer based material**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	5	13.9	13.9	13.9
disagree some	13	36.1	36.1	50.0
agree	6	16.7	16.7	66.7
more than agree	8	22.2	22.2	88.9
agree totally	4	11.1	11.1	100.0
Total	36	100.0	100.0	

**The on-screen feedback given for the interactive exercises helped me check my learning**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree some	5	13.9	13.9	13.9
agree	11	30.6	30.6	44.4
more than agree	14	38.9	38.9	83.3
agree totally	6	16.7	16.7	100.0
Total	36	100.0	100.0	

**I would have found multiple choice tests helpful to check my learning**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree some	3	8.3	8.6	8.6
agree	7	19.4	20.0	28.6
more than agree	15	41.7	42.9	71.4
agree totally	10	27.8	28.6	100.0
Total	35	97.2	100.0	
Missing System	1	2.8		
Total	36	100.0		

**I would have found more tutor input helpful**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	2	5.6	5.6	5.6
disagree some	6	16.7	16.7	22.2
agree	15	41.7	41.7	63.9
more than agree	7	19.4	19.4	83.3
agree totally	6	16.7	16.7	100.0
Total	36	100.0	100.0	

**I felt quite isolated when working with this computer based material**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	4	11.1	11.1	11.1
disagree some	11	30.6	30.6	41.7
agree	7	19.4	19.4	61.1
more than agree	11	30.6	30.6	91.7
agree totally	3	8.3	8.3	100.0
Total	36	100.0	100.0	

**I found small communication useful for maintaining contact with the class tutor**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	2	5.6	5.7	5.7
disagree some	4	11.1	11.4	17.1
agree	9	25.0	25.7	42.9
more than agree	15	41.7	42.9	85.7
agree totally	5	13.9	14.3	100.0
Total	35	97.2	100.0	
Missing System	1	2.8		
Total	36	100.0		

**I would prefer to have more face to face contact with the class tutor**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	2	5.6	5.6	5.6
disagree some	9	25.0	25.0	30.6
agree	13	36.1	36.1	66.7
more than agree	8	22.2	22.2	88.9
agree totally	4	11.1	11.1	100.0
Total	36	100.0	100.0	

### A 3.31: Statistically Significant Results by Questionnaire Item for SEI Case Study 1 Controlled Investigation

#### SEI Full Version Exercise v Web-based Text Version of Exercise

<b>A 3.31: SEI Wilcoxon Signed Ranks Test Results Questions Relating to Computer-Based Exercise / Scenario Material (N of Items = 64)</b>	<b>Summary By Questionnaire Item</b>	<b>Z Score</b>	<b>Sig Level (2 tailed)</b>
The computer-based "on-screen text" / "on-screen exercise" version of this material offered me a challenge		-4.820	0.000
I got the chance, within the computer-based "on-screen text" / "on-screen exercise" version of this material, to apply my learning to solving problems or taking decisions		-5.195	0.000
I found the tasks set in the computer-based "on-screen text" / "on-screen exercise" version of this material interesting		-4.766	0.000
The computer-based "on-screen text" / "on-screen exercise" version of this material inspired me to think about the material I had previously covered		-4.484	0.000
The computer-based feedback from the "on-screen text" / "on-screen exercise" version of this material helped me check that I was really learning		-4.753	0.000
The computer-based "on-screen text" / "on-screen exercise" version of this material allowed me to demonstrate my competency at the activity concerned		-4.810	0.000
The computer-based "on-screen text" / "on-screen exercise" version of this material made me curious to see the outcomes from my decisions		-5.505	0.000
The computer-based "on-screen text" / "on-screen exercise" version of this material, which allowed me to feel as though I was really there in the scenario		-4.900	0.000
The computer-based "on-screen text" / "on-screen exercise" version of this material allowed me to choose which element of this computer-based material I looked at next		-5.007	0.000
I had to think carefully before deciding what to look at next in this computer-based "on-screen text" / "on-screen exercise" version of this material		-2.993	0.003
I could use this computer-based "on-screen text" / "on-screen exercise" version of this material to check how the experts would do things		-2.051	0.040
I could control the pace at which I worked through this computer-based "on-screen text" / "on-screen exercise" version of this material		-3.777	0.000
I could choose my own pathway through this computer-based "on-screen text" / "on-screen exercise" version of this material		-4.806	0.000
There was an element of humour in this computer-based "on-screen text" / "on-screen exercise" version of this material		-2.906	0.004
The humour element in this computer-based "on-screen text" / "on-screen exercise" version of this material increased my sense of engagement		-2.119	0.034
The game element in this computer-based "on-screen text" / "on-screen exercise" version of this material increased my level of engagement		-3.868	0.000
The context of this computer-based "on-screen text" / "on-screen exercise" version of this material was realistic in that it reflected real life situations		-3.377	0.001
The context of this computer-based "on-screen text" / "on-screen exercise" version of this material was meaningful for me (I found I could relate to it)		-3.071	0.002
I find this computer-based "on-screen text" / "on-screen exercise" version of this material makes the situations and examples used realistic		-3.650	0.000
Text in this computer-based "on-screen text" / "on-screen exercise" version of this material was easy to read on screen		-3.913	0.000
This computer-based "on-screen text" / "on-screen exercise" version of this material made me want to keep on working beyond the time I had intended		-4.093	0.000
Information was easy to find throughout this computer-based "on-screen text" / "on-screen exercise" version of this material		-3.412	0.001
The screen display for this computer-based "on-screen text" / "on-screen exercise" version of this material was not cluttered		-3.859	0.000
I found the colours used in displaying this computer-based "on-screen text" / "on-screen exercise" version of this material were appropriate		-3.303	0.001
The interface for this computer-based "on-screen text" / "on-screen exercise" version of this material was easy to use		-4.322	0.000

<b>A 3.31: SEI Wilcoxon Signed Ranks Test Results Summary By Questionnaire Item Questions Relating to Computer-Based Exercise / Scenario Material (N of Items = 64) (continued)</b>	<b>Z Score</b>	<b>Sig Level (2 tailed)</b>
I felt as though I was actively learning from this computer-based "on-screen text" / "on-screen exercise" version of this material	-5.107	0.000
The interface helped me to spot my errors when using this computer-based "on-screen text" / "on-screen exercise" version of this material	-3.485	0.000
The interface helped me to reason about what caused my errors when using this computer-based "on-screen text" / "on-screen exercise" version of this material	-4.562	0.000
This computer-based "on-screen text" / "on-screen exercise" version of this material helped me to correct any errors I made	-4.816	0.000
This computer-based "on-screen text" / "on-screen exercise" version of this material allowed me to make use of what I already knew	-4.505	0.000
This computer-based "on-screen text" / "on-screen exercise" version of this material allowed me to learn by thinking and reasoning	-5.747	0.000
This computer-based "on-screen text" / "on-screen exercise" version of this material encouraged me to improvise when trying to solve problems or take decisions	-4.396	0.000
When using this computer-based "on-screen text" / "on-screen exercise" version of this material I had to identify problems then solve them	-3.835	0.000
I had to sort out relevant from irrelevant when trying to solve problems or take decisions using this computer-based "on-screen text" / "on-screen exercise" version of this material	-4.026	0.000
This computer-based "on-screen text" / "on-screen exercise" version of this material allowed me to explore from a number of perspectives	-3.907	0.000
This computer-based "on-screen text" / "on-screen exercise" version of this material maintained the complexity of the real world	-3.376	0.001
This computer-based "on-screen text" / "on-screen exercise" version of this material encouraged me to reflect on a range of learning when attempting to solve problems	-3.894	0.000
Assessment was integrated within this computer-based "on-screen text" / "on-screen exercise" version of this material	-4.649	0.000
This computer-based "on-screen text" / "on-screen exercise" version of this material offered the opportunity for me to defend my views / opinions developed	-3.271	0.001
My understanding of the issues has changed having worked through this computer-based "on-screen text" / "on-screen exercise" version of this material	-4.352	0.000
This computer-based "on-screen text" / "on-screen exercise" version of this material contained too much on-screen text	-4.167	0.000
I find myself wanting to read this computer-based "on-screen text" / "on-screen exercise" version of this material from a print out, rather than on-screen	-3.424	0.001
I would have been better off reading a book than using this computer-based "on-screen text" / "on-screen exercise" version of this material	-4.347	0.000
I worked through all the elements of this computer-based "on-screen text" / "on-screen exercise" version of this material	-3.359	0.001
I was unsure what I should do when using the interactive elements of this computer-based "on-screen text" / "on-screen exercise" version of this material (ie the instructions were not clear)	-2.070	0.038
The interactive elements in this computer-based "on-screen text" / "on-screen exercise" version of this material helped my understanding	-4.059	0.000
The look of the screen displays in this computer-based "on-screen text" / "on-screen exercise" version of this material helped motivate me	-4.928	0.000
The presentation of this computer-based "on-screen text" / "on-screen exercise" version of this material is better than other computer-based material I've used	-5.603	0.000
The presentation of this computer-based "on-screen text" / "on-screen exercise" version of this material is as good as other computer-based material I've used	-4.511	0.000
The presentation of this computer-based "on-screen text" / "on-screen exercise" version of this material is not as good as other computer-based material I've used	-3.364	0.001
The on-screen feedback provided helps me check I'm learning from this computer-based "on-screen text" / "on-screen exercise" version of this material	-4.827	0.000
I found this computer-based "on-screen text" / "on-screen exercise" version of this material allowed me to practice doing the things I needed to do	-4.497	0.000

<b>A 3.31: SEI Wilcoxon Signed Ranks Test Results Summary By Questionnaire Item Questions Relating to Computer-Based Exercise / Scenario Material (N of Items = 64) (continued)</b>	<b>Z Score</b>	<b>Sig Level (2 tailed)</b>
I found this computer-based "on-screen text" / "on-screen exercise" version of this material engaging to the point where I kept trying to solve the problems or make the decisions	-4.192	0.000
I found the on-screen feedback in this computer-based "on-screen text" / "on-screen exercise" version of this material made me actively think about my decisions	-5.146	0.000

### **A 3.32: No Significant Difference Results by Questionnaire Item for SEI Case Study 1 Controlled Investigation**

<b>A 3.32: SEI Wilcoxon Signed Ranks Test Results Summary By Questionnaire Item Questions Relating to Computer-Based Exercise / Scenario Material</b>	<b>Z Score</b>	<b>Sig Level</b>
I did not get lost when navigating through this computer-based "on-screen text" / "on-screen exercise" version of this material	-1.328	0.184
Whenever I got lost this computer-based "on-screen text" / "on-screen exercise" version of this material made it easy for me to find where I was	-1.216	0.224
My view of this computer-based "on-screen text" / "on-screen exercise" version of this material has been influenced by other computer-based material I've used	-4.493	0.622
I'm not sure whether I'm learning what I should from this computer-based "on-screen text" / "on-screen exercise" version of this material	-1.757	0.079
Having video clips increased my engagement with this computer-based "on-screen text" / "on-screen exercise" version of this material	-0.351	0.726
Having voice over material helped my understanding of this computer-based "on-screen text" / "on-screen exercise" version of this material	-1.000	0.317
Having voice over material increased my engagement with this computer-based "on-screen text" / "on-screen exercise" version of this material	-1.897	0.058
Hearing the voices of the characters in the scenario increased my engagement with this computer-based "on-screen text" / "on-screen exercise" version of this material	0.000	1.000
Having high quality images helped my understanding of this computer-based "on-screen text" / "on-screen exercise" version of this material	-0.513	0.608
Having high quality images increased my engagement with this computer-based "on-screen text" / "on-screen exercise" version of this material	-1.265	0.206

### A 3.33 SEI 17: Q14 Learning Style Inventory Responses Semester 1 1999 to 2000

A 3.33 SEI Entrance Q14 Sem1 99 to 00			
Subject Number	vps1	aps1	tps
1	22	17	20
2	20	20	.
3	24	16	18
4	22	17	19
5	21	17	25
6	21	19	19
7	21	18	12
8	20	17	17
9	23	20	17
10	16	23	18
11	23	15	19
12	25	23	21
13	21	16	20
14	22	21	21
15	19	18	17
16	22	18	18
17	15	15	14
18	25	20	15
19	21	17	15
20	21	17	12
21	21	19	16
22	21	19	12
23	23	22	14
24	17	16	19
25	23	17	20
26	21	17	21
27	27	21	17
28	21	19	18
29	19	20	22
30	23	16	20
31	19	16	14
32	19	17	21
33	22	17	18
34	21	17	14
35	24	17	19
36	24	19	15
37	23	19	16
38	19	16	18
39	22	20	13
40	24	22	18
41	21	19	21
42	22	12	20
43	21	.	23
44	24	22	19
45	20	16	17
46	17	17	19
47	20	16	20
48	16	18	15
49	21	14	23
50	19	18	18

<b>A 3.33 SEI Entrance Q14 Sem1 99 to 00 (continued)</b>			
<b>Subject Number</b>	<b>vps1</b>	<b>aps1</b>	<b>tps</b>
51	21	15	15
52	18	19	19
53	21	15	17
54	18	18	.
55	21	14	19
56	24	21	13
57	22	15	17
58	23	17	16
59	23	20	22
60	24	16	20
61	17	15	18
62	22	20	13
63	23	21	22
64	21	18	17
65	20	20	13
66	22	15	23
67	.	20	21
68	17	15	15
69	22	18	17
70	19	17	.
71	22	20	16
72	19	21	17
73	24	19	18
74	24	20	15
75	23	14	13
76	24	19	18
77	23	17	19
78	23	17	19
79	19	17	15
80	19	15	20
81	17	20	16
82	19	16	17
83	21	21	15
84	20	17	18
85	20	19	14
<b>Total</b>	<b>61</b>	<b>4</b>	<b>11</b>



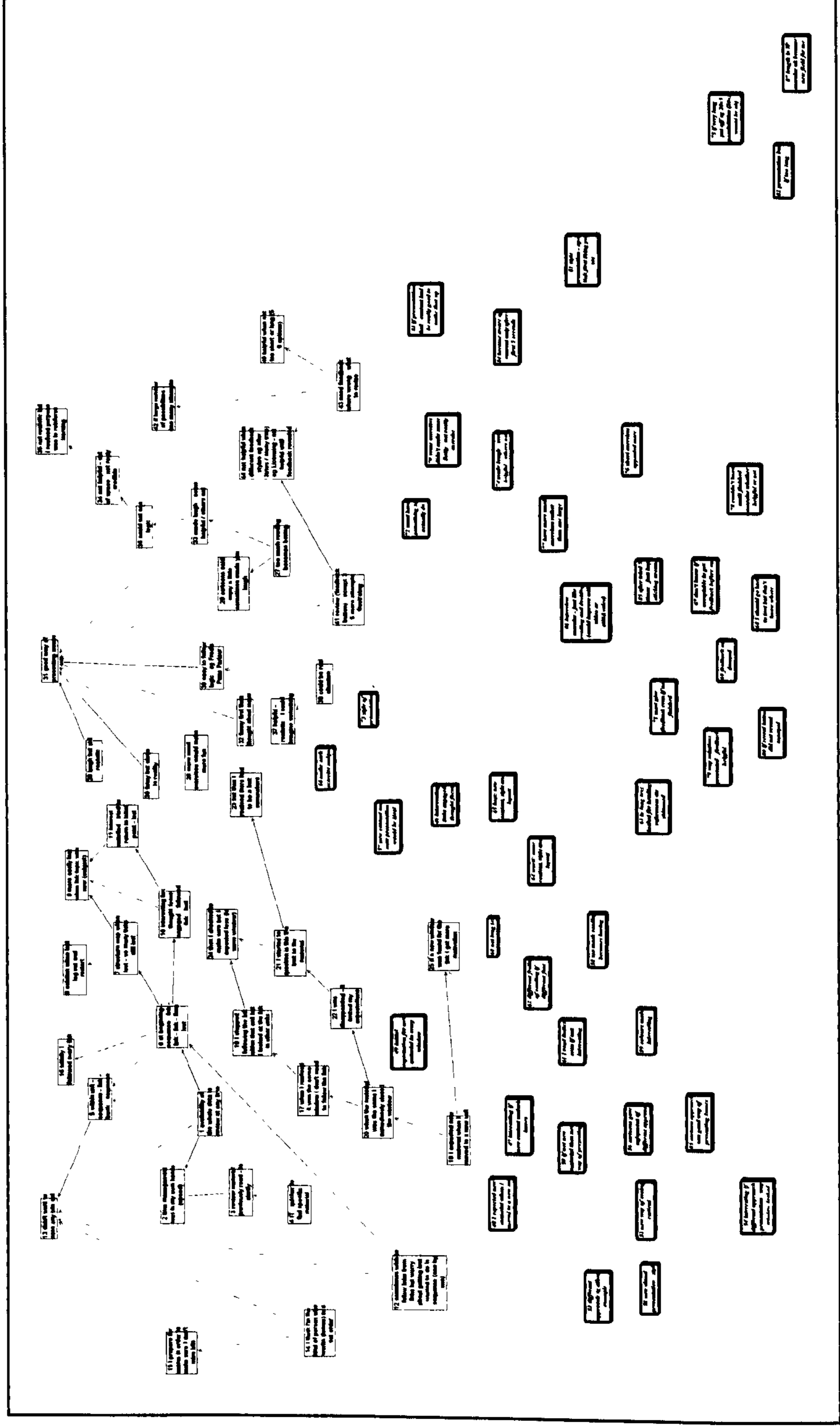
**A 3.34: SEI Q17 Entrance Learning Style Inventory Responses Semester 2 1999 / 2000**

<b>A 3.34 SEI EntranceQ Sem2 99 to 00</b>			
<b>Subject Number</b>	<b>vps1</b>	<b>aps1</b>	<b>tps</b>
1	25	20	19
2	20	17	21
3	19	19	19
4	20	20	20
5	18	19	13
6	24	25	16
7	20	13	14
8	21	16	17
9	17	14	15
10	20	19	14
11	23	19	16
12	22	21	18
13	24	17	16
14	22	19	18
15	16	23	21
16	24	18	20
17	19	20	18
18	20	17	19
19	18	16	16
20	23	20	21
21	22	20	15
22	22	18	18
23	22	25	17
24	25		14
25	21	19	15
26	24	16	15
27			19
28	21	23	21
29	20	19	15
30	18	18	13
31	21	19	14
32	21	13	14
33	25	20	18
34	19	14	19
35	22		19
36	22	16	20
37	22	25	18
38	25	21	20
39	23	19	21
40	25	19	19
41	22	18	18
42	18	17	11
43	21	16	15
44	21	15	17
45	23	18	20
46	21	18	15
47	24	17	22
48	17	19	14
49	22	22	17
50	23	20	19

<b>A 3.34 SEI EntranceQ Sem2 99 to 00 (continued)</b>			
<b>Subject Number</b>	<b>vps1</b>	<b>aps1</b>	<b>tps</b>
51	22	20	18
52	18	18	.
53	23	18	16
54	20	18	15
55	26	13	21
56	24	17	20
57	18	22	20
58	26	17	17
59	20	19	18
60	18	15	18
61	24	19	20
62	20	20	19
63	16	15	12
64	22	20	21
65	23	16	15
<b>Total</b>	<b>46</b>	<b>9</b>	<b>1</b>

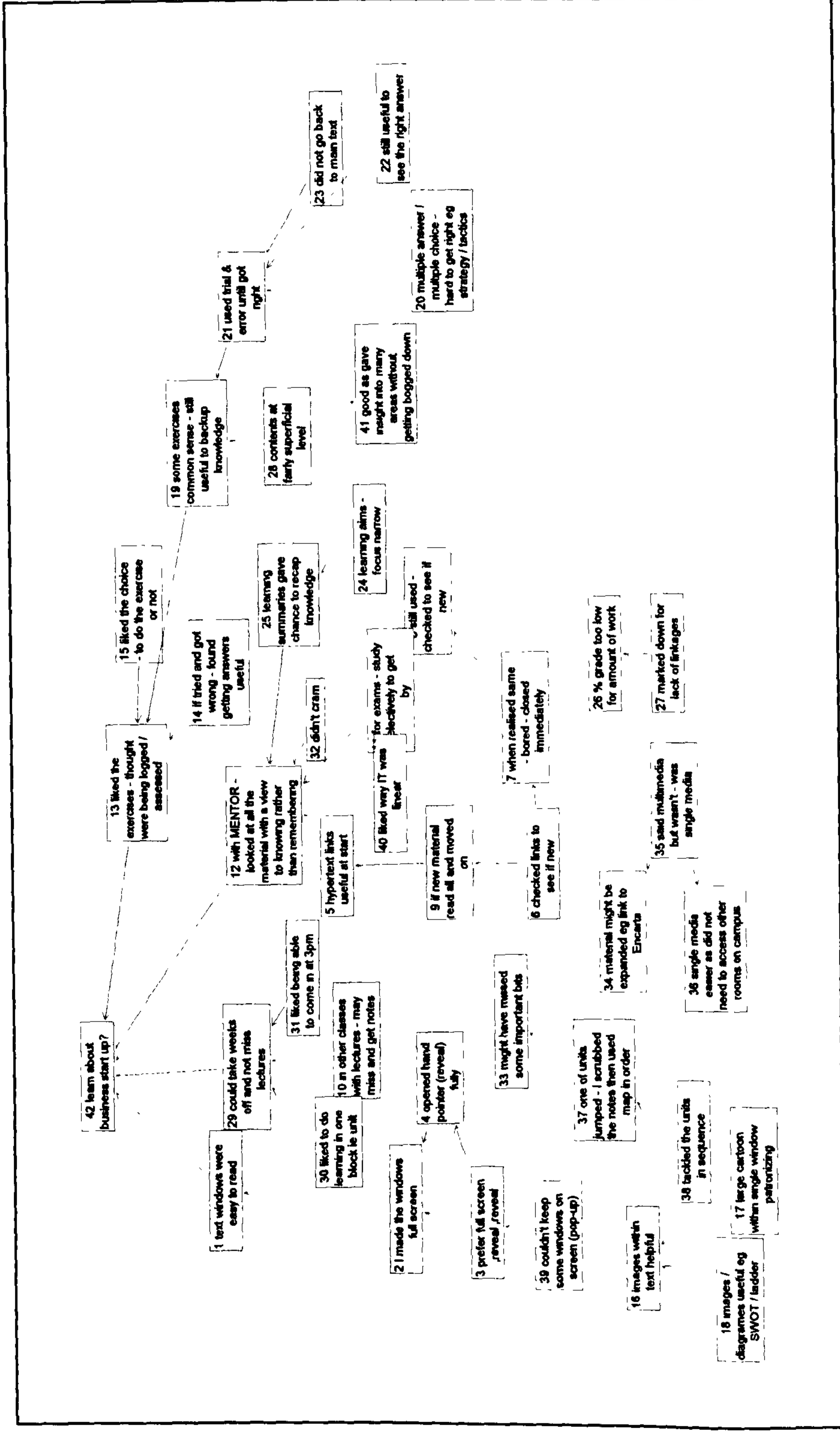
# A 3.35 Interview Map SEI 1

Semester 2 1997/8	Interview 1	Interview 2
A3.35 SEI 1	y	y



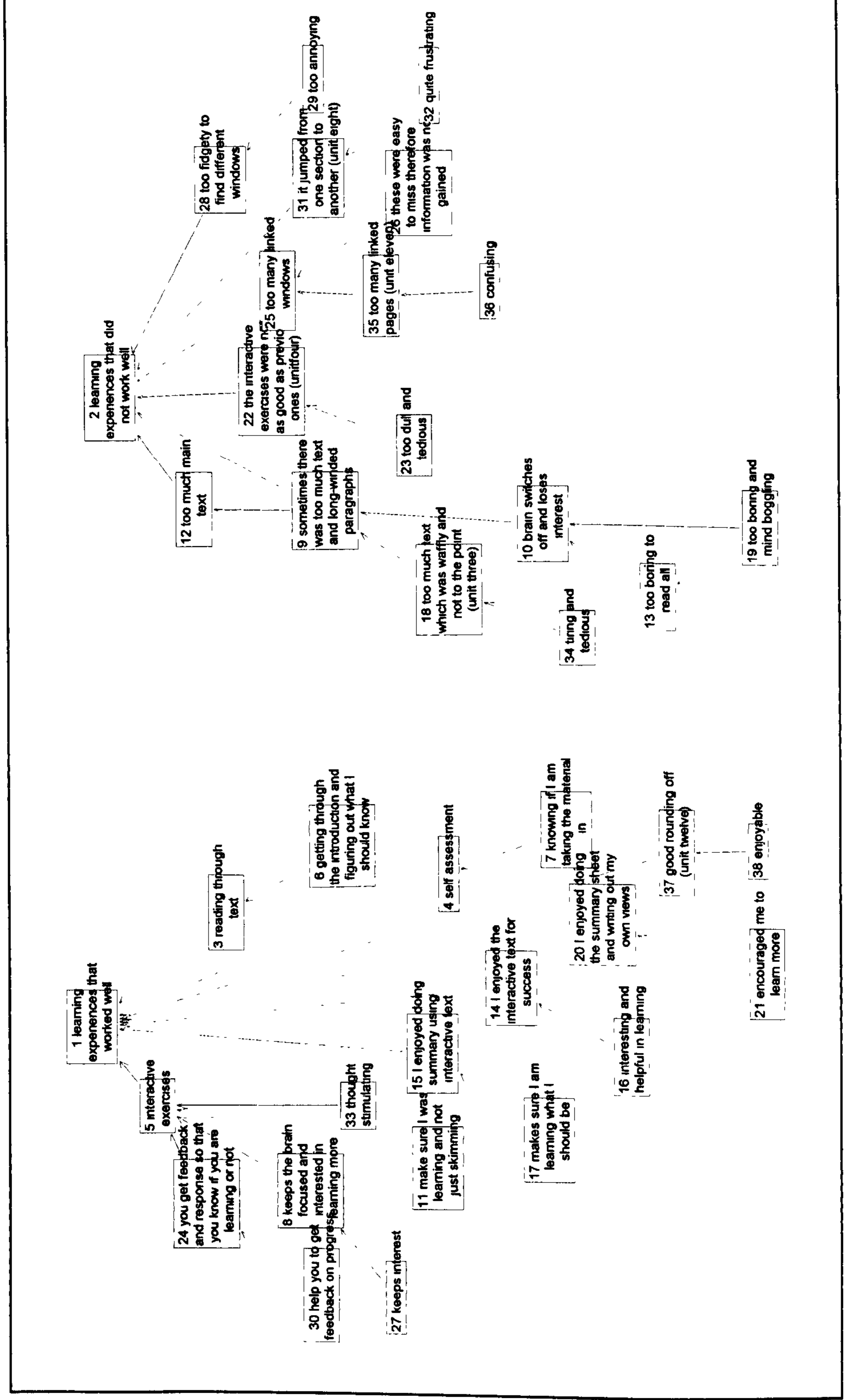
### A 3.35 Interview Map SEI 2

Semester 2 1997/8	Interview 1	Interview 2
A3.35 SEI 2	y	n



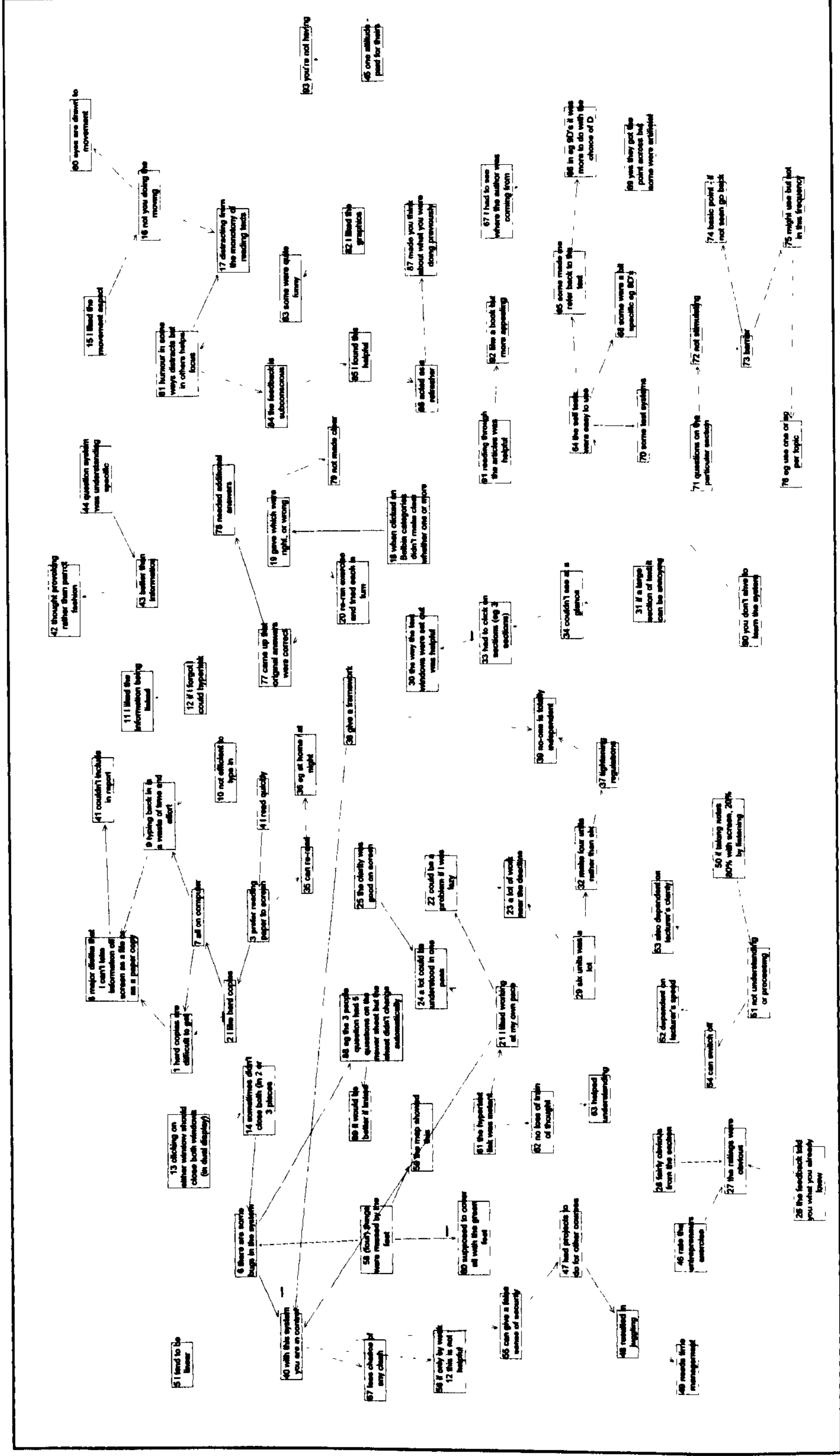
### A 3.35 Interview Map SEI 3

Semester 2 1997/8	Interview 1	Interview 2
A3.35 SEI 3	y	n



# A 3.35 Interview Map SEI 4

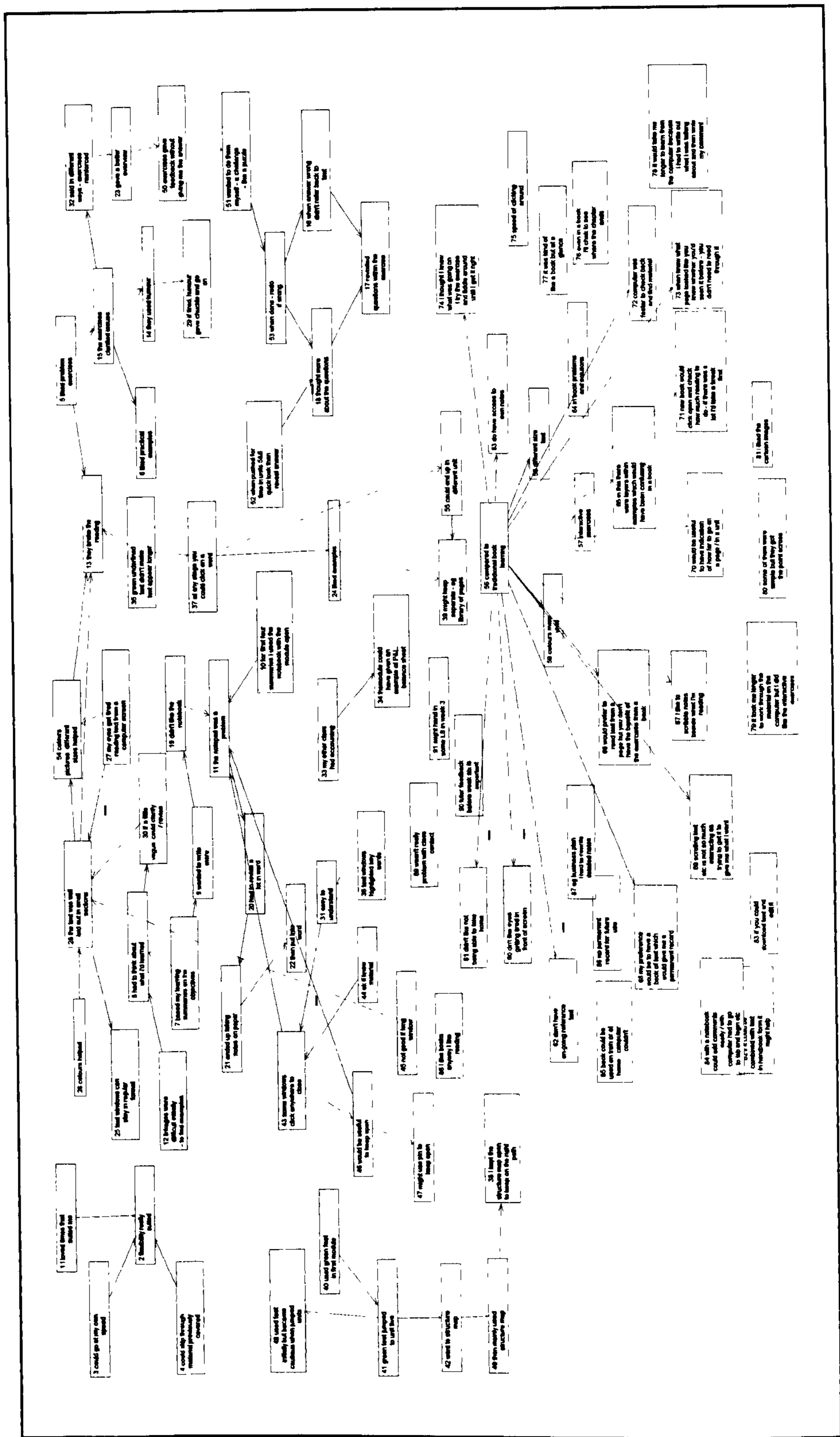
Semester 2 1997/8	Interview 1	Interview 2
A3.35 SEI 4	y	n





# A 3.35 Interview Map SEI 6

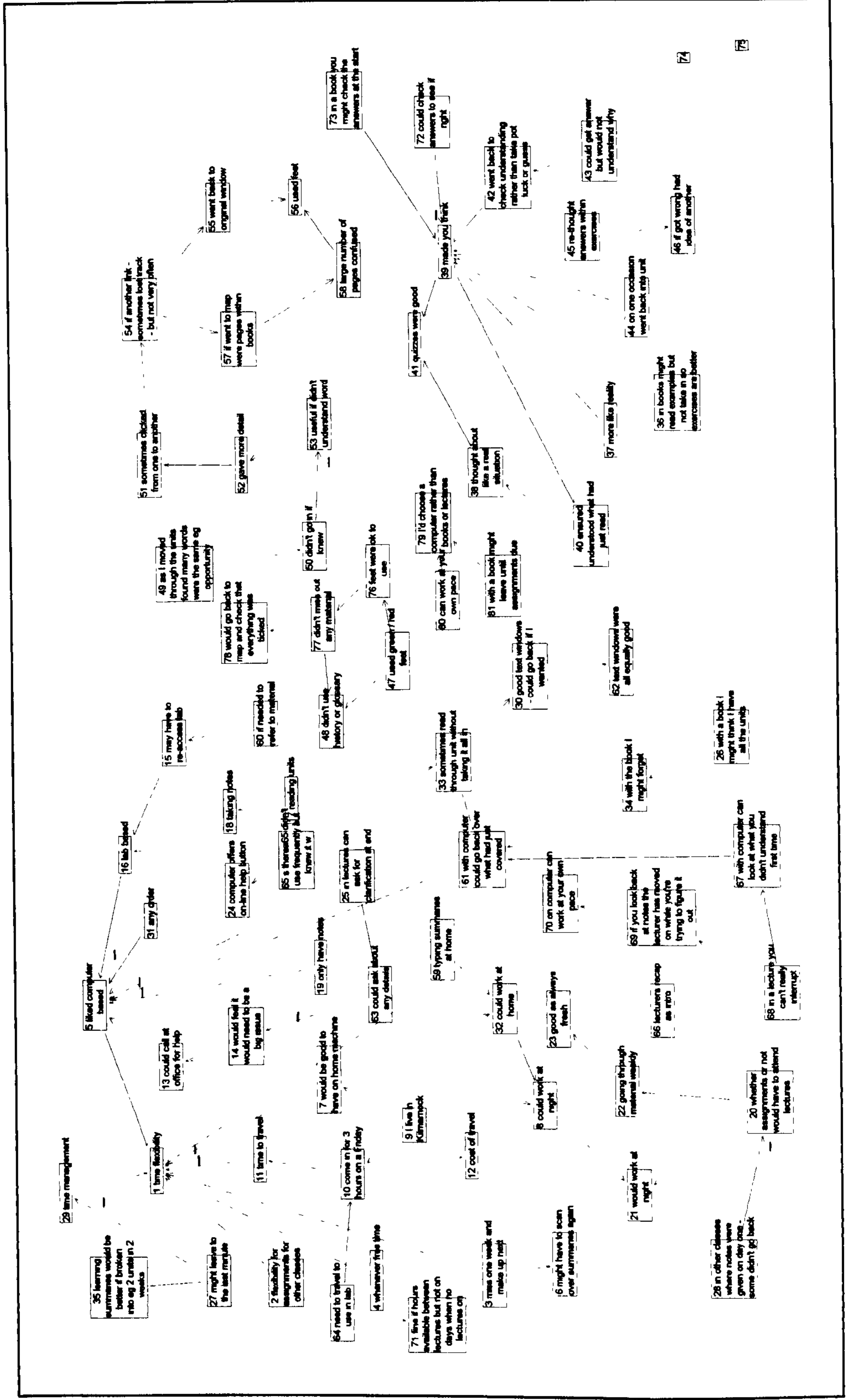
Semester 2 1997/8	Interview 1	Interview 2
A3.35 SEI 6	y	n





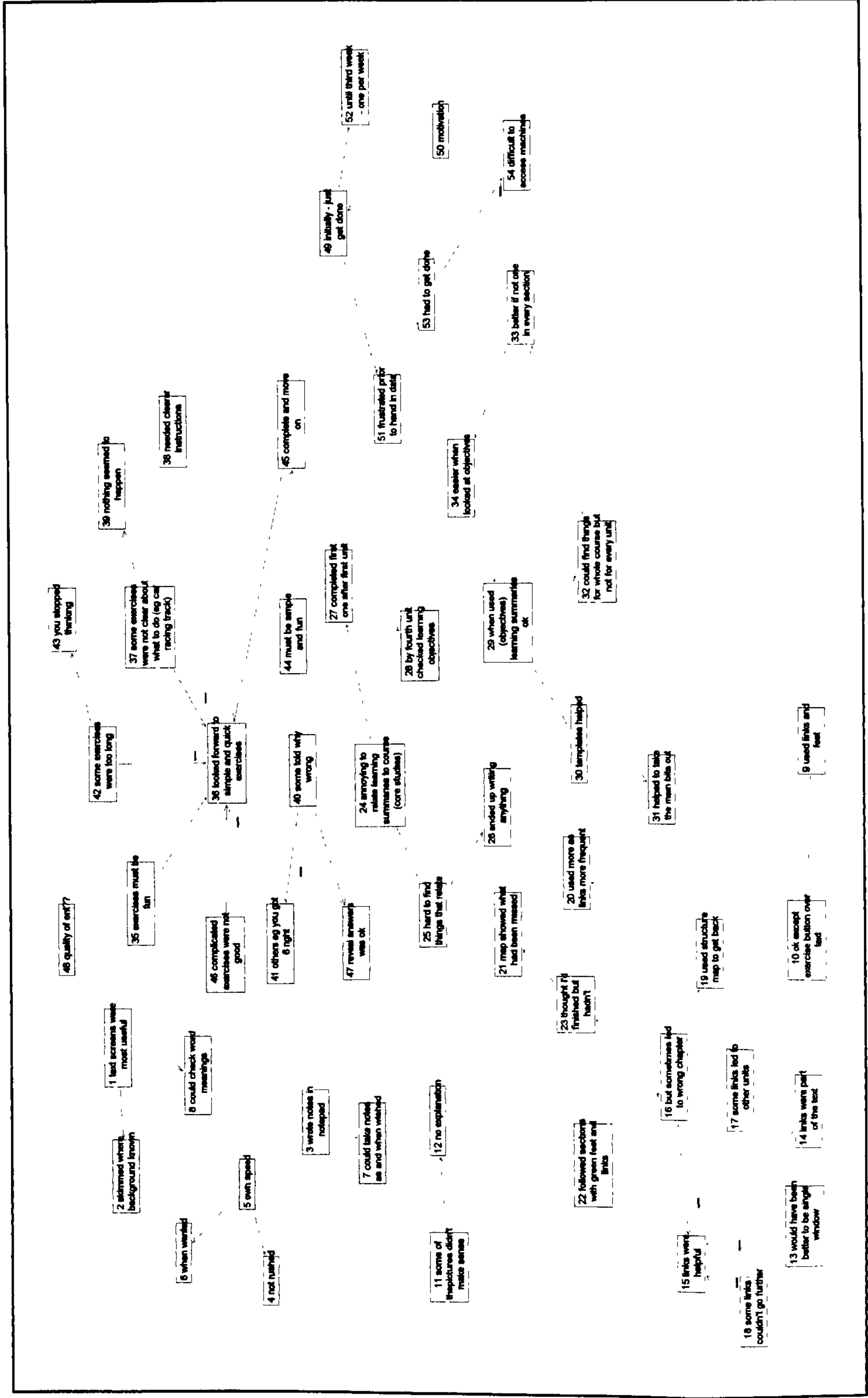
# A 3.35 Interview Map SEI 7

Semester 2 1997/8	Interview 1	Interview 2
A3.35 SEI 7	y	n



### A 3.35 Interview Map SEI 8

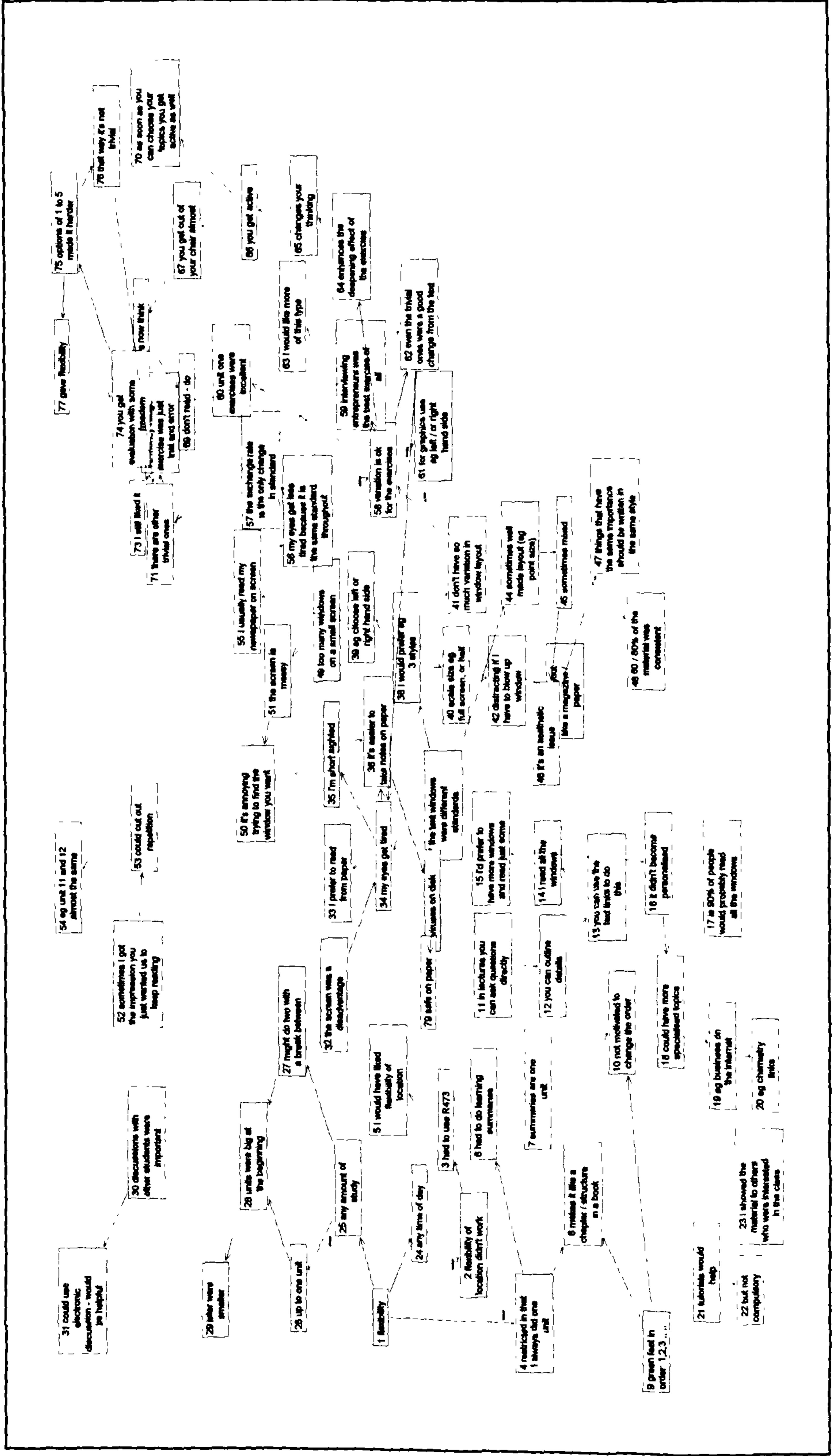
Semester 2 1997/8	Interview 1	Interview 2
A3.35 SEI 8	y	n





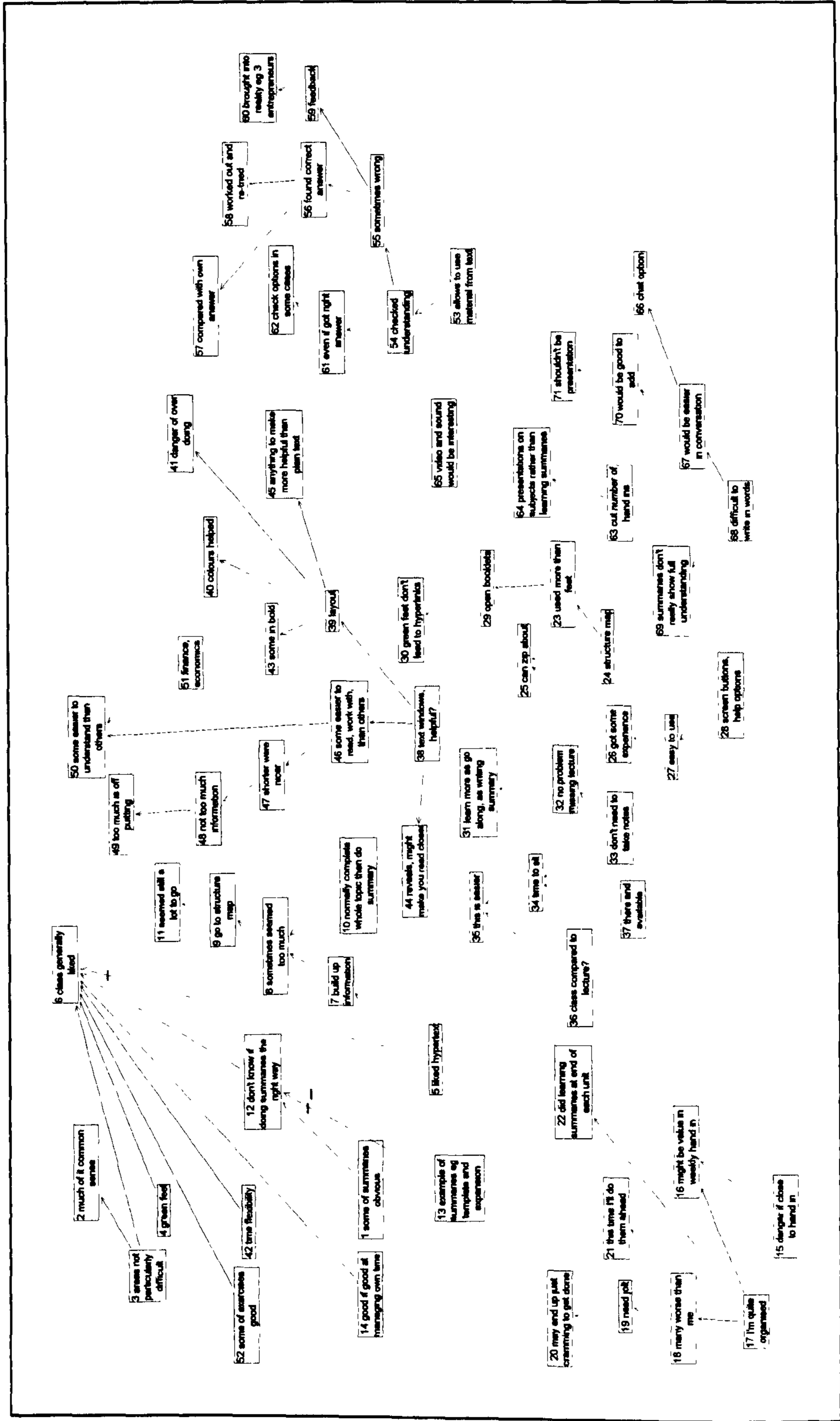
# A 3.35 Interview Map SEI 10

Semester 2 1997/8	Interview 1	Interview 2
A3.35 SEI 10	y	N



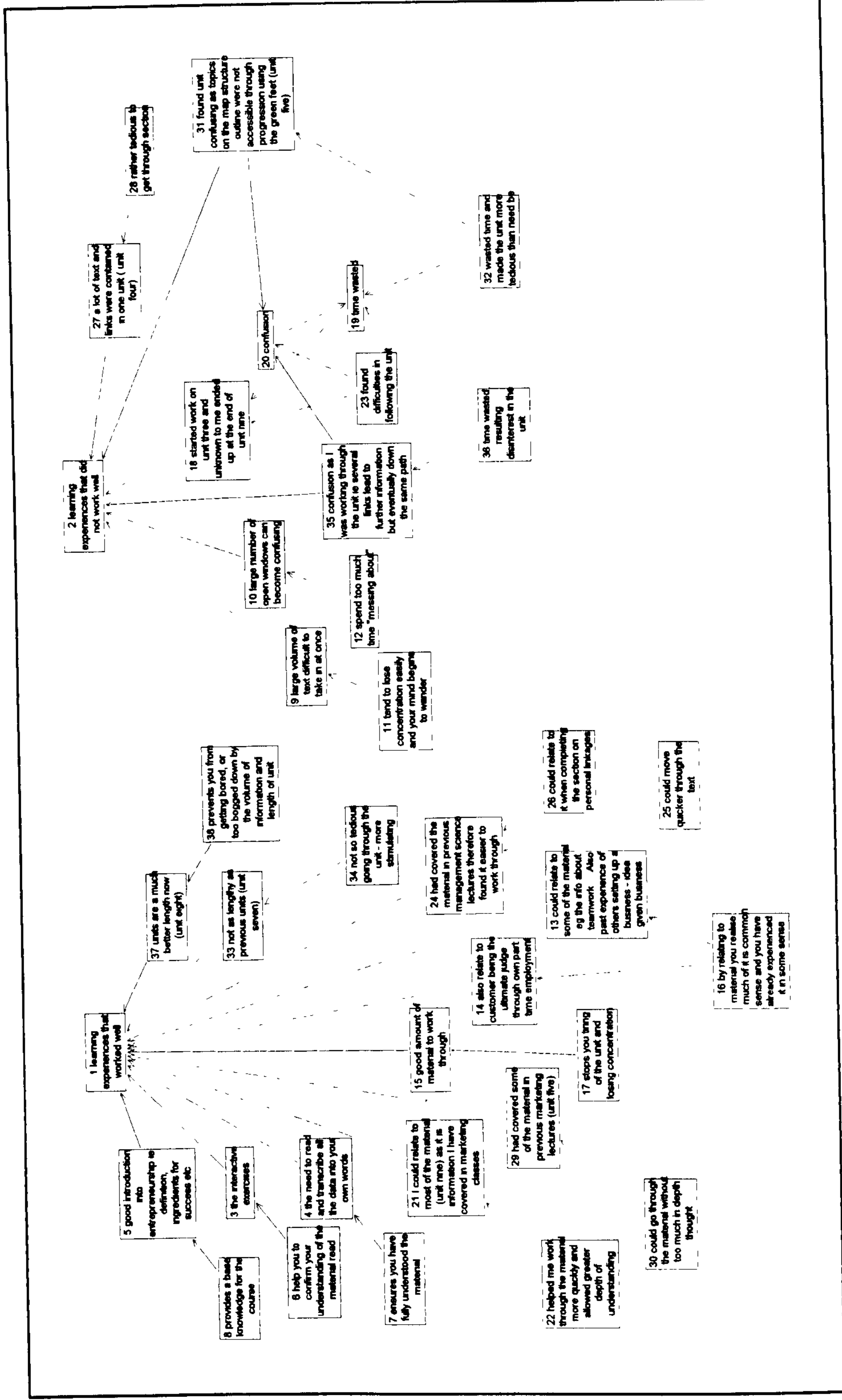
# A 3.35 Interview Map SEI 11

Semester 2 1997/8	Interview 1	Interview 2
A3.35 SEI 11	y	N



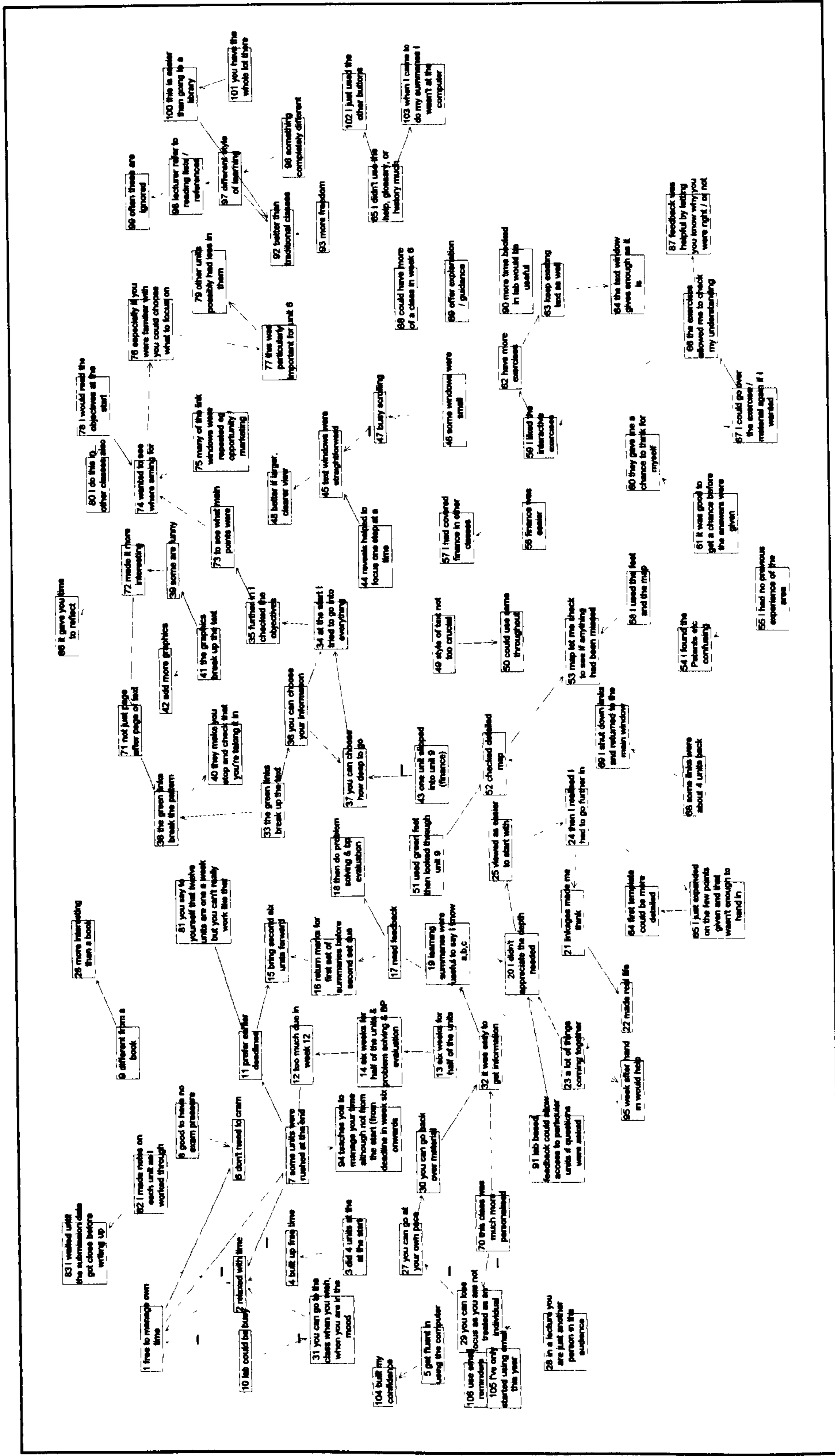
# A 3.35 Interview Map SEI 12

Semester 2 1997/8	Interview 1	Interview 2
A3.35 SEI 12	Y	N



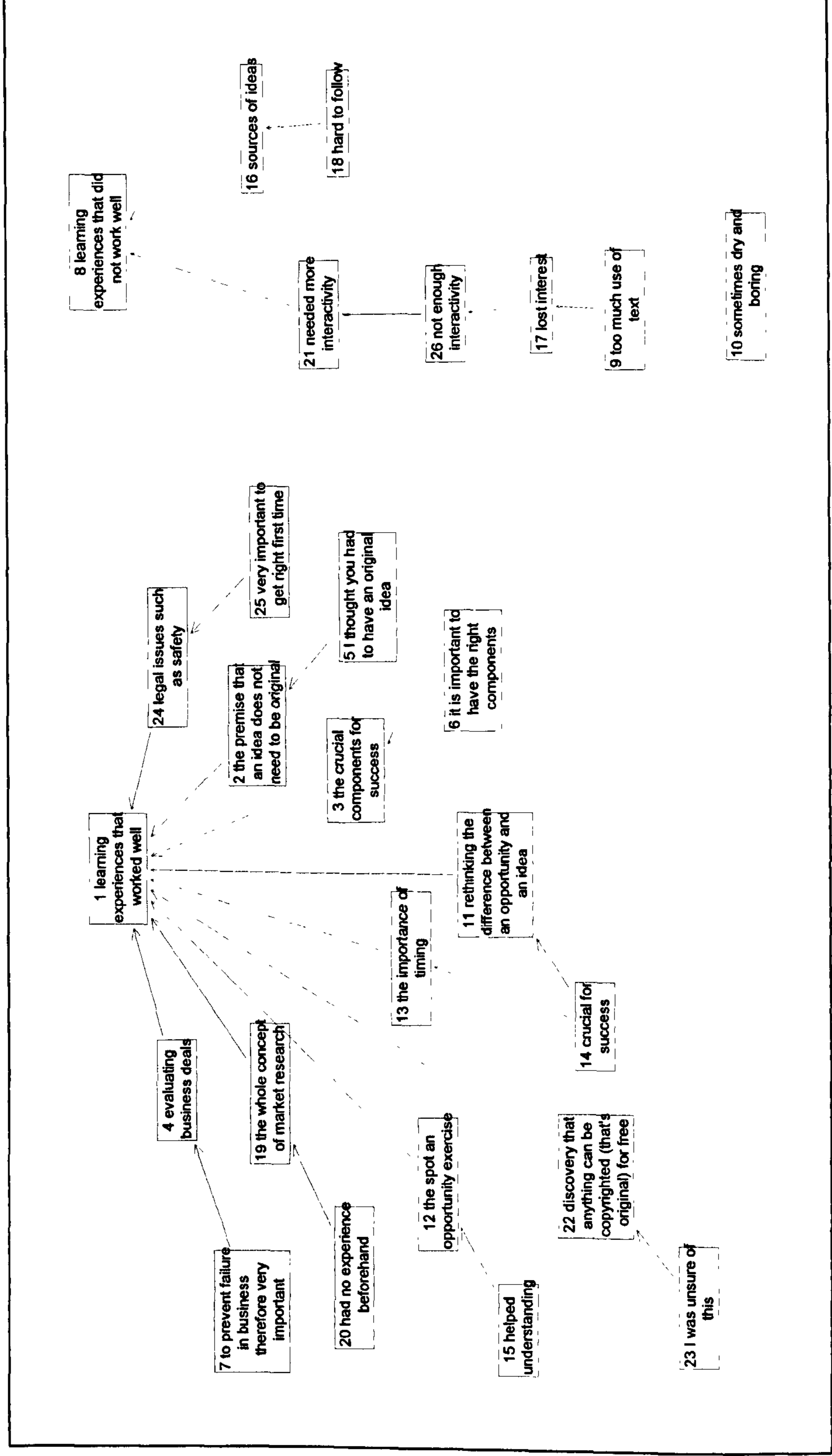
# A 3.35 Interview Map SEI 13

Semester 2 1997/8	Interview 1	Interview 2
A3.35 SEI 13	y	N



### A 3.35 Interview Map SEI 14

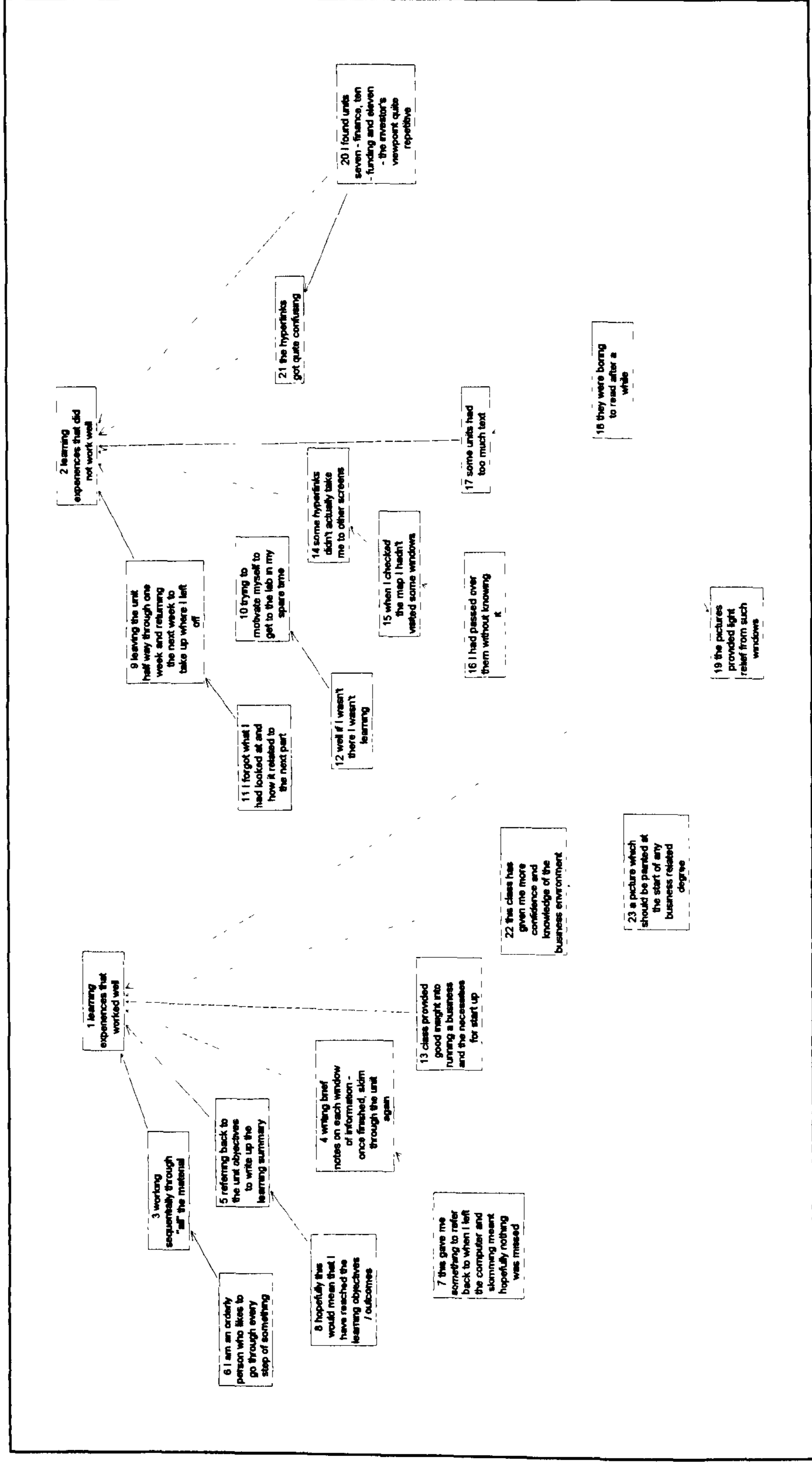
Semester 2 1997/8	Interview 1	Interview 2
A3.35 SEI 14	y	N





### A 3.35 Interview Map SEI 15

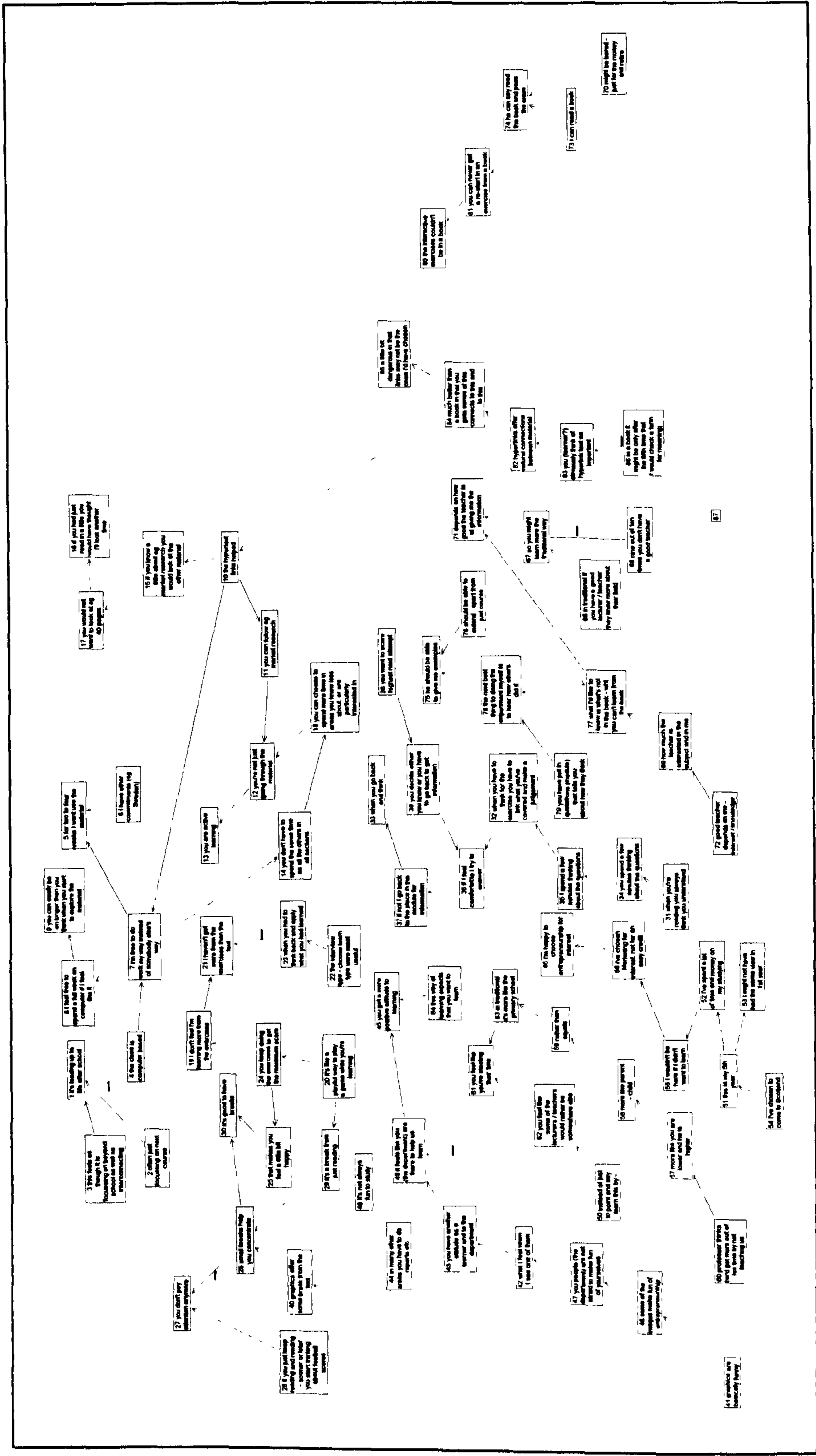
Semester 2 1997/8	Interview 1	Interview 2
A3.35 SEI 15	Y	N





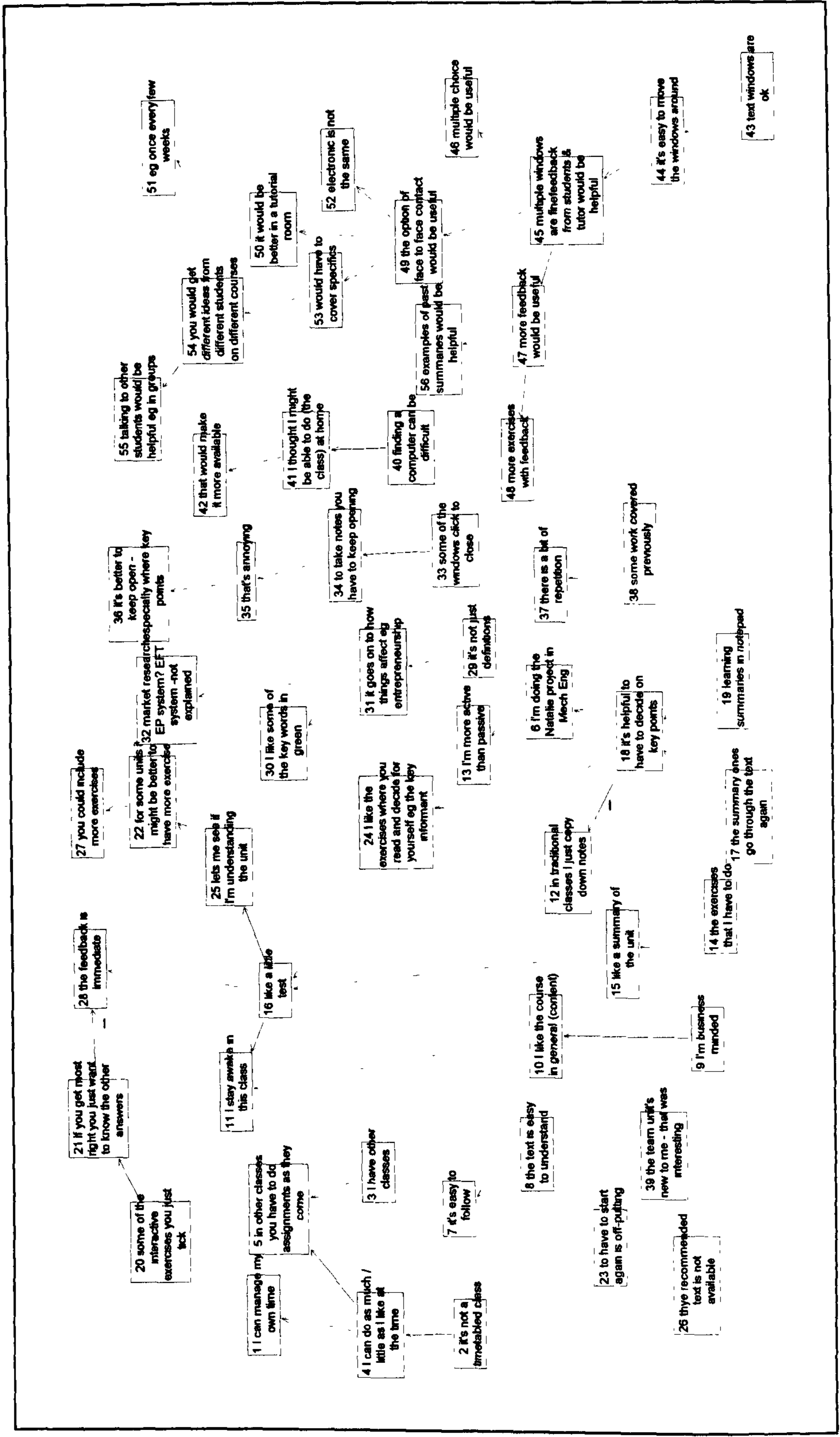
# A 3.35 Interview Map SEI 17

Semester 1 1998/9	Interview 1	Interview 2
A3.35 SEI 17	Y	Y



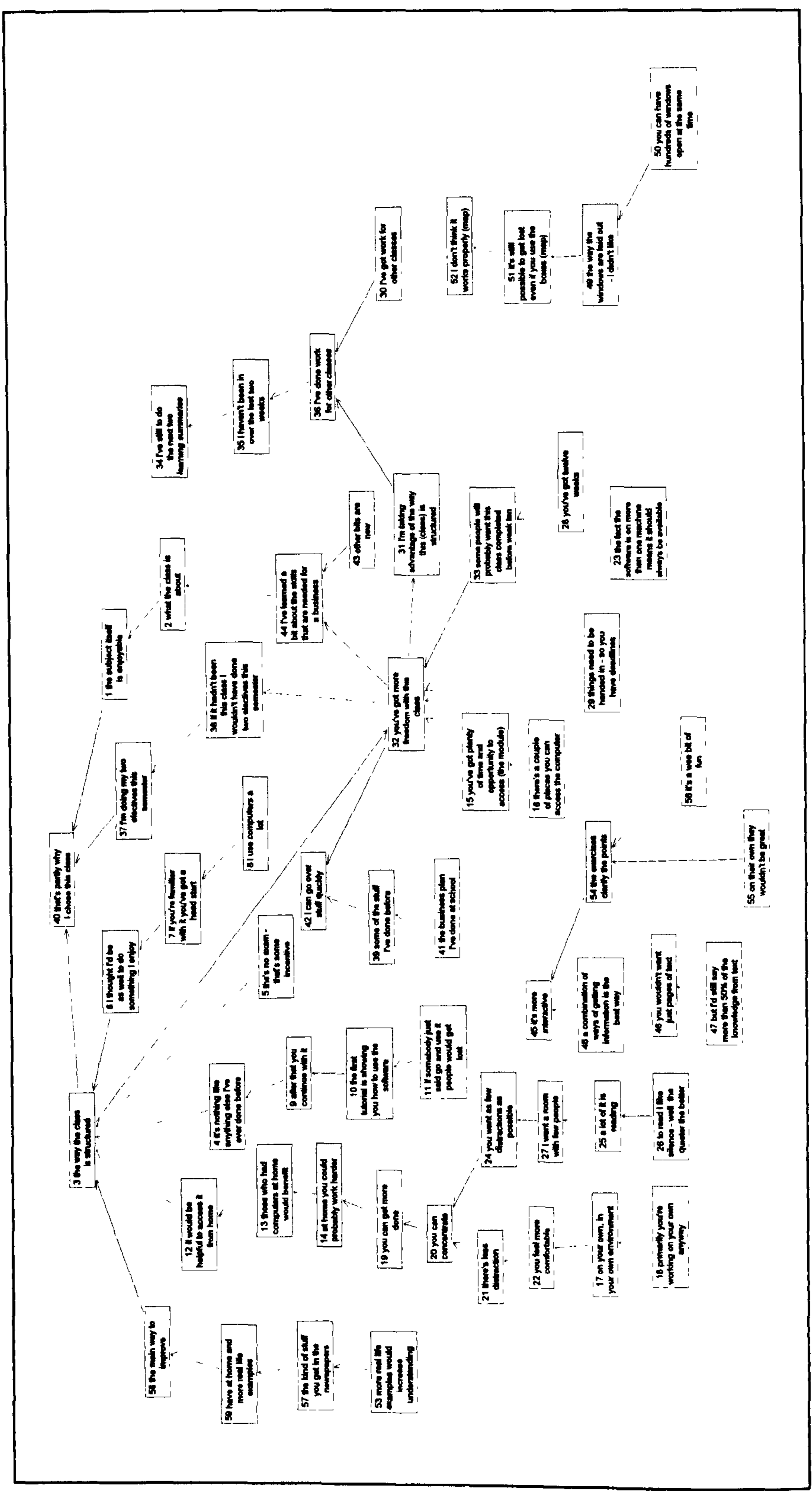
### A 3.35 Interview Map SEI 18

Semester 1 1998/9	Interview 1	Interview 2
A3.35 SEI 18	y	Y



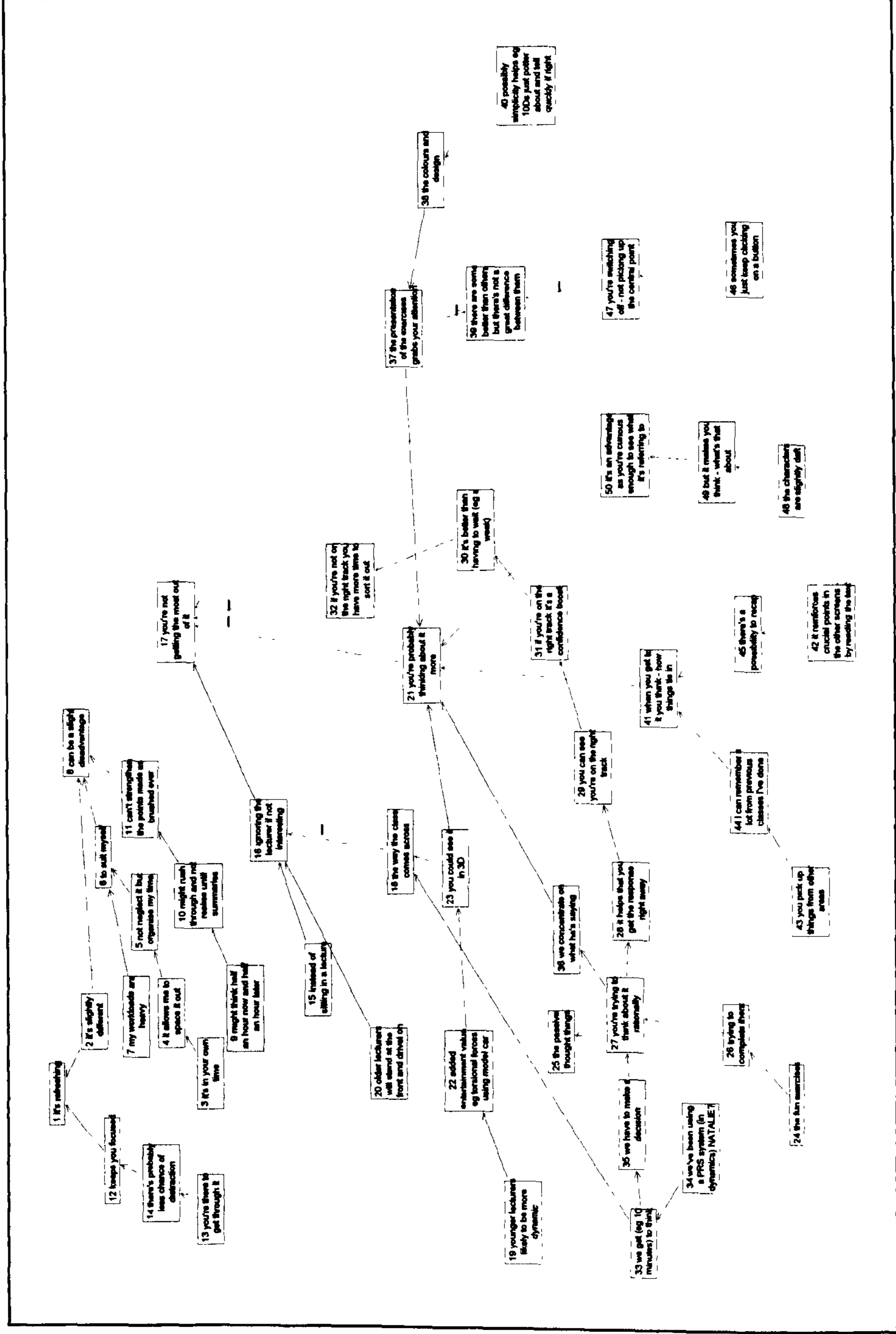
# A 3.35 Interview Map SEI 19

Semester 1 1998/9	Interview 1	Interview 2
A3.35 SEI 19	Y	Y



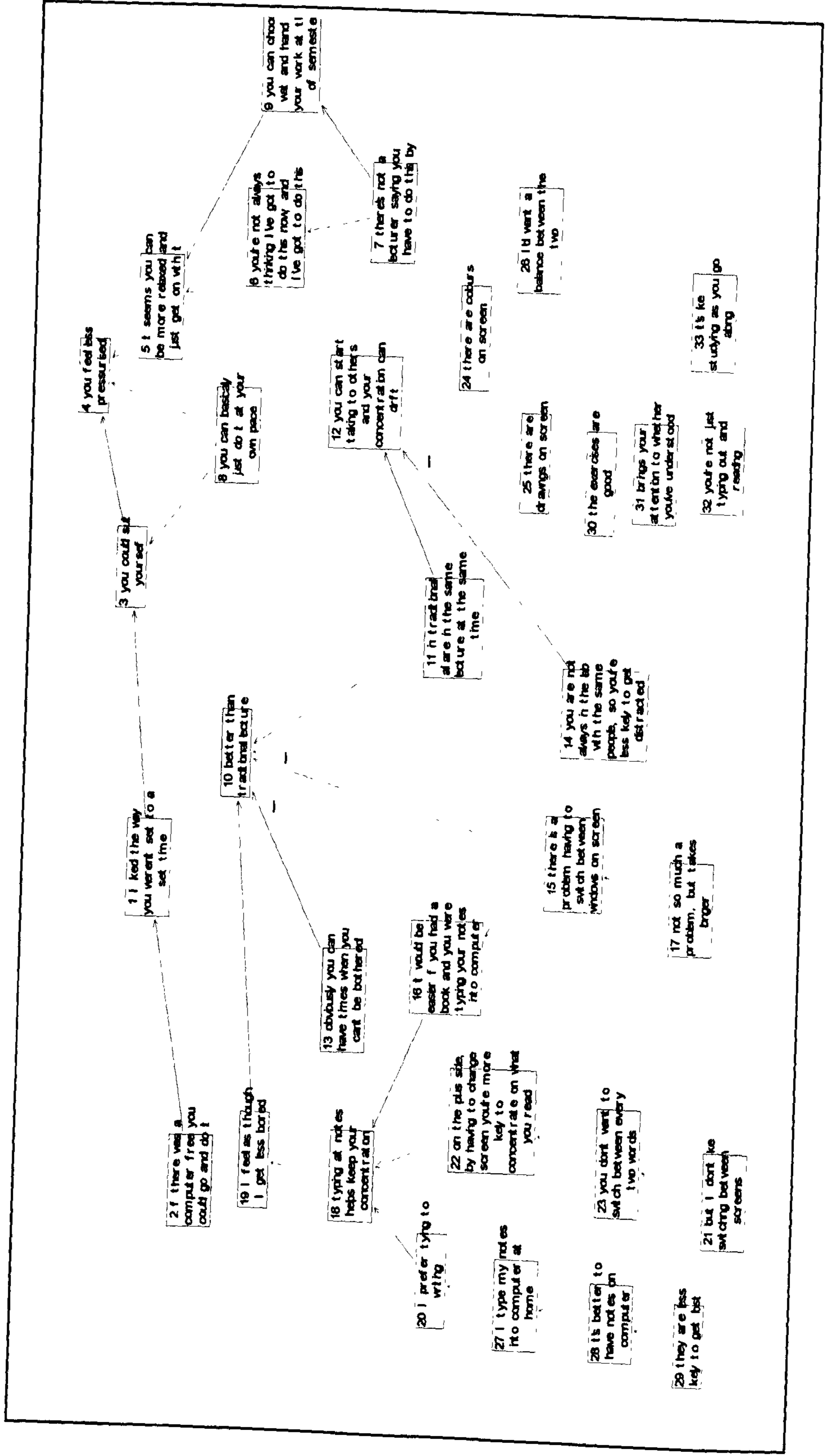
# A 3.35 Interview Map SEI 20

Semester 1 1998/9	Interview 1	Interview 2
A3.35 SEI 20	y	Y



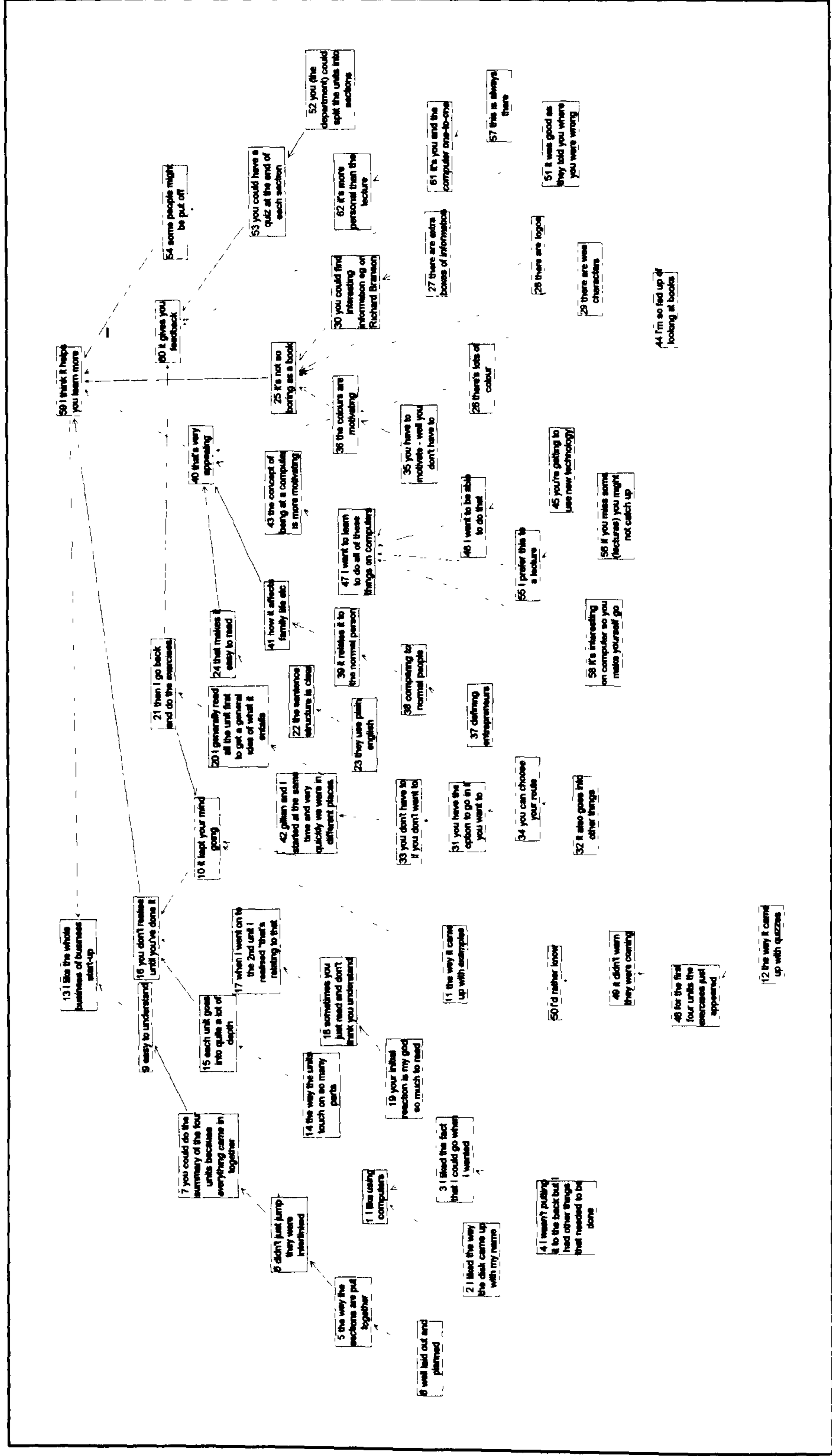
### A 3.35 Interview Map SEI 21

Semester 1 1998/9	Interview 1	Interview 2
A3.35 SEI 21	y	N



### A 3.35 Interview Map SEI 22

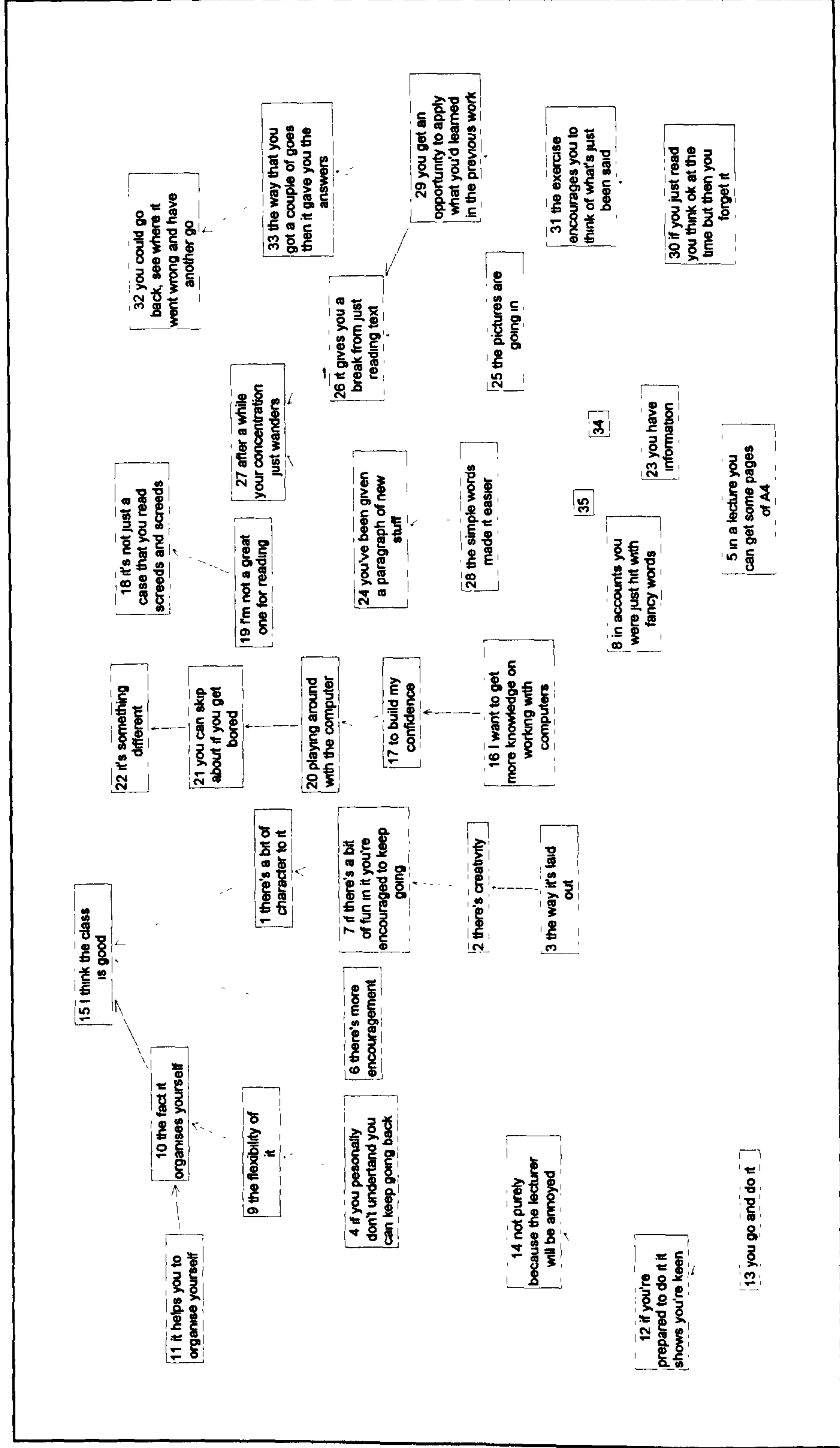
Semester 1 1998/9	Interview 1	Interview 2
A3.35 SEI 22	y	N





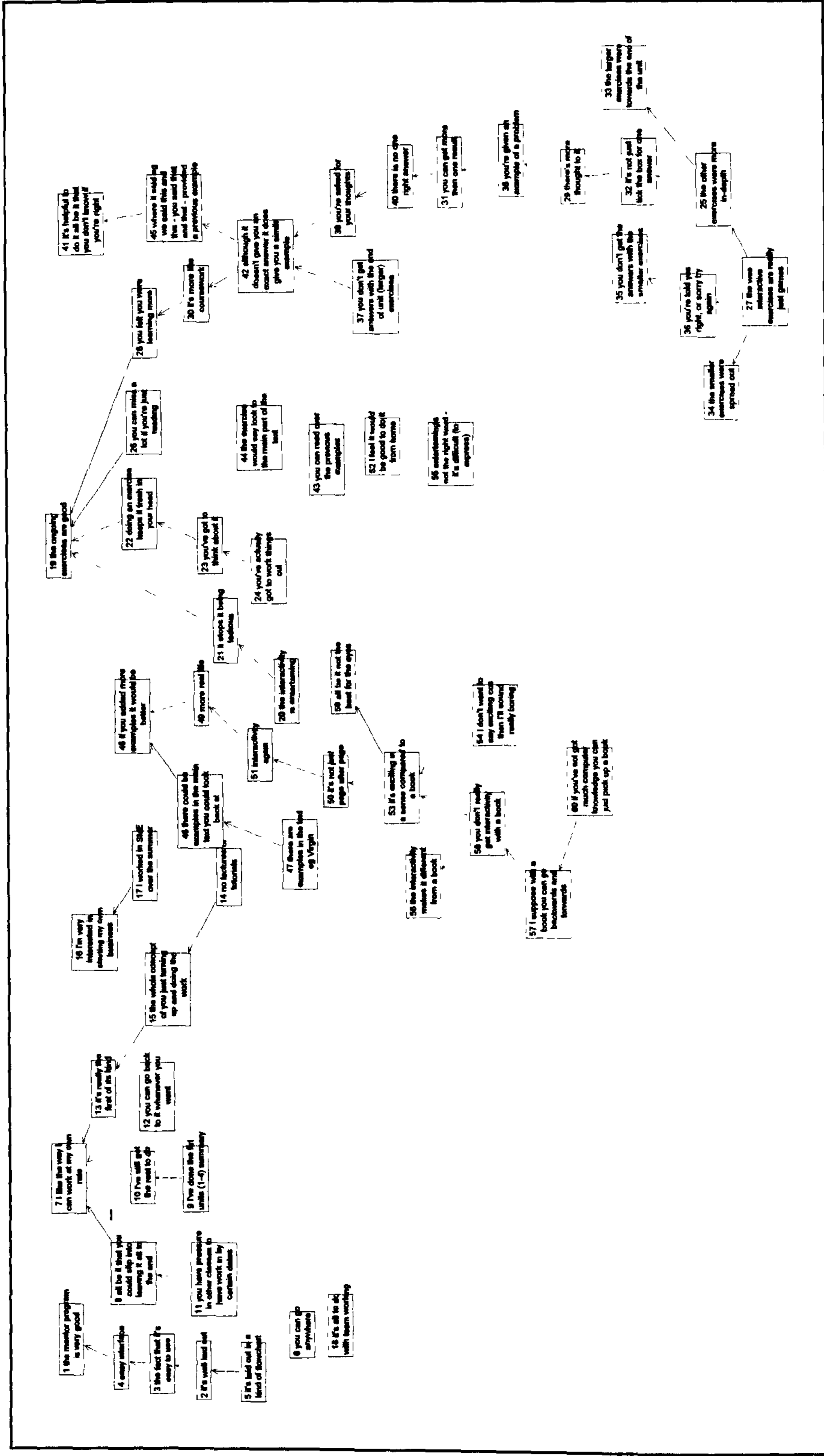
### A 3.35 Interview Map SEI 23

Semester 1 1998/9	Interview 1	Interview 2
A3.35 SEI 23	Y	Y



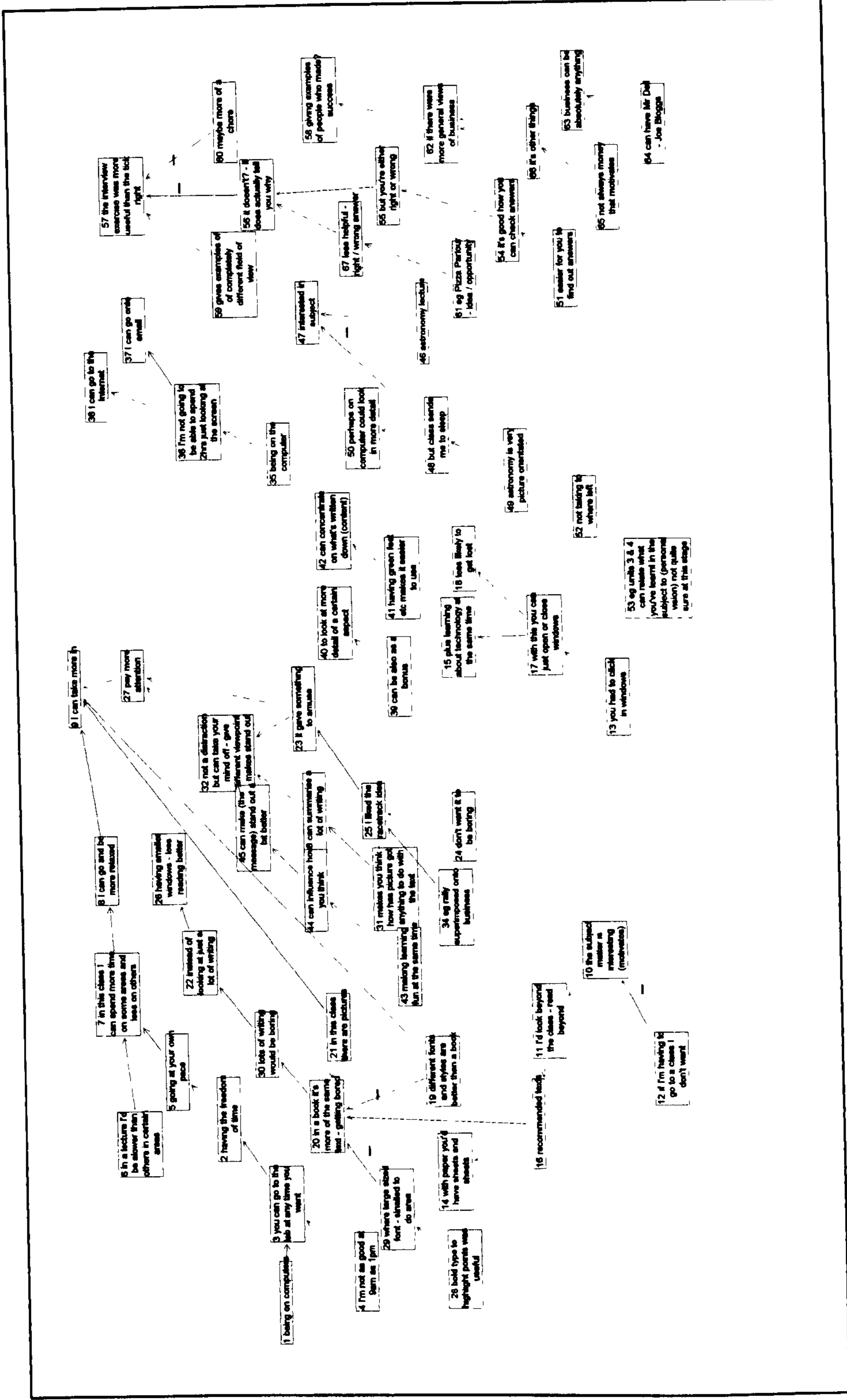
# A 3.35 Interview Map SEI 24

Semester 1 1998/9	Interview 1	Interview 2
A3.35 SEI 24	Y	Y



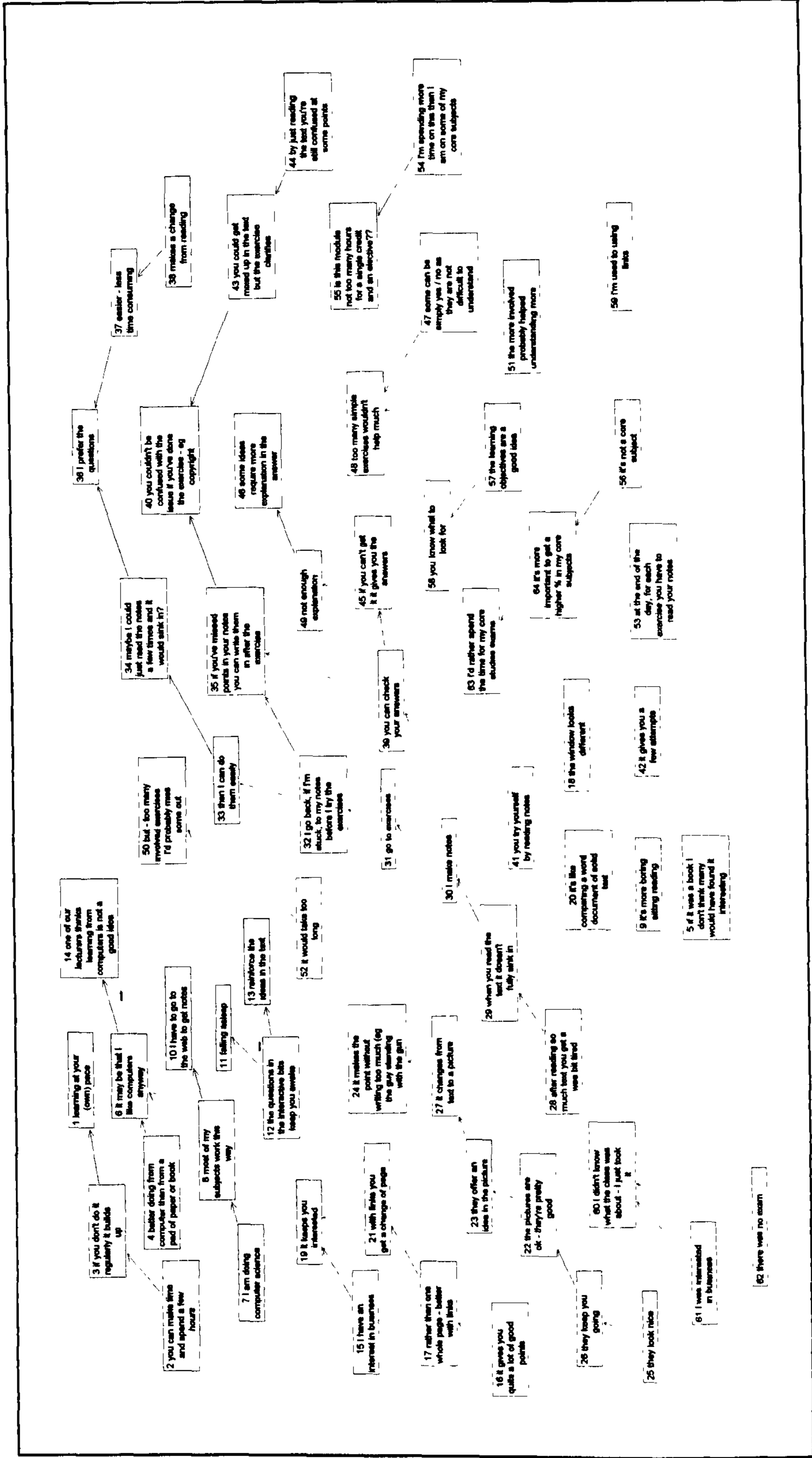
# A 3.35 Interview Map SEI 25

Semester 1 1998/9	Interview 1	Interview 2
A3.35 SEI 25	Y	Y



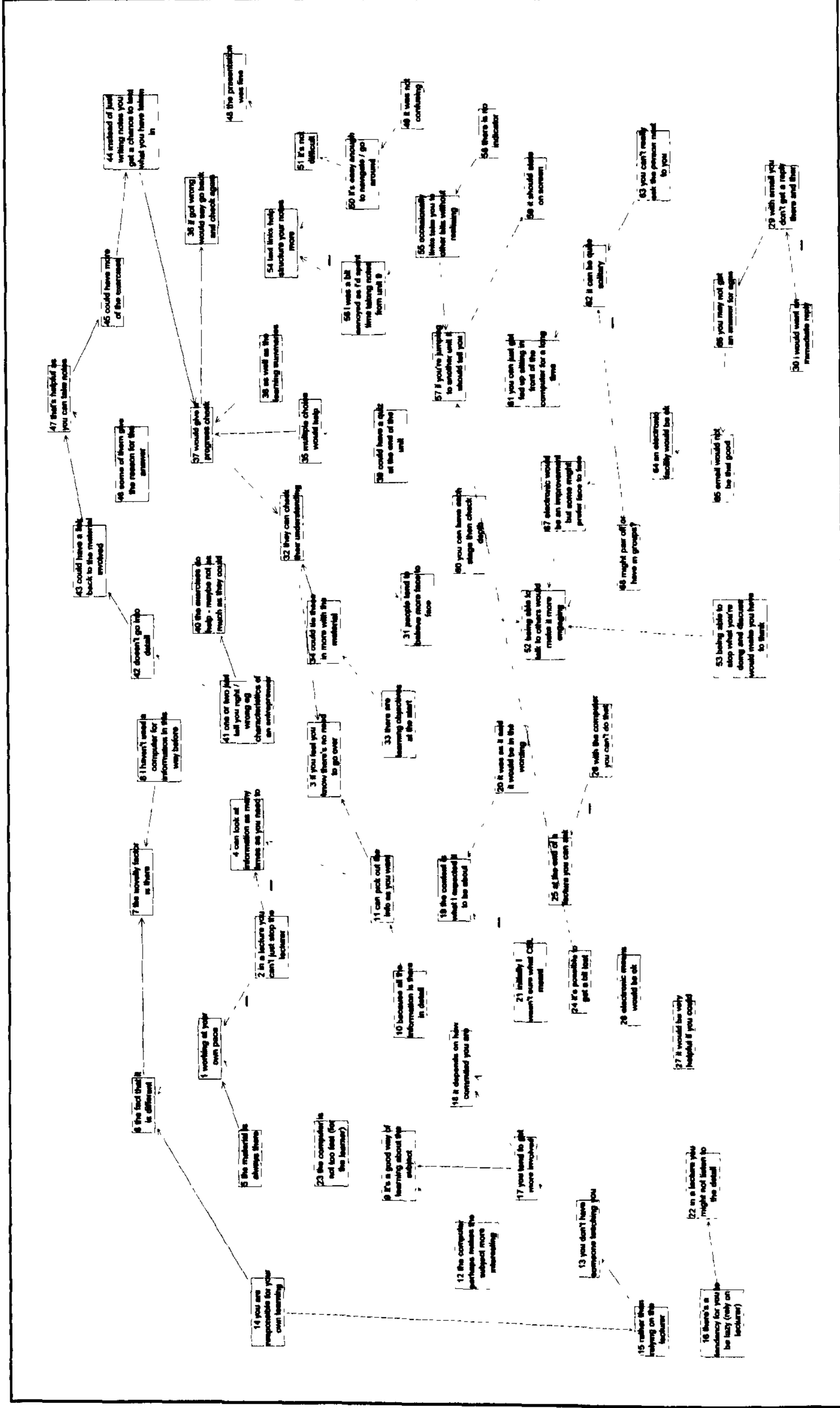
# A 3.35 Interview Map SEI 26

Semester 1 1998/9	Interview 1	Interview 2
A3.35 SEI 26	Y	N



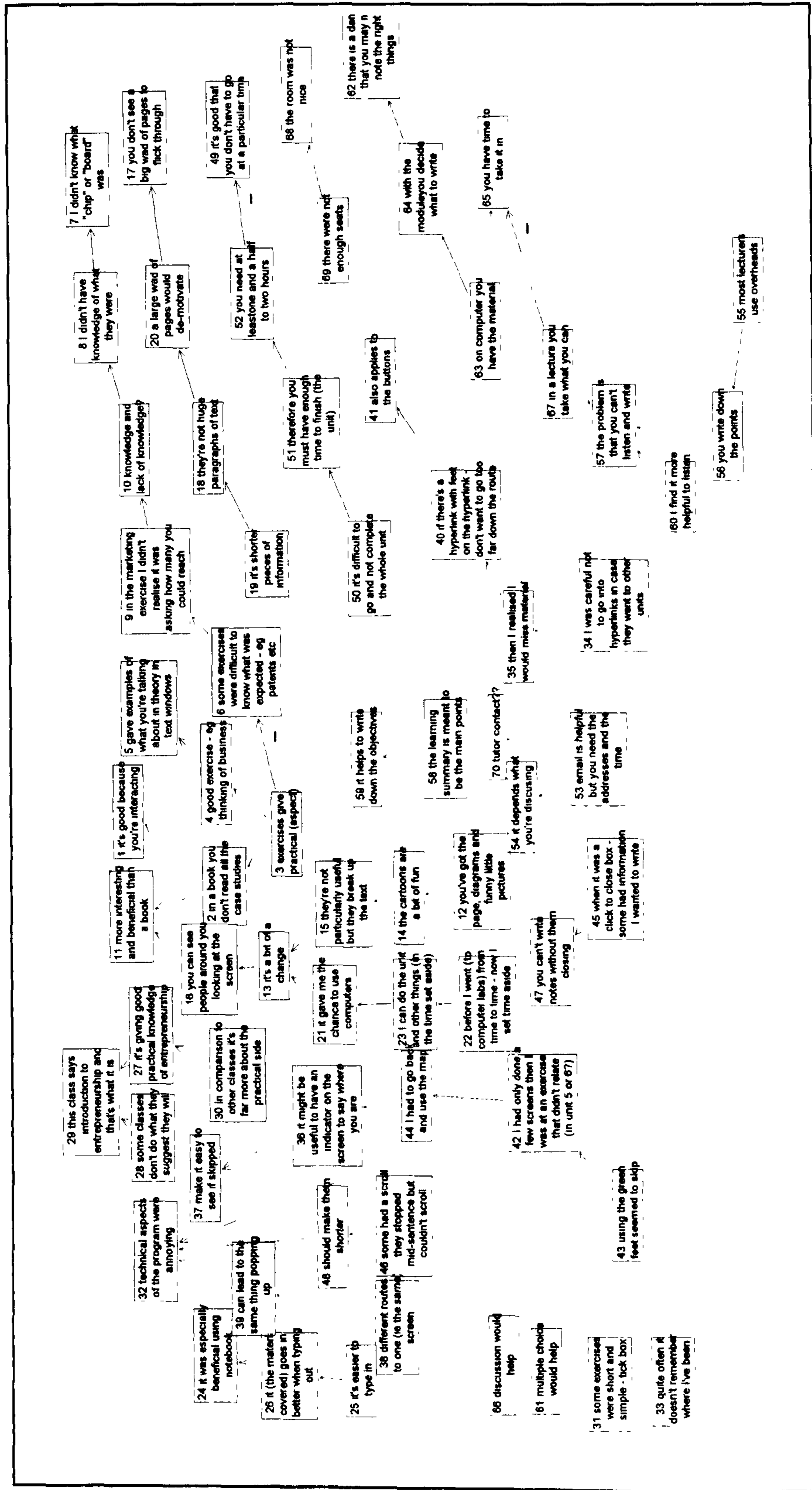
# A 3.35 Interview Map SEI 27

Semester 1 1998/9	Interview 1	Interview 2
A3.35 SEI 27	Y	Y



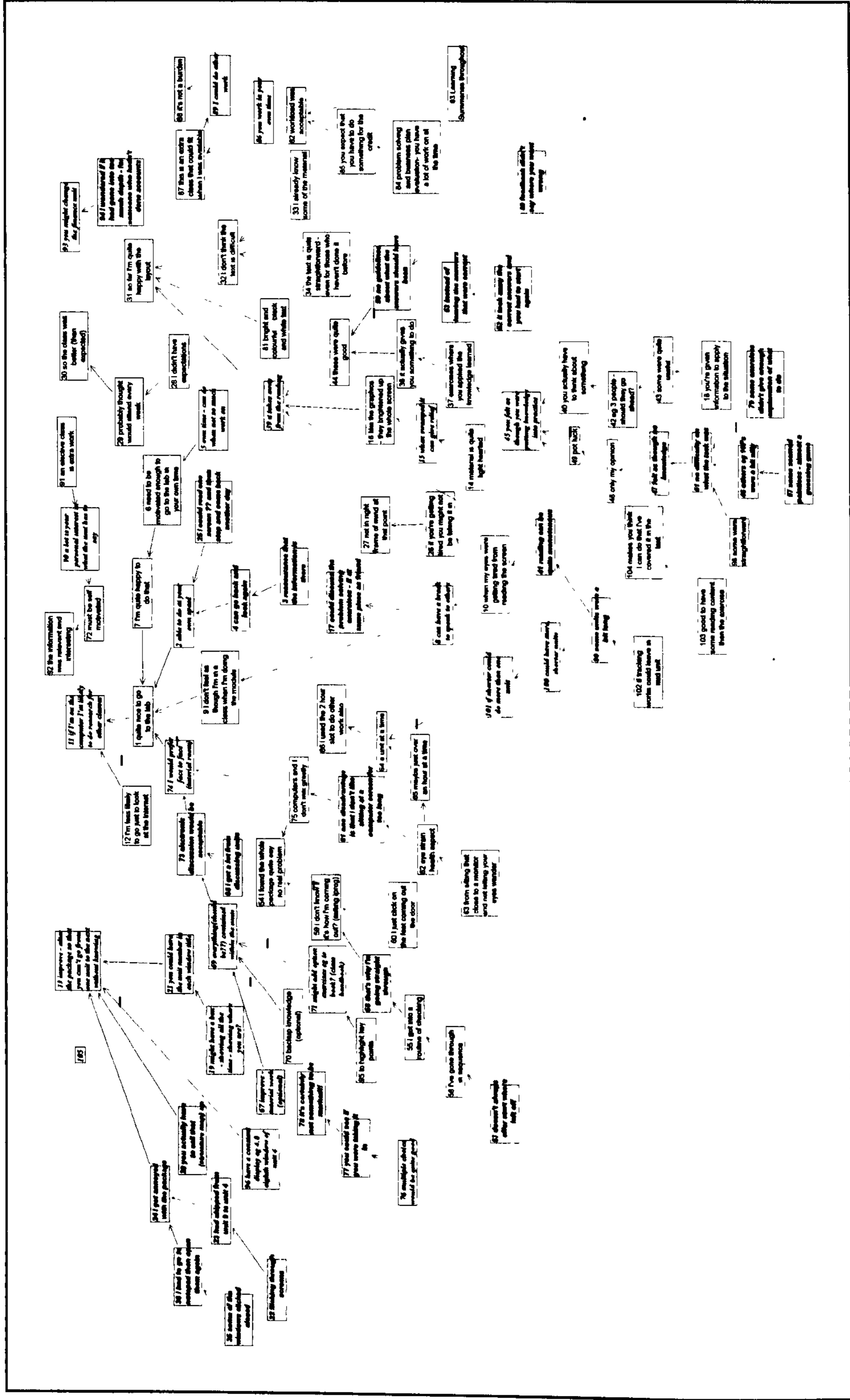
# A 3.35 Interview Map SEI 28

Semester 1 1998/9	Interview 1	Interview 2
A3.35 SEI 28	Y	Y



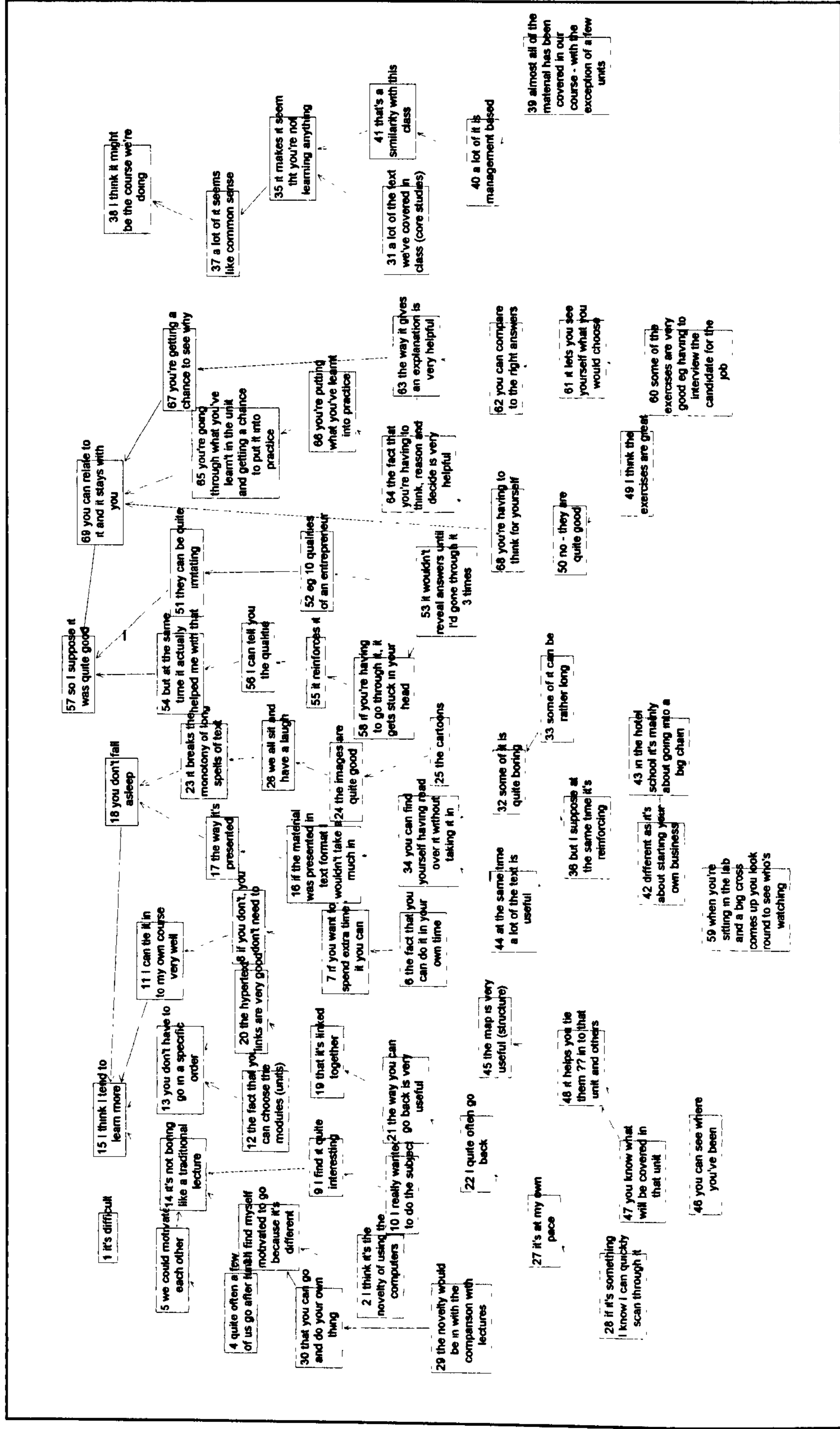
# A 3.35 Interview Map SEI 29

Semester 1 1998/9	Interview 1	Interview 2
A3.35 SEI 29	Y	Y



# A 3.35 Interview Map SEI 30

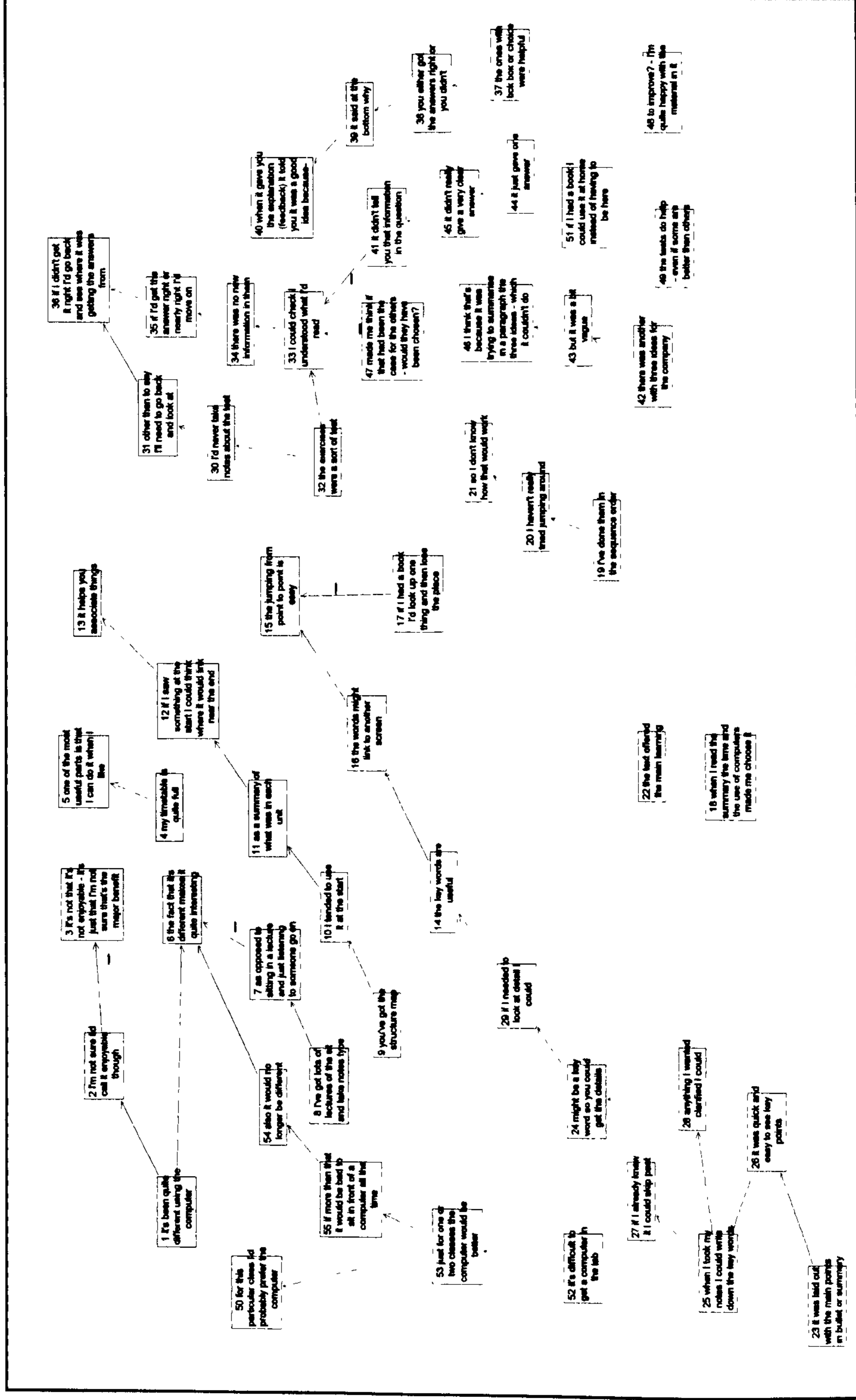
Semester 1 1998/9	Interview 1	Interview 2
A3.35 SEI 30	y	N





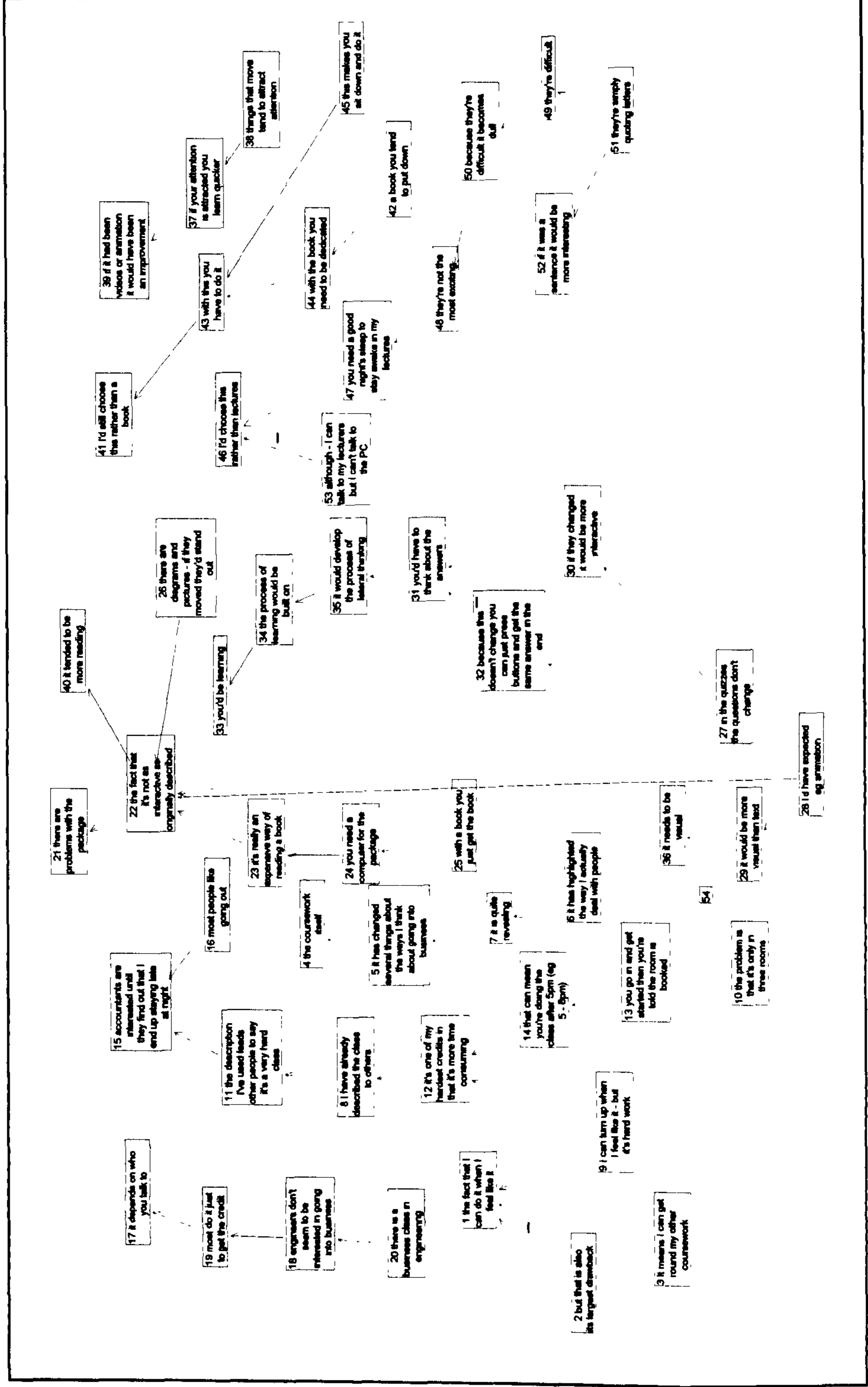
# A 3.35 Interview Map SEI 31

Semester 1 1998/9	Interview 1	Interview 2
A3.35 SEI 31	y	N



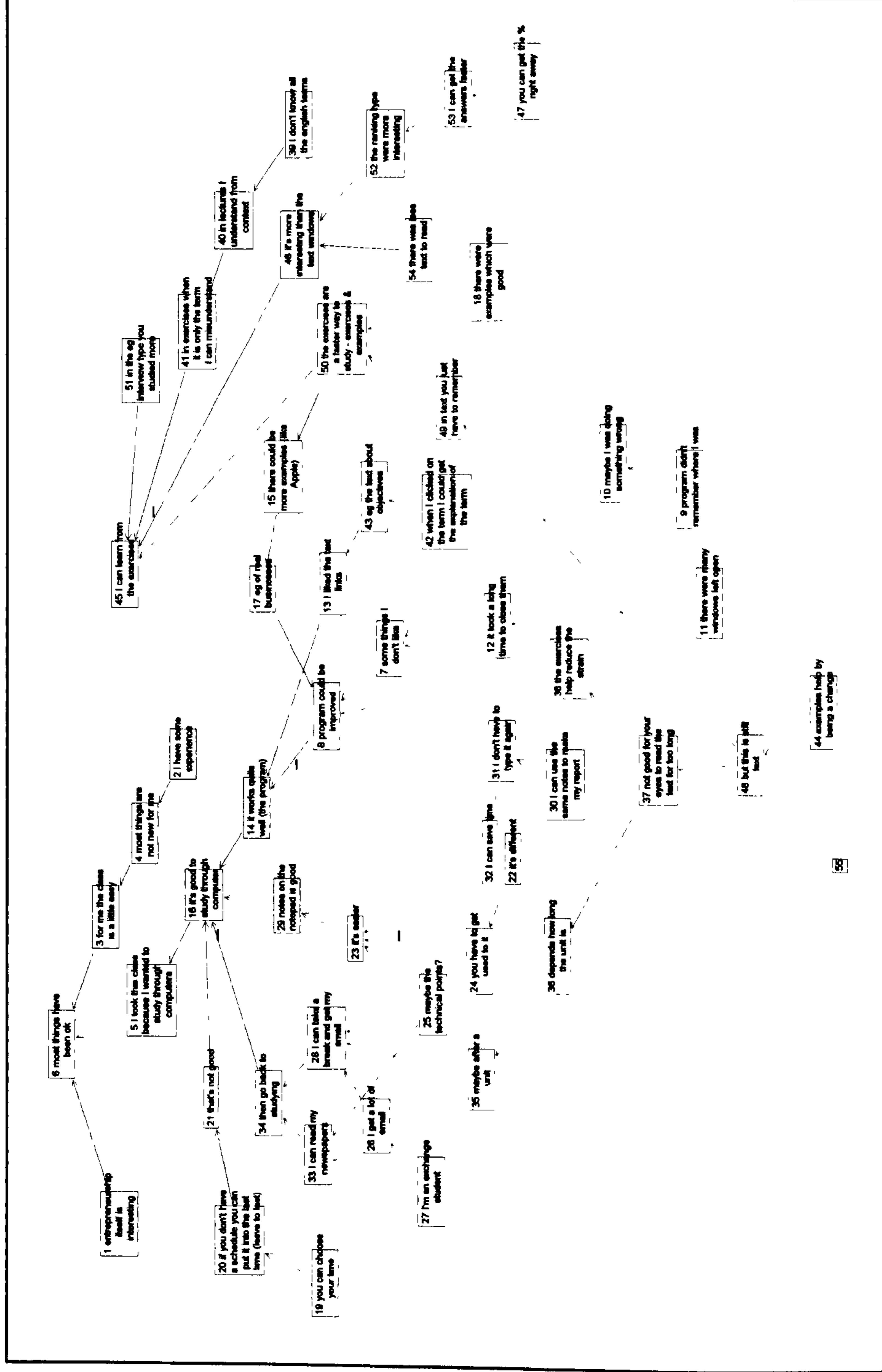
# A 3.35 Interview Map SEI 32

Semester 1 1998/9	Interview 1	Interview 2
A3.35 SEI 32	y	Y



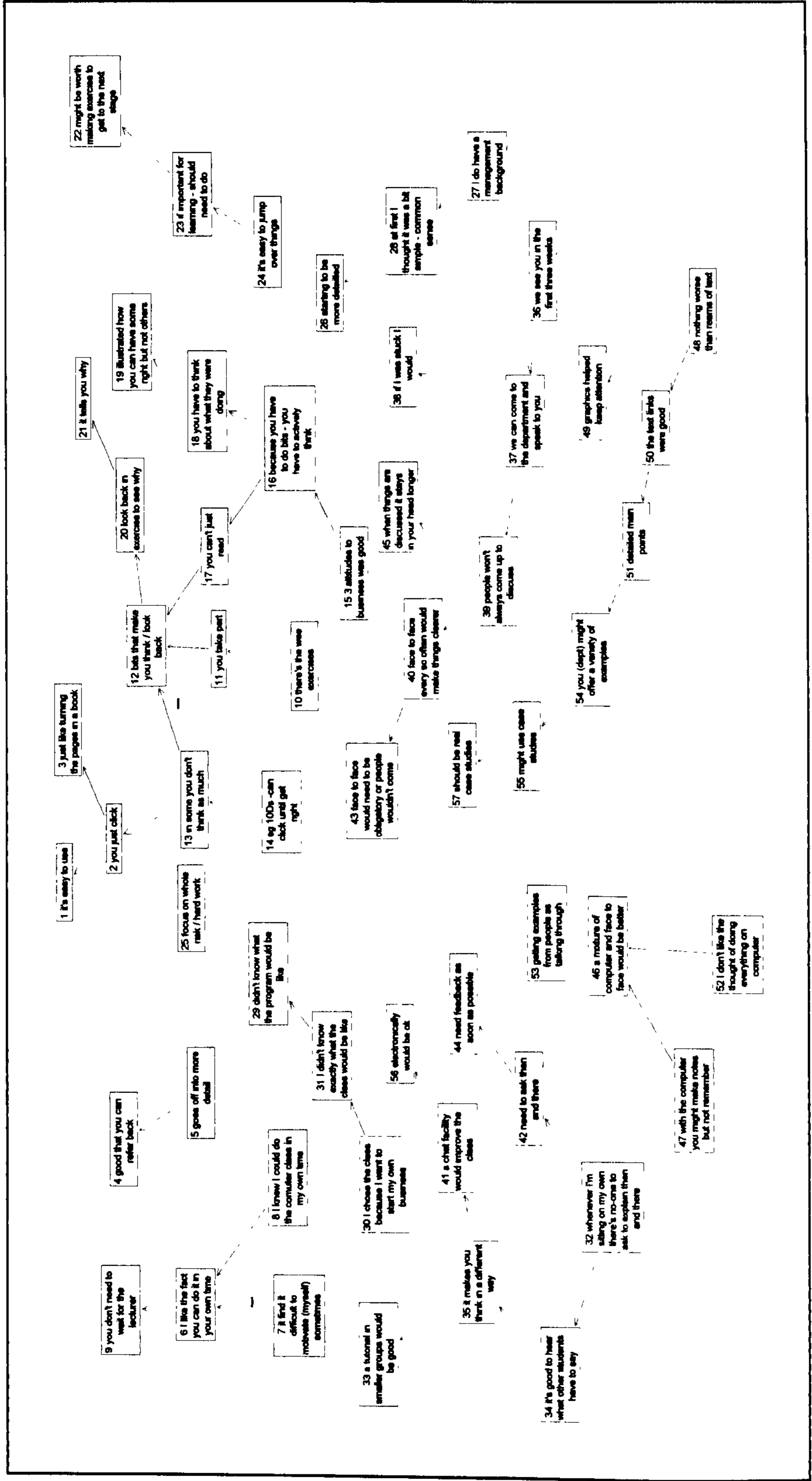
# A 3.35 Interview Map SEI 33

Semester 1 1998/9	Interview 1	Interview 2
A3.35 SEI 33	y	Y



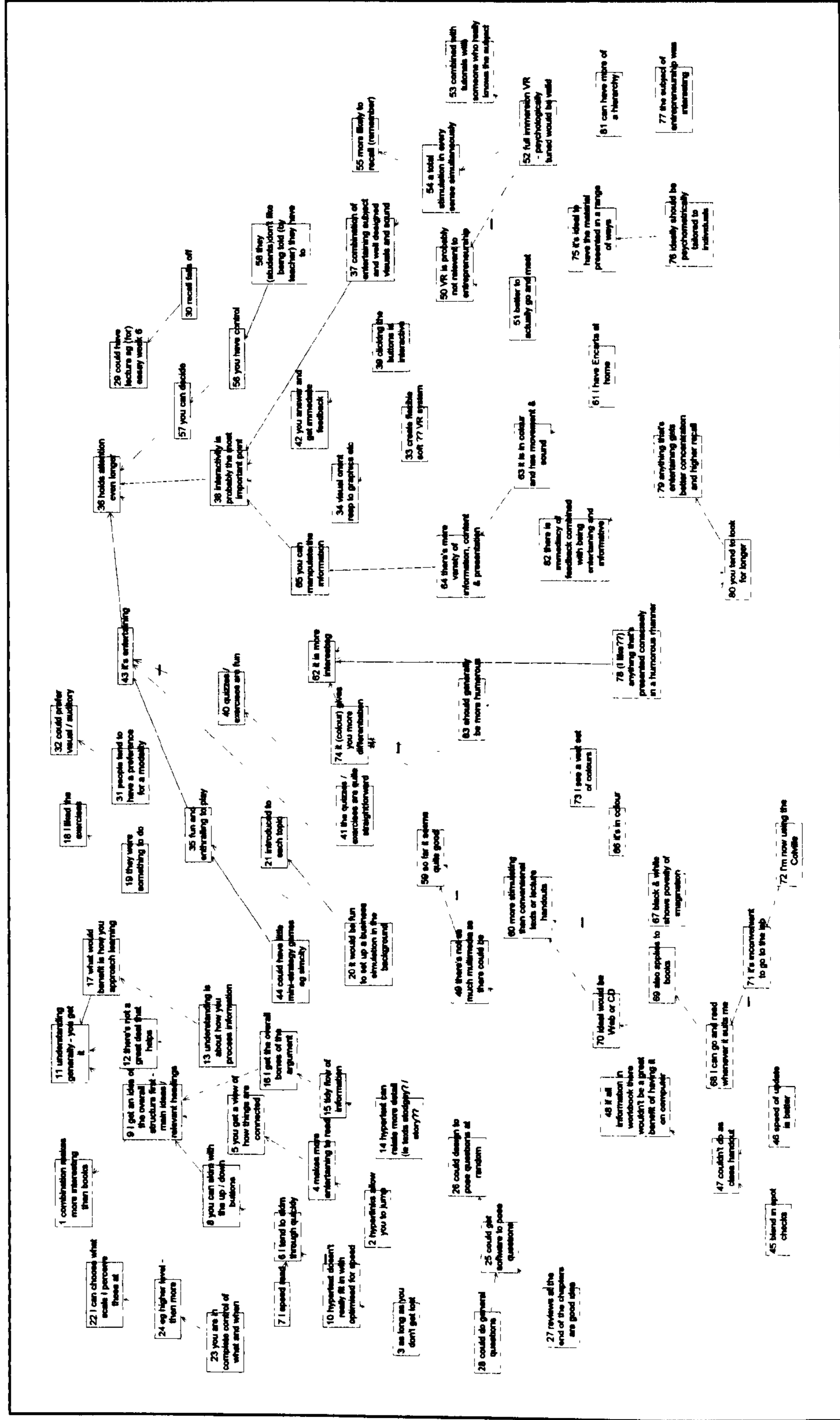
# A 3.35 Interview Map SEI 34

Semester 1 1998/9	Interview 1	Interview 2
A3.35 SEI 34	Y	Y



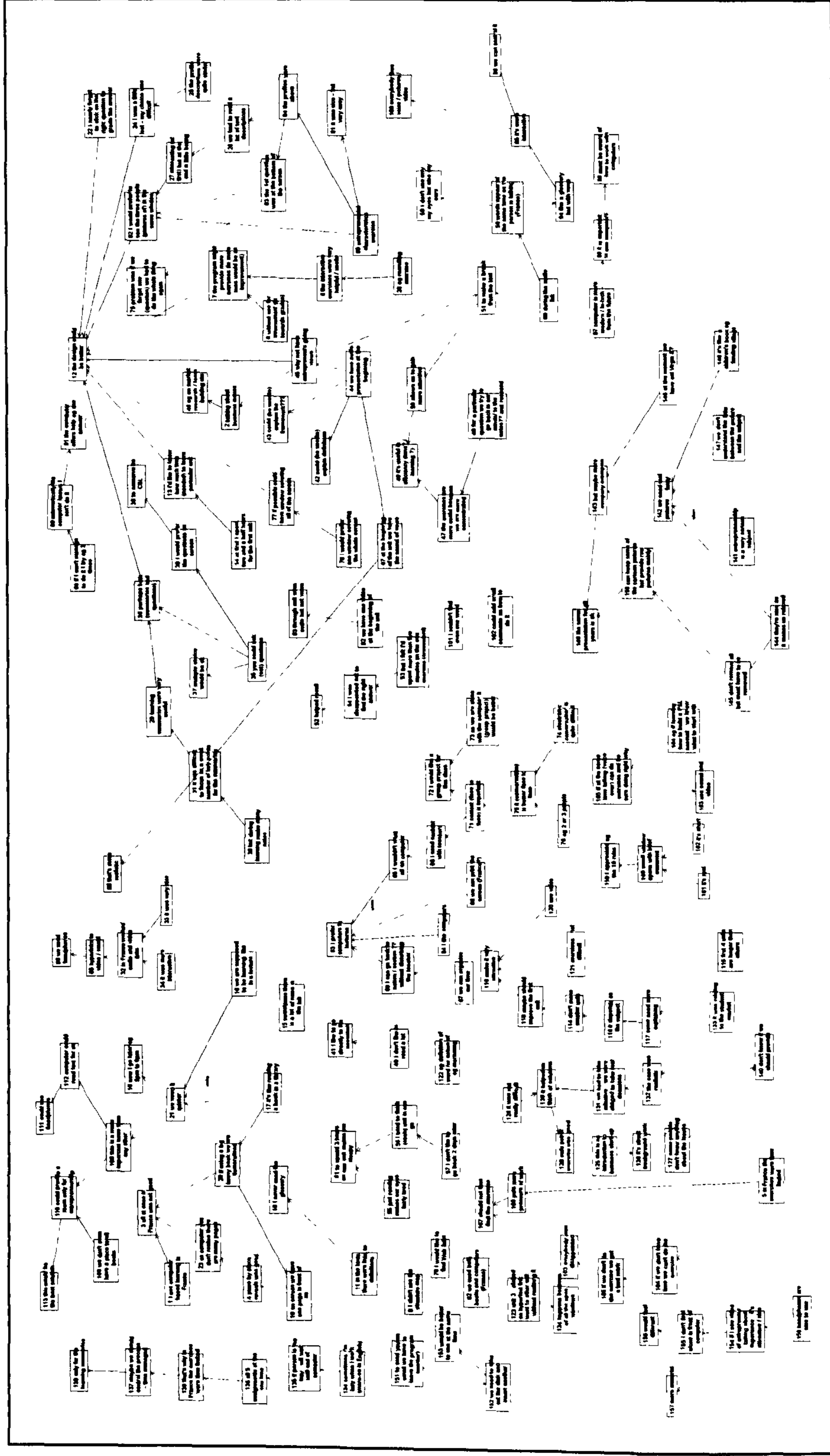
# A 3.35 Interview Map SEI 35

Semester 2 1998/9	Interview 1	Interview 2
A3.35 SEI 35	Y	Y



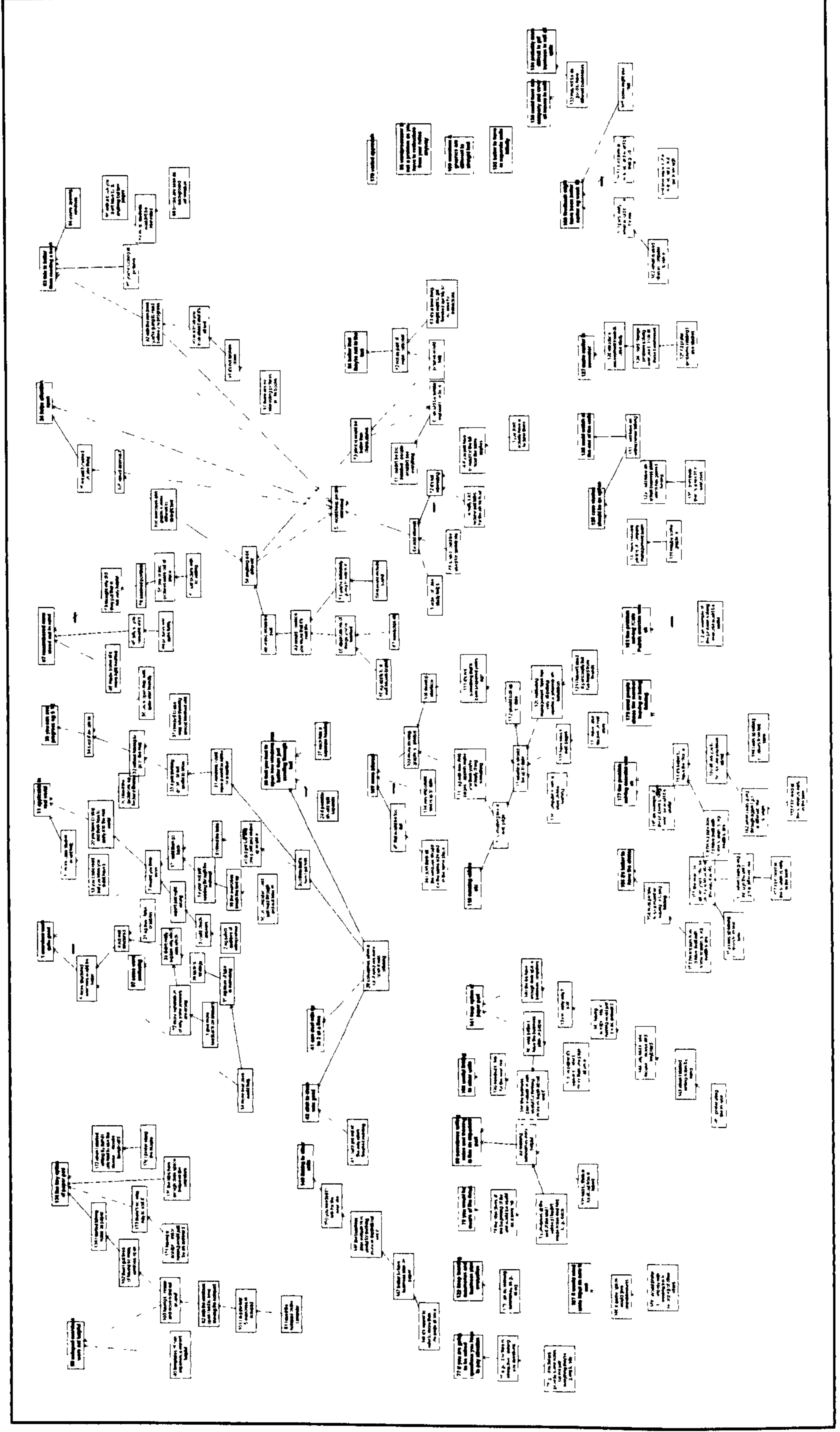
# A 3.35 Interview Map SEI 36

Semester 2 1998/9	Interview 1	Interview 2
A3.35 SEI 36	y	Y



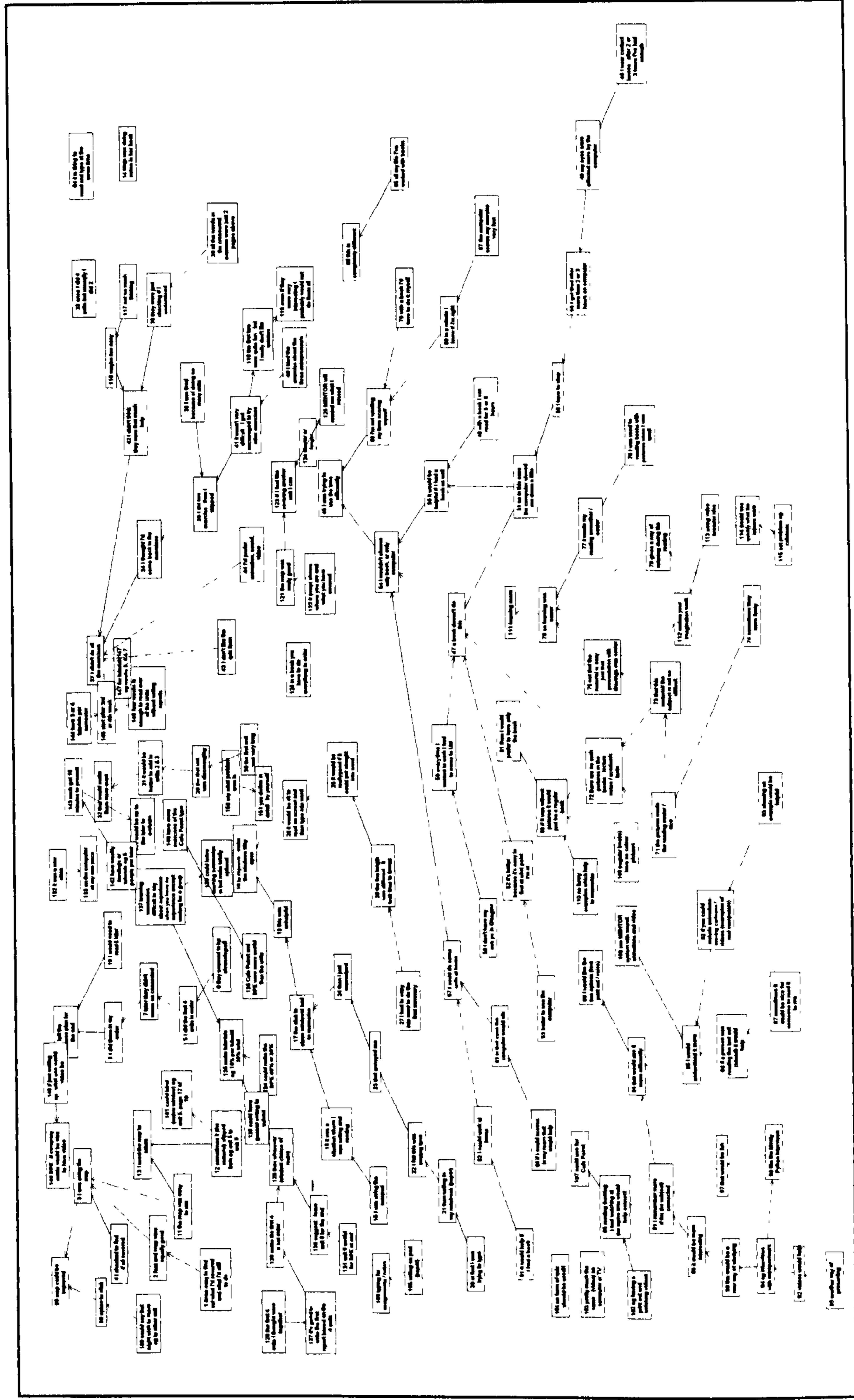
# A 3.35 Interview Map SEI 37

Semester 2 1998/9	Interview 1	Interview 2
A3.35 SEI 37	Y	Y



# A 3.35 Interview Map SEI 38

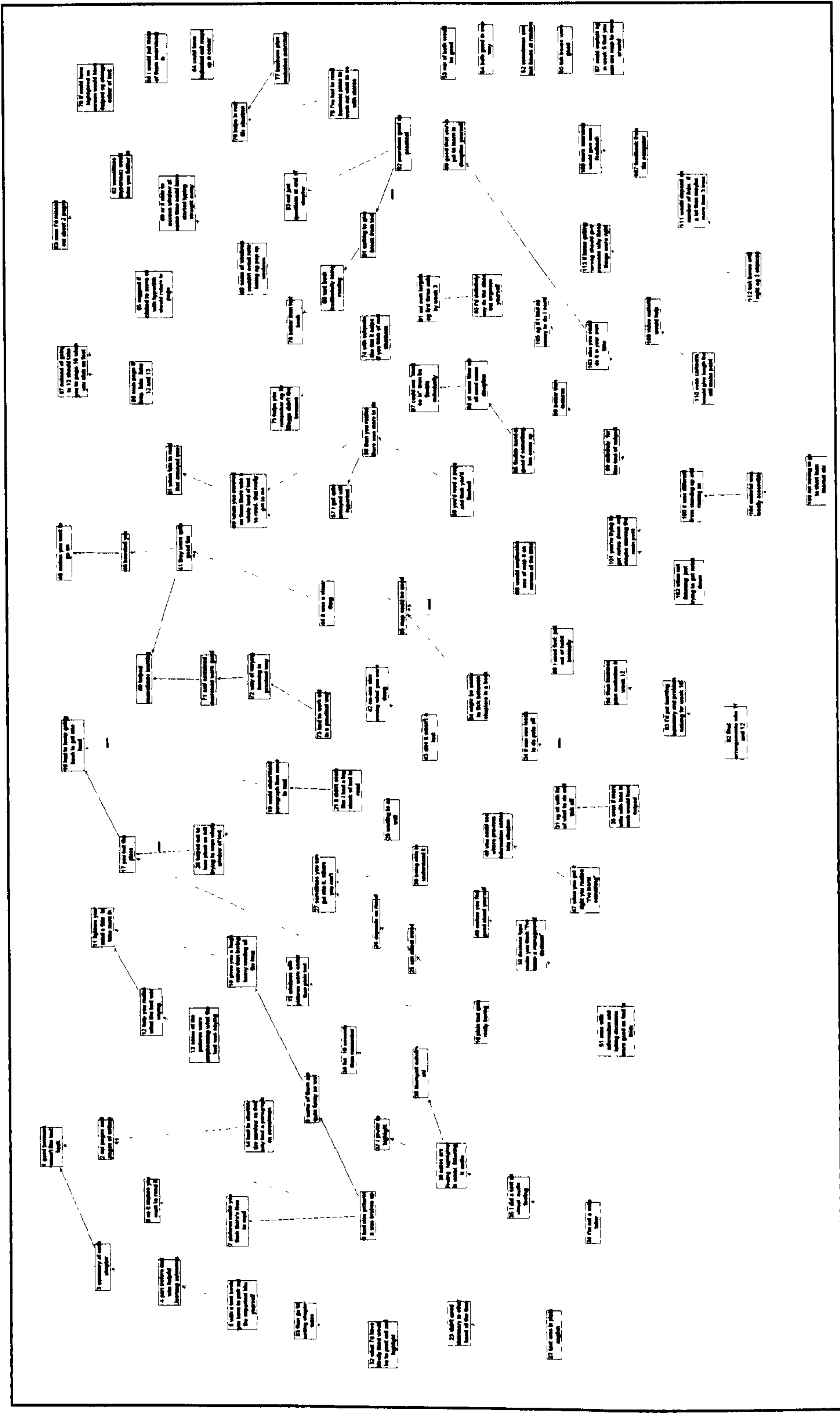
Semester 2 1998/9	Interview 1	Interview 2
A3.35 SEI 38	Y	Y





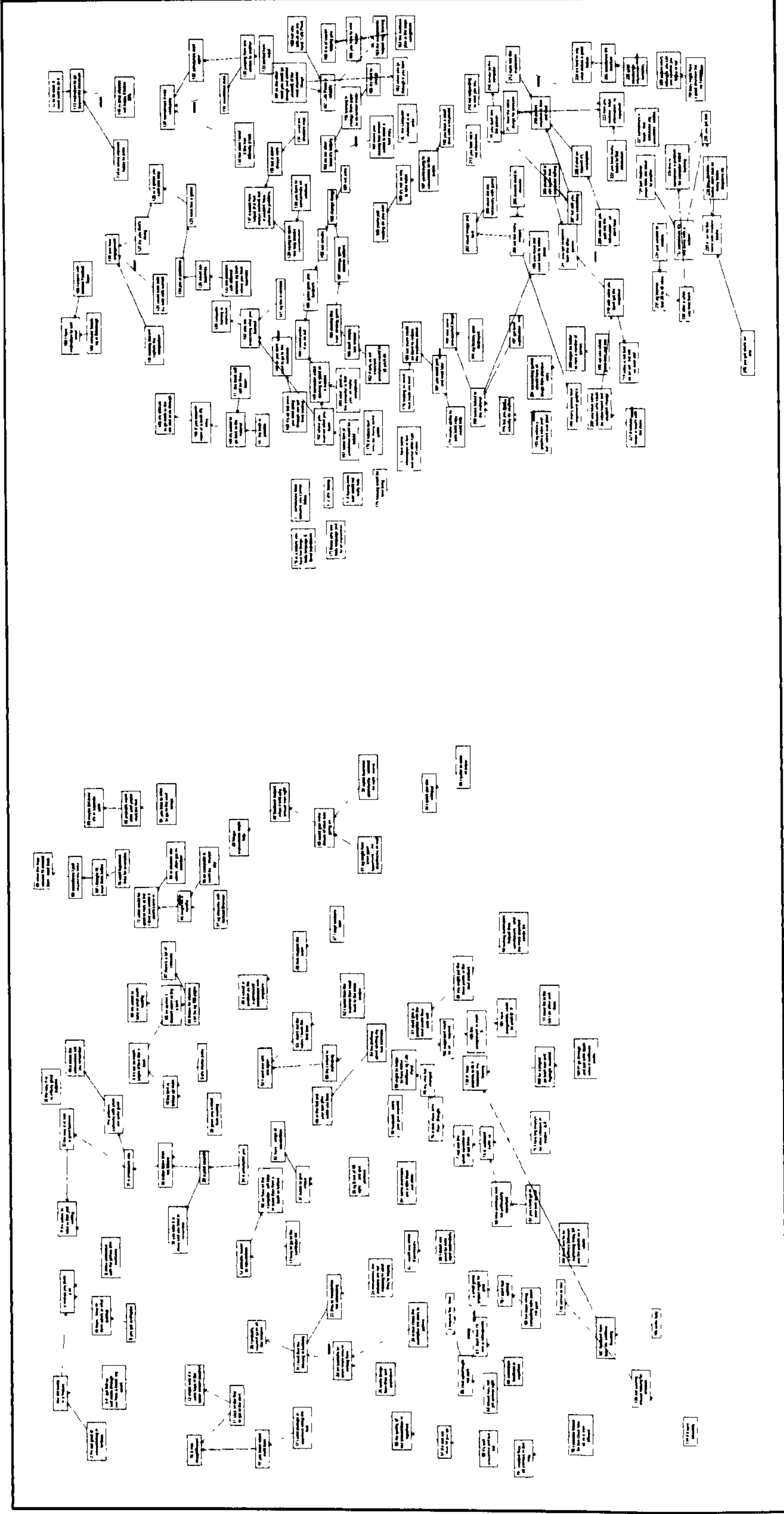
### A 3.35 Interview Map SEI 39

Semester 2 1998/9	Interview 1	Interview 2
A3.35 SEI 39	y	N



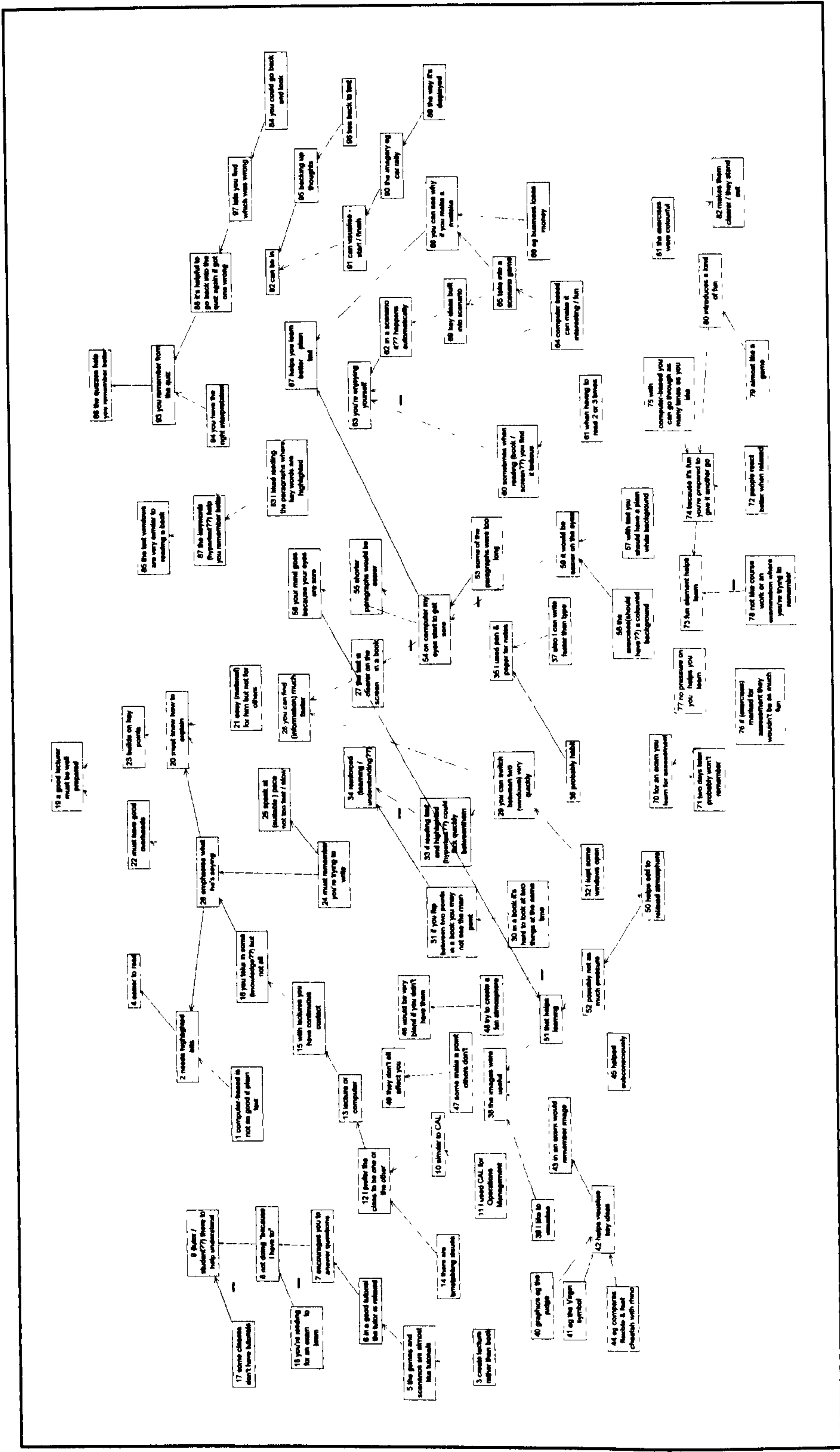
### A 3.35 Interview Map SEI 40

Semester 2 1998/9	Interview 1	Interview 2
A3.35 SEI 40	y	Y



# A 3.35 Interview Map SEI 41

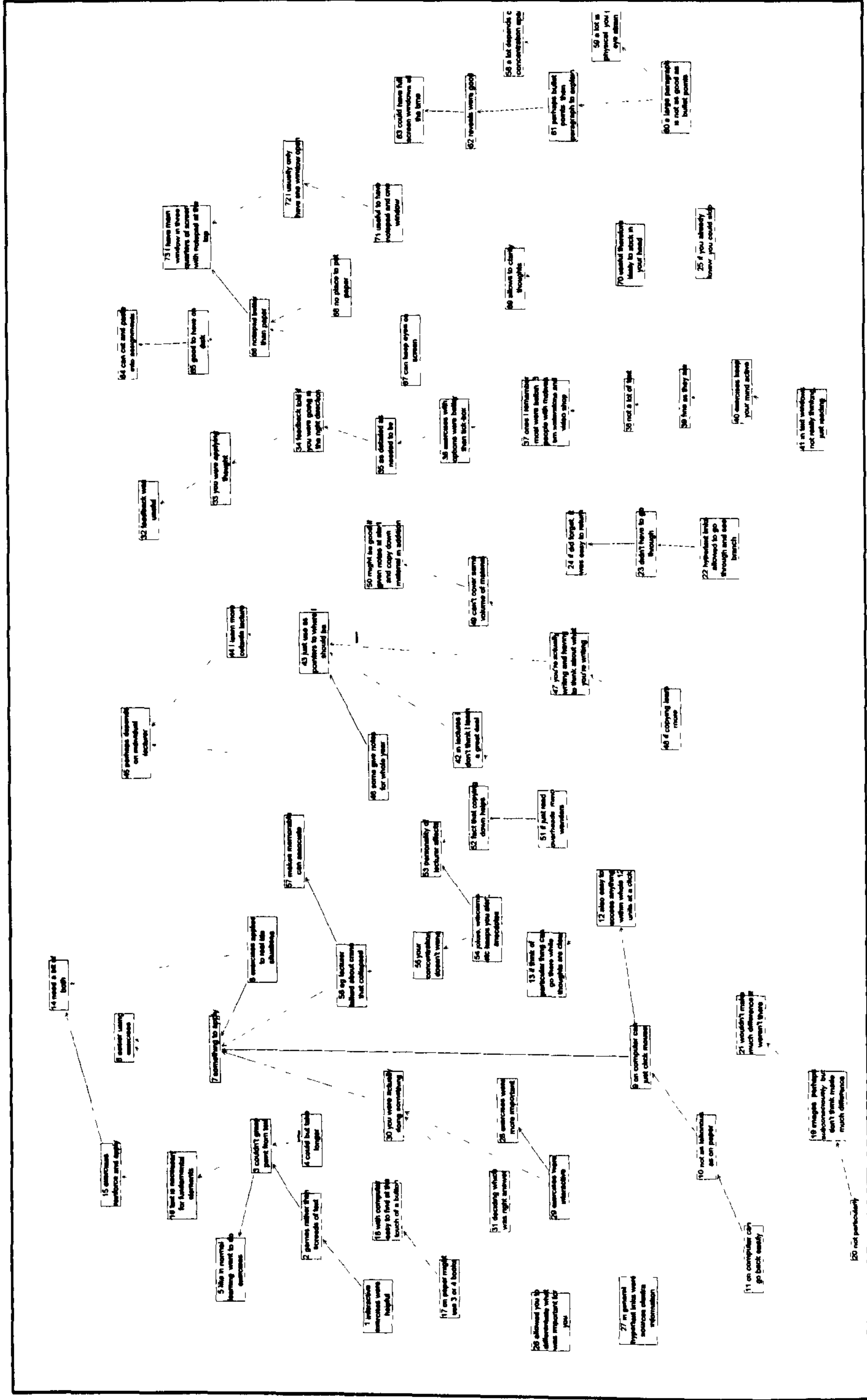
Semester 2 1998/9	Interview 1	Interview 2
A3.35 SEI 41	Y	Y





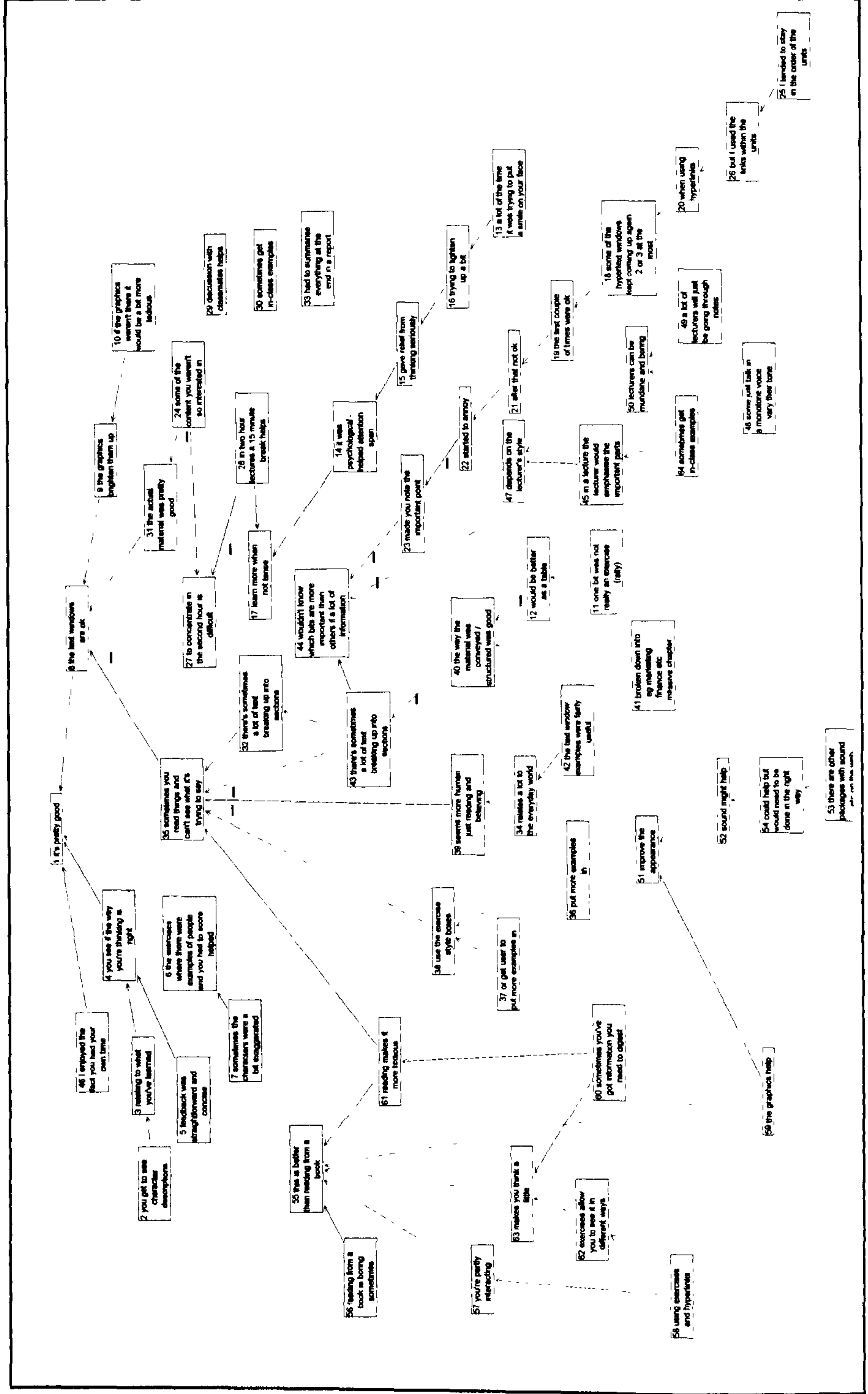
# A 3.35 Interview Map SEI 43

Semester 2 1998/9	Interview 1	Interview 2
A3.35 SEI 43	Y	N



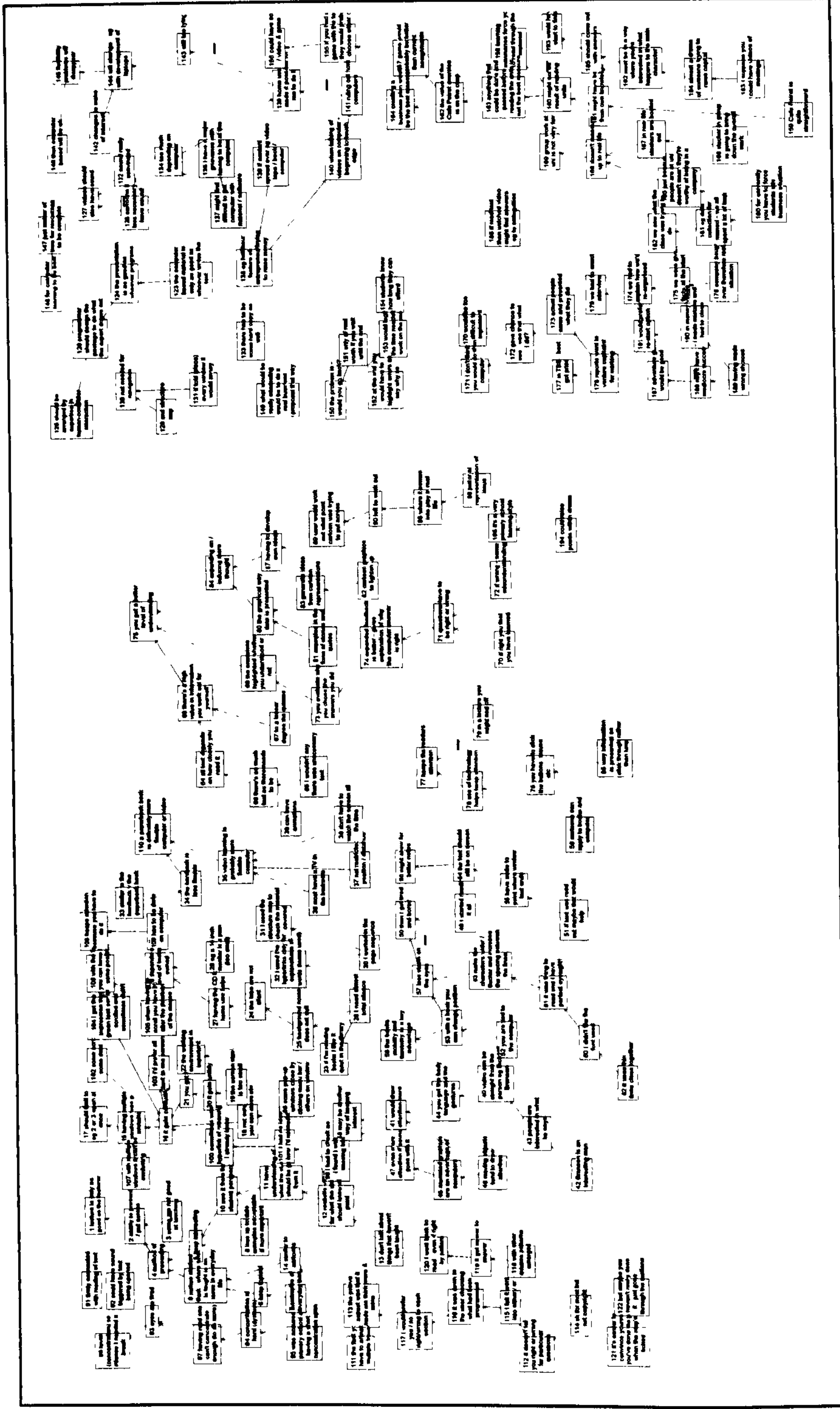
# A 3.35 Interview Map SEI 44

Semester 2 1998/9	Interview 1	Interview 2
A3.35 SEI 44	y	N



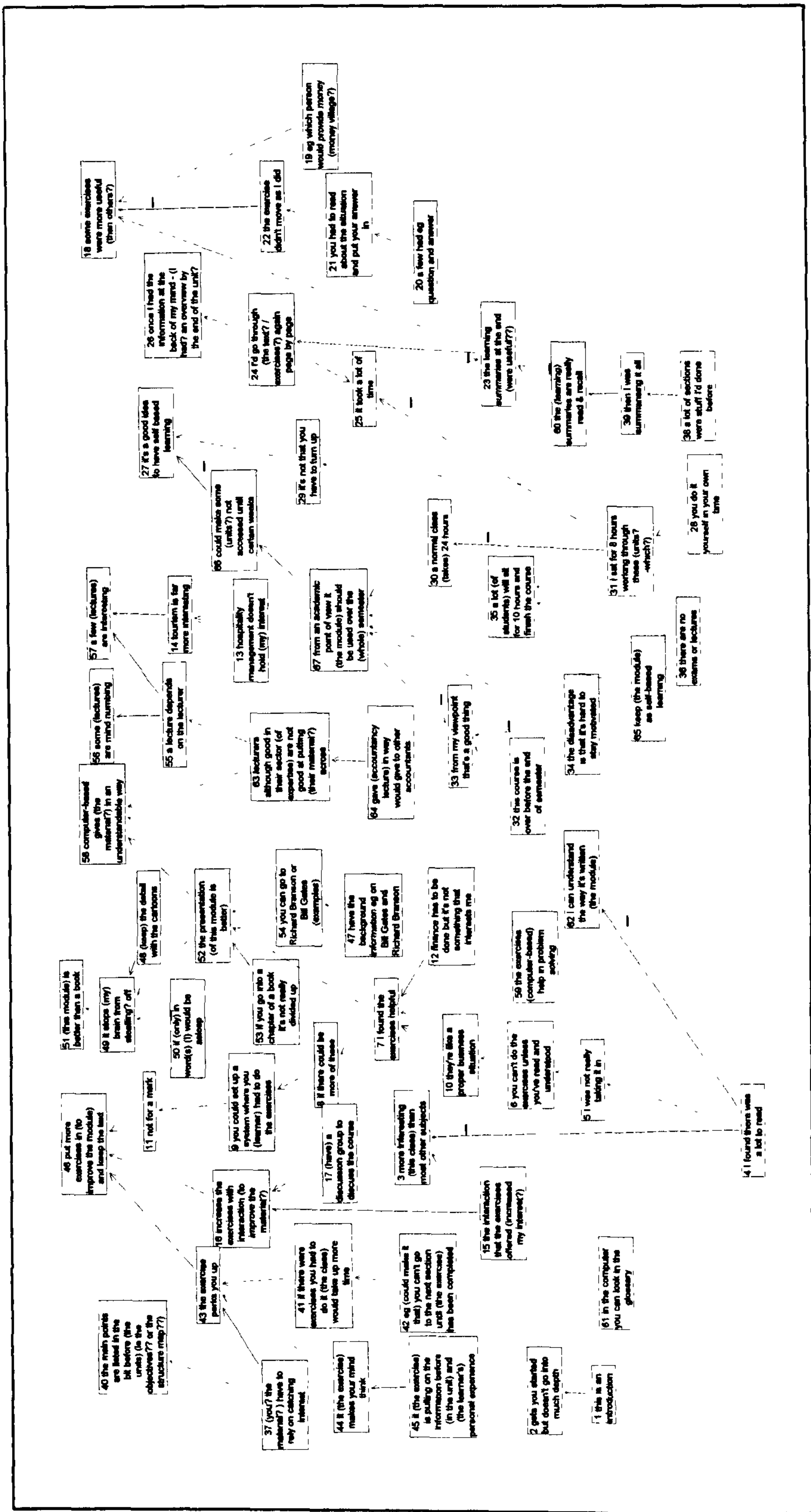
# A 3.35 Interview Map SEI 45

Semester 2 1998/9	Interview 1	Interview 2
A3.35 SEI 45	Y	Y



# A 3.35 Interview Map SEI 46

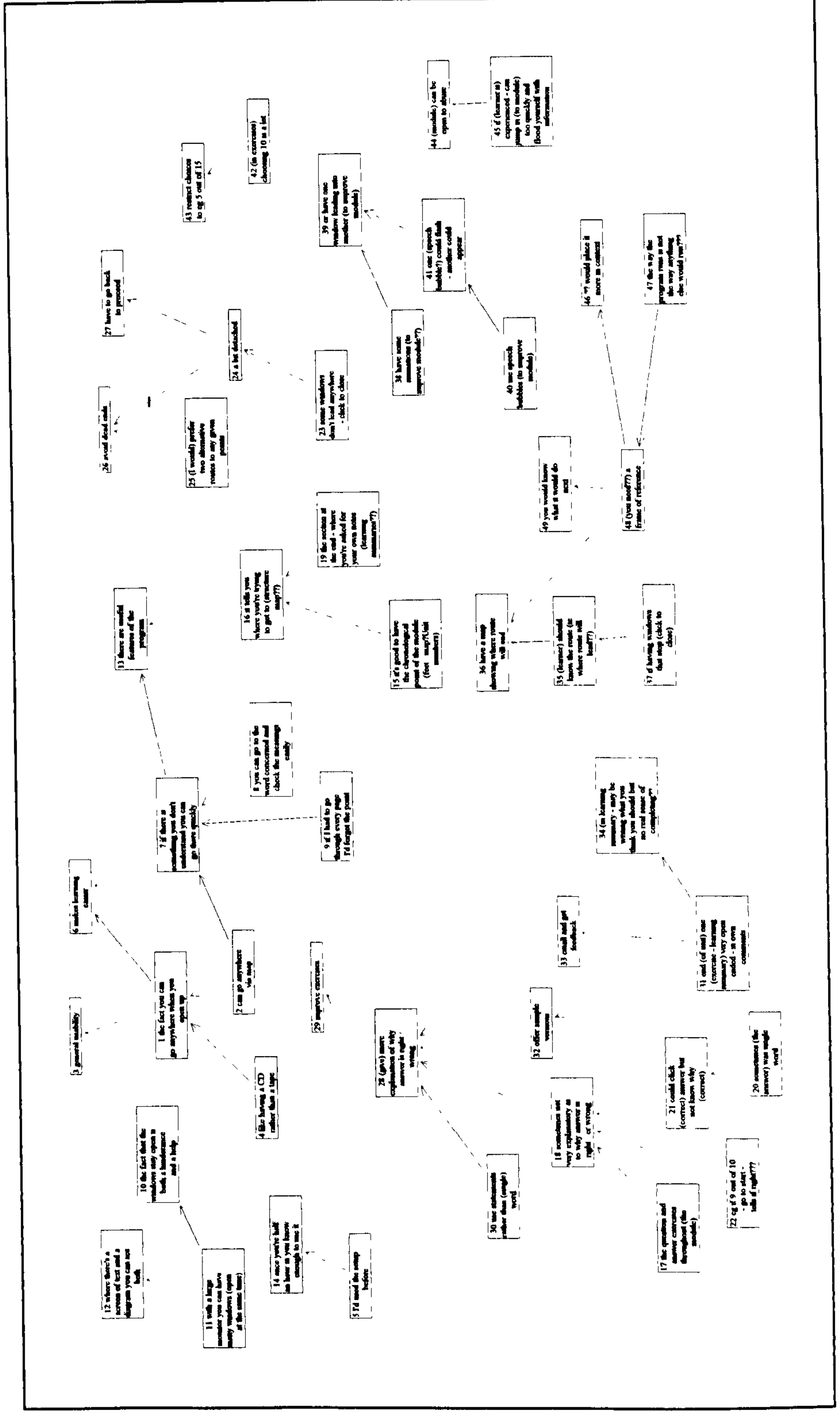
Semester 1 1999/00	Interview 1	Interview 2
A3.35 SEI 46	y	Y





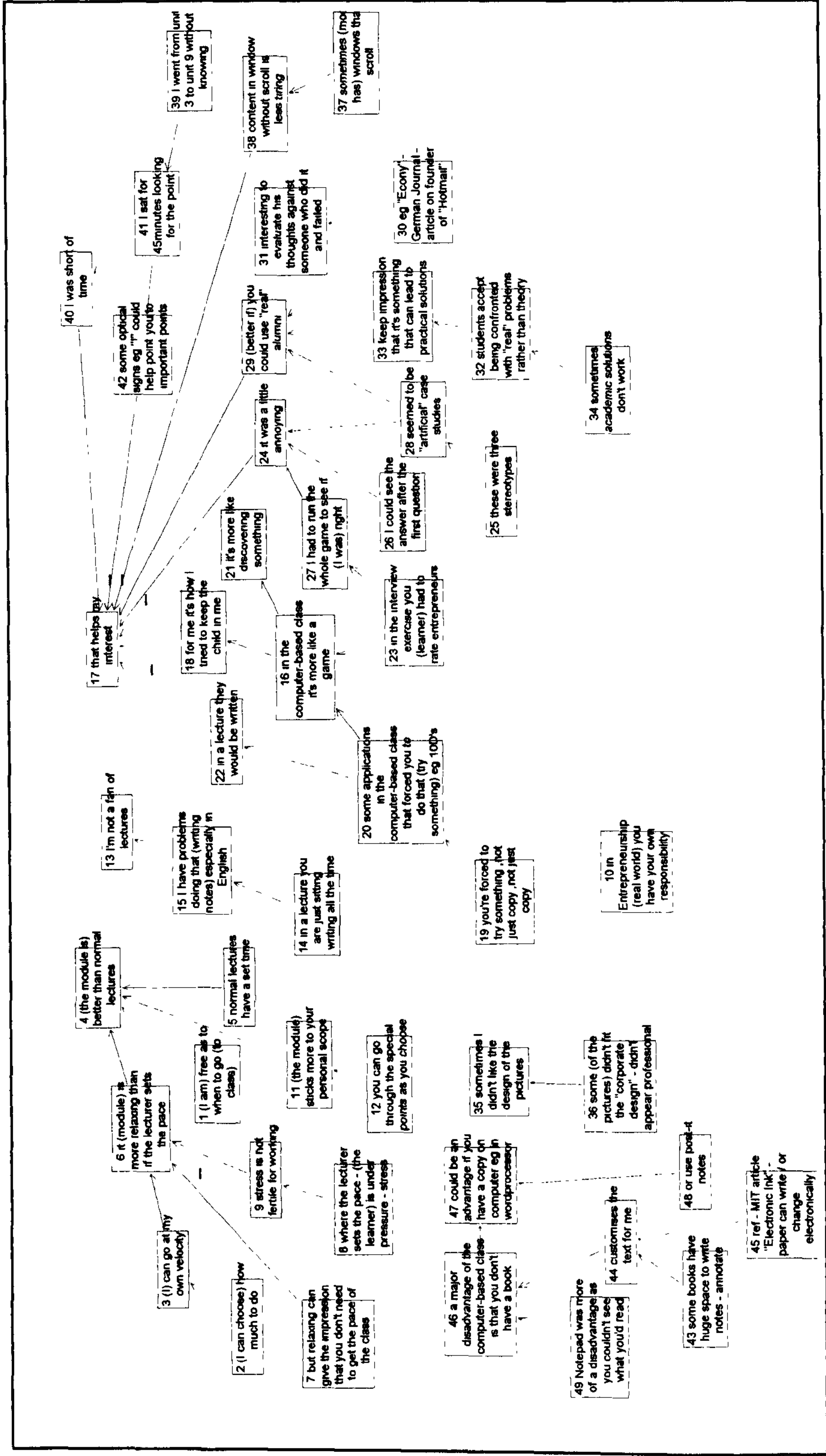
# A 3.35 Interview Map SEI 47

Semester 1 1999/00	Interview 1	Interview 2
A3.35 SEI 47	y	N



# A 3.35 Interview Map SEI 48

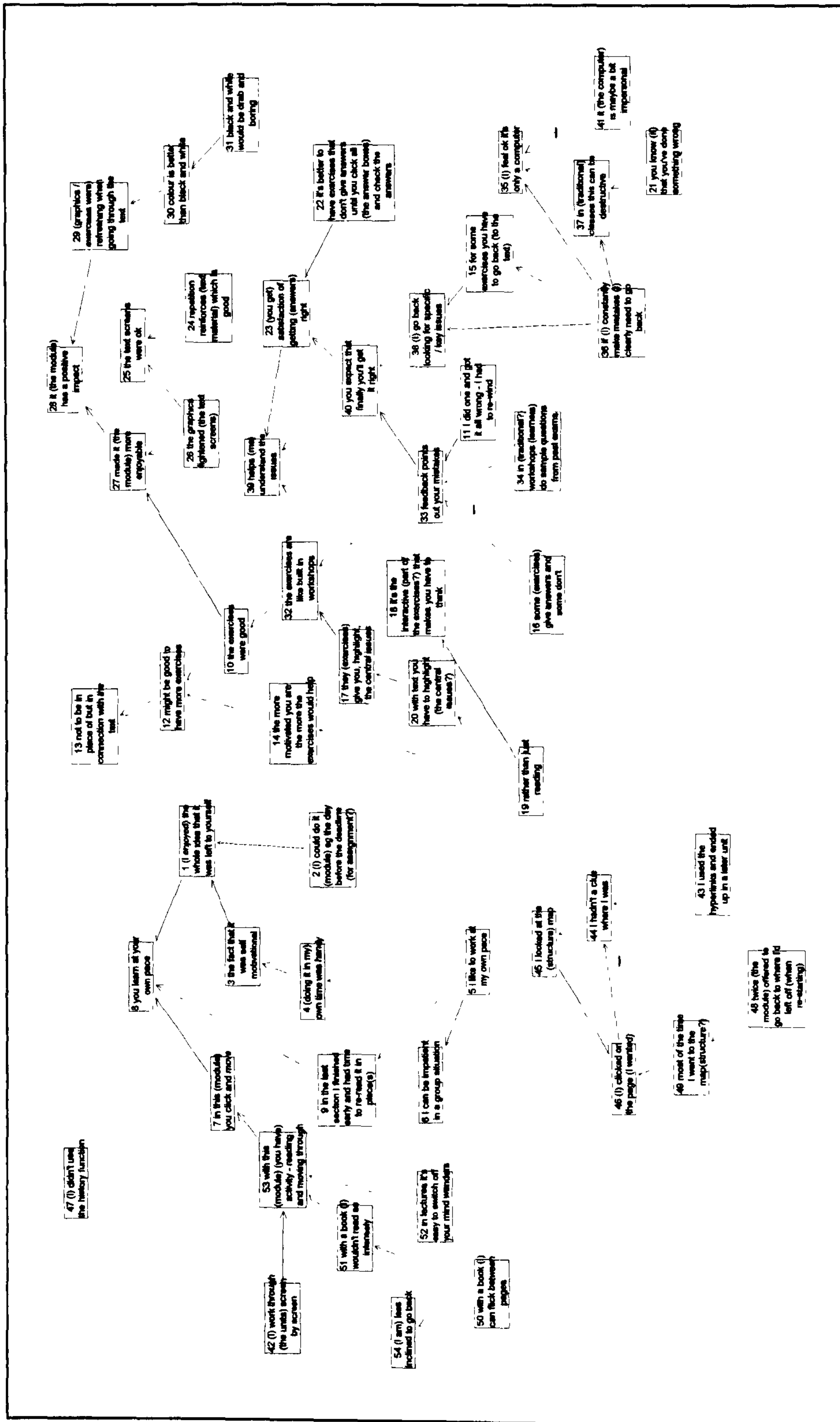
Semester 1 1999/00	Interview 1	Interview 2
A3.35 SEI 48	y	N





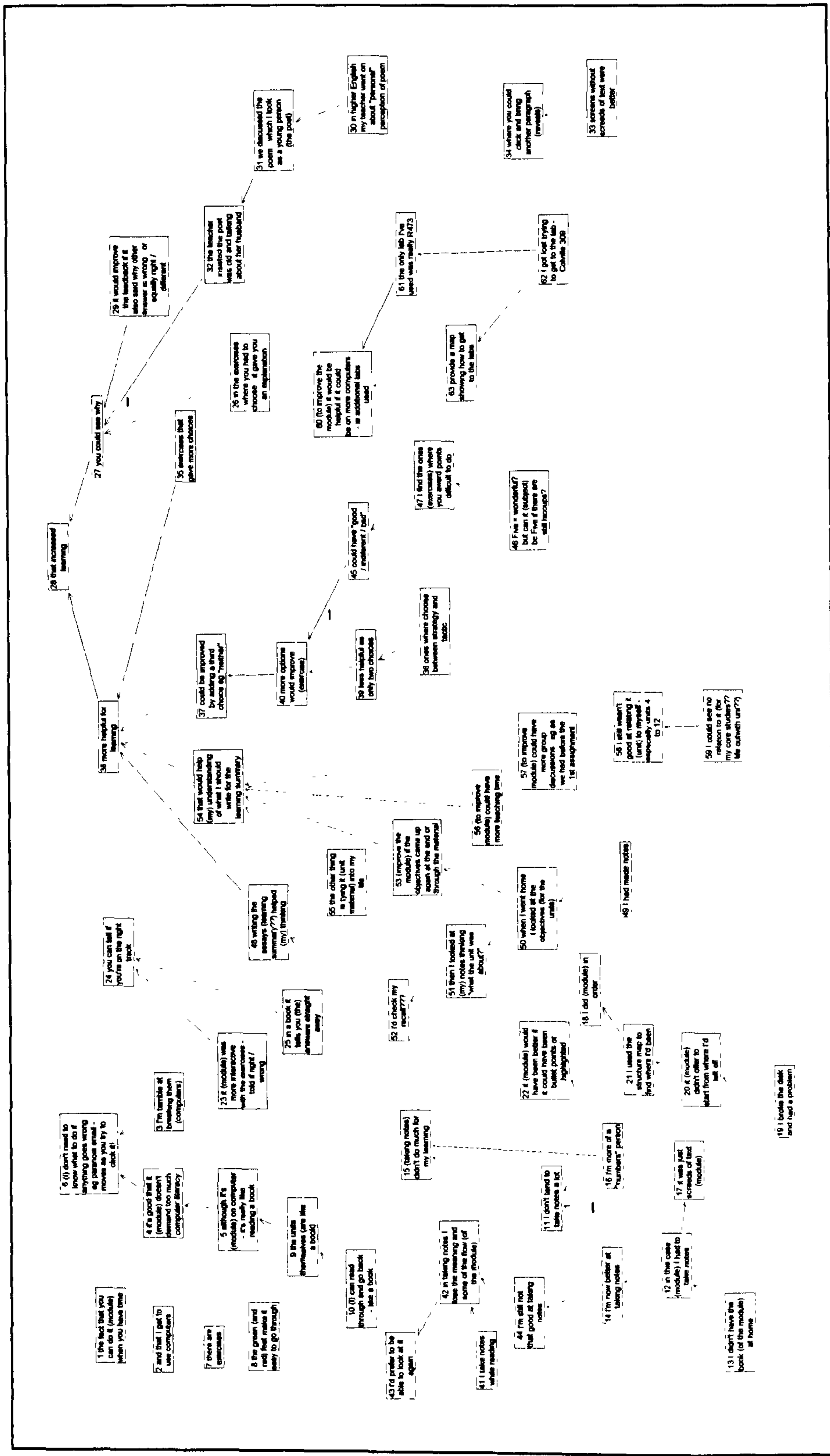
# A 3.35 Interview Map SEI 50

Semester 1 1999/00	Interview 1	Interview 2
A3.35 SEI 50	Y	Y



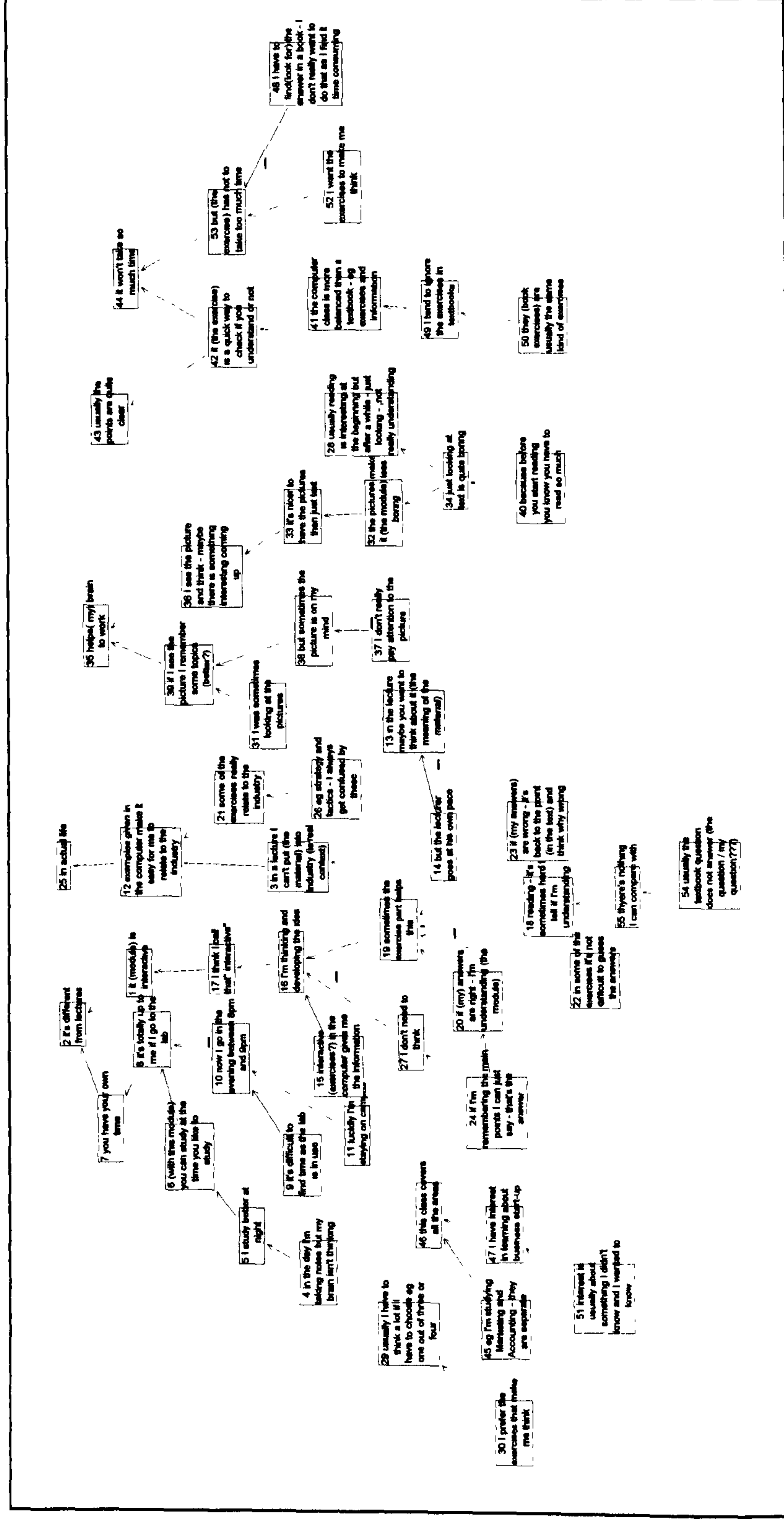
# A 3.35 Interview Map SEI 51

Semester 1 1999/00	Interview 1	Interview 2
A3.35 SEI 51	y	N



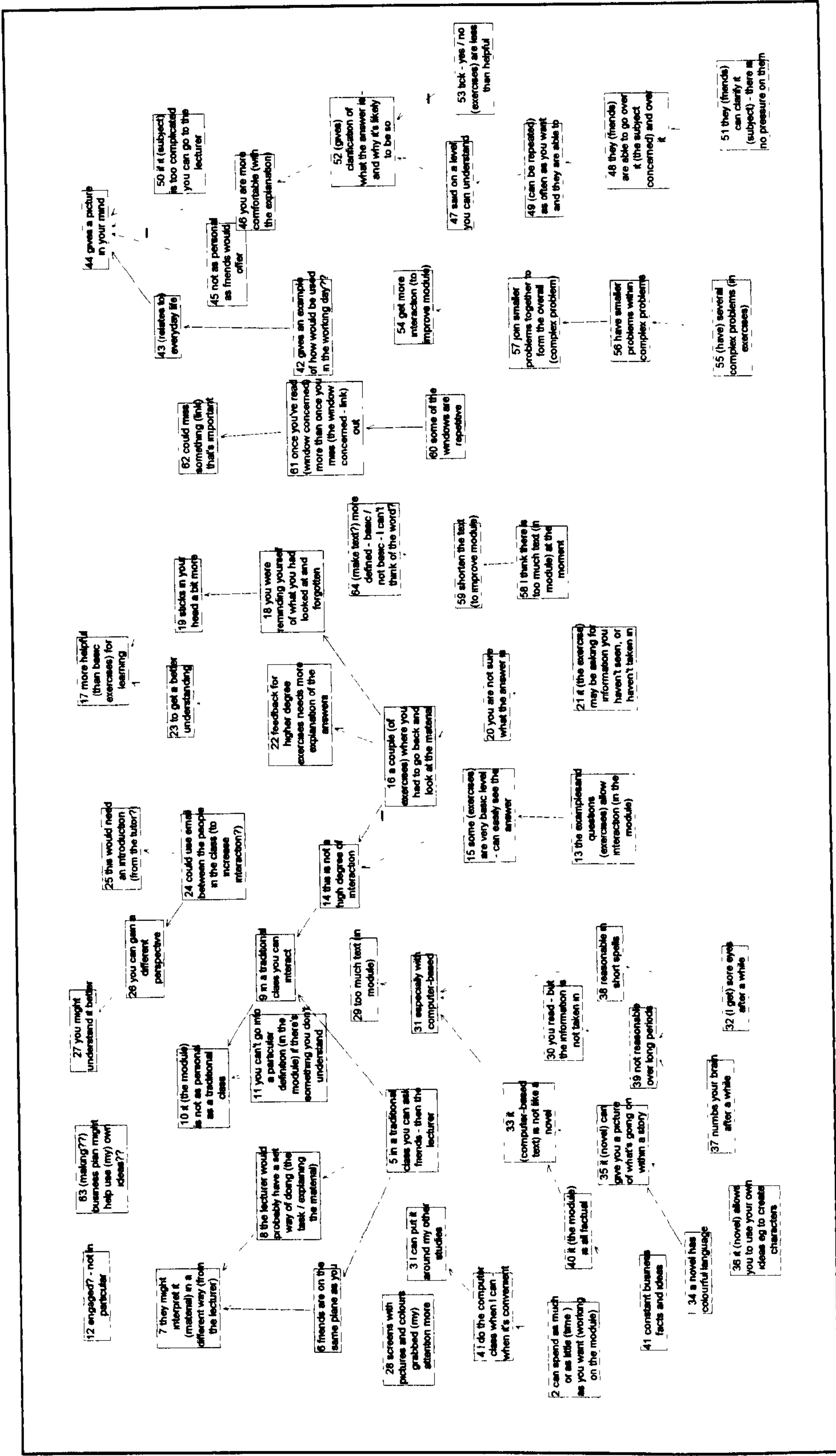
# A 3.35 Interview Map SEI 52

Semester 1 1999/00	Interview 1	Interview 2
A3.35 SEI 52	Y	N



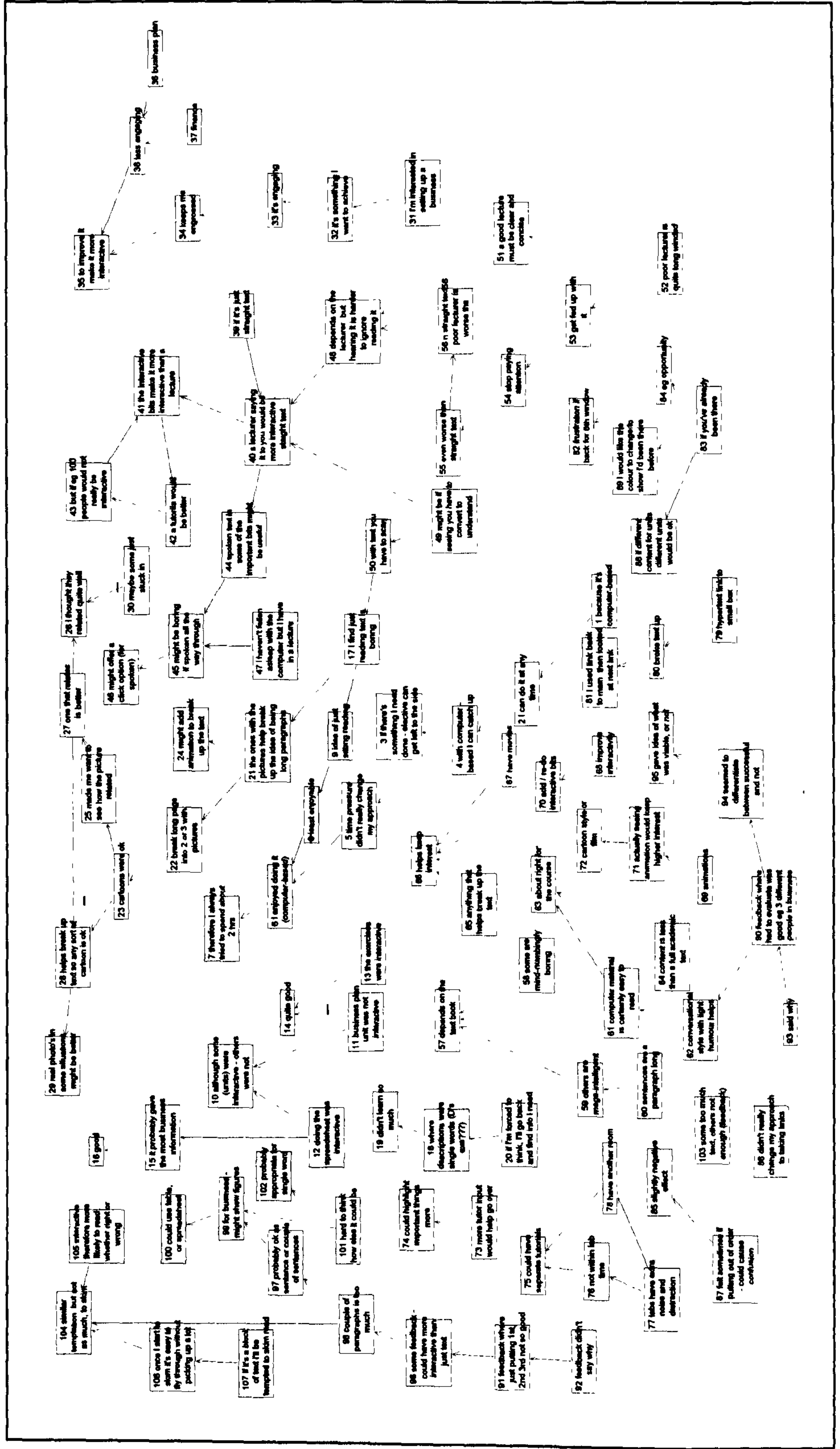
# A 3.35 Interview Map SEI 53

Semester 1 1999/00	Interview 1	Interview 2
A3.35 SEI 53	Y	N



# A 3.35 Interview Map SEI 54

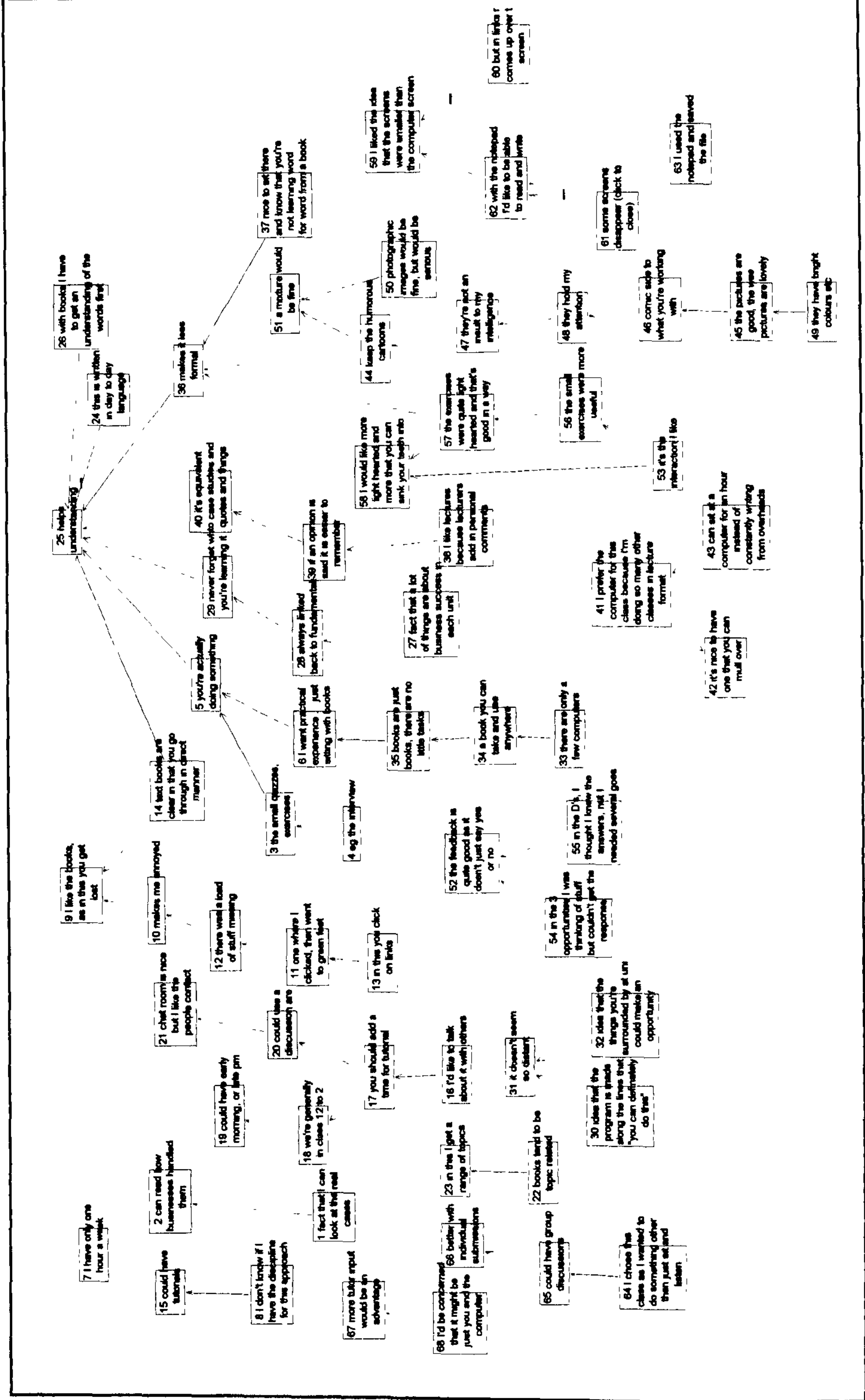
Semester 2 1999/00	Interview 1	Interview 2
A3.35 SEI 54	y	Y





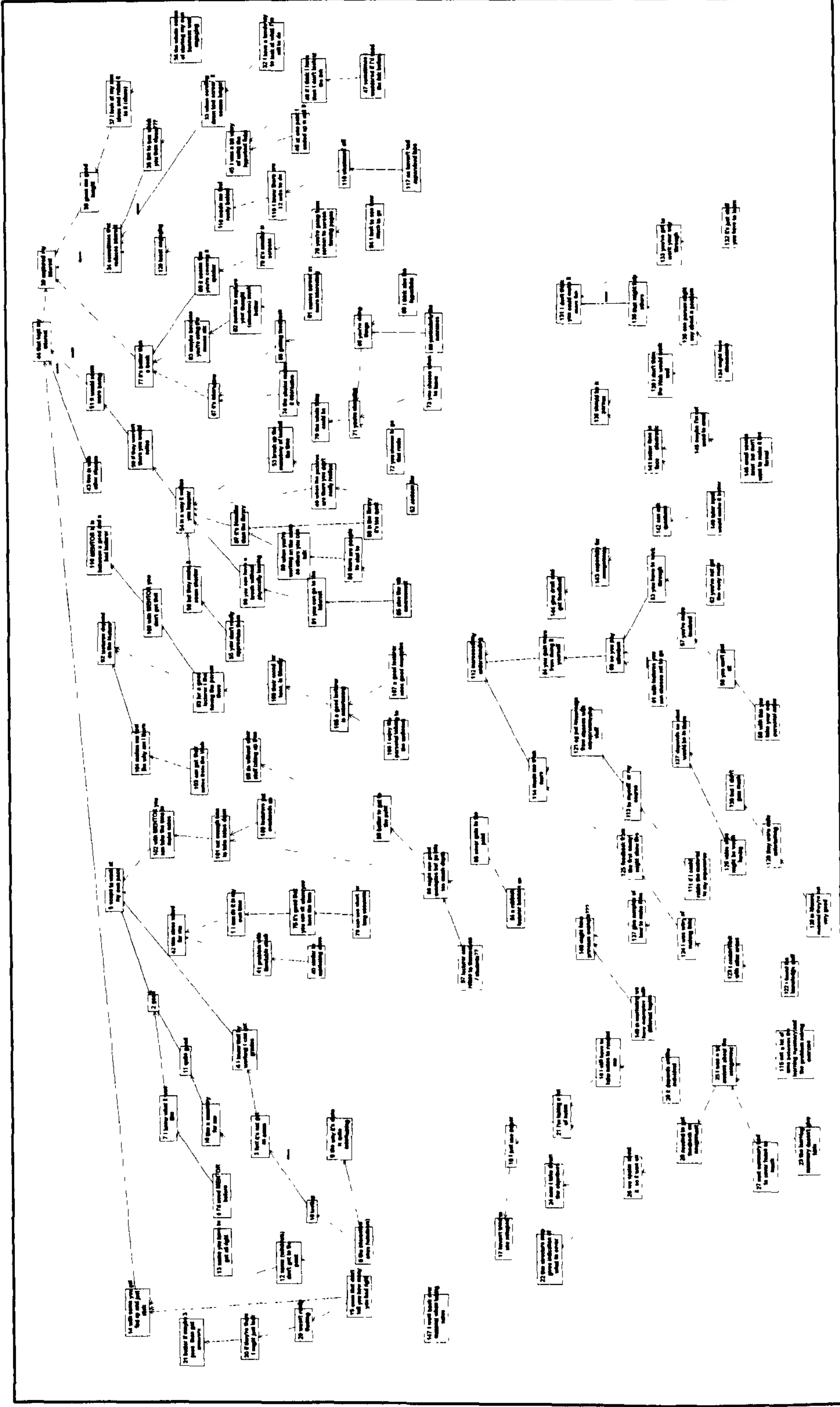
# A 3.35 Interview Map SEI 55

Semester 2 1999/00	Interview 1	Interview 2
A3.35 SEI 55	Y	N



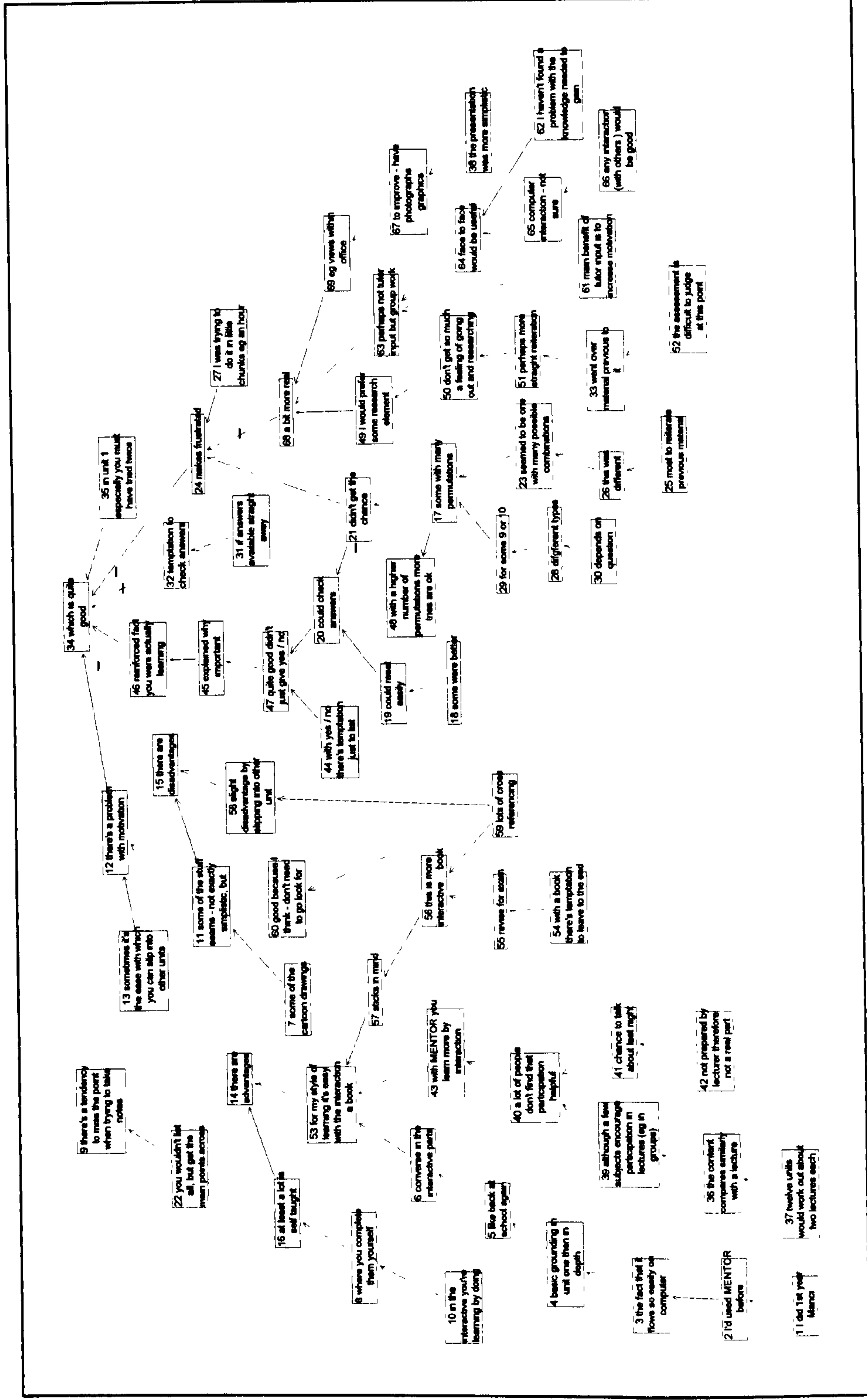
# A 3.35 Interview Map SEI 56

Semester 2 1999/00	Interview 1	Interview 2
A3.35 SEI 56	y	Y



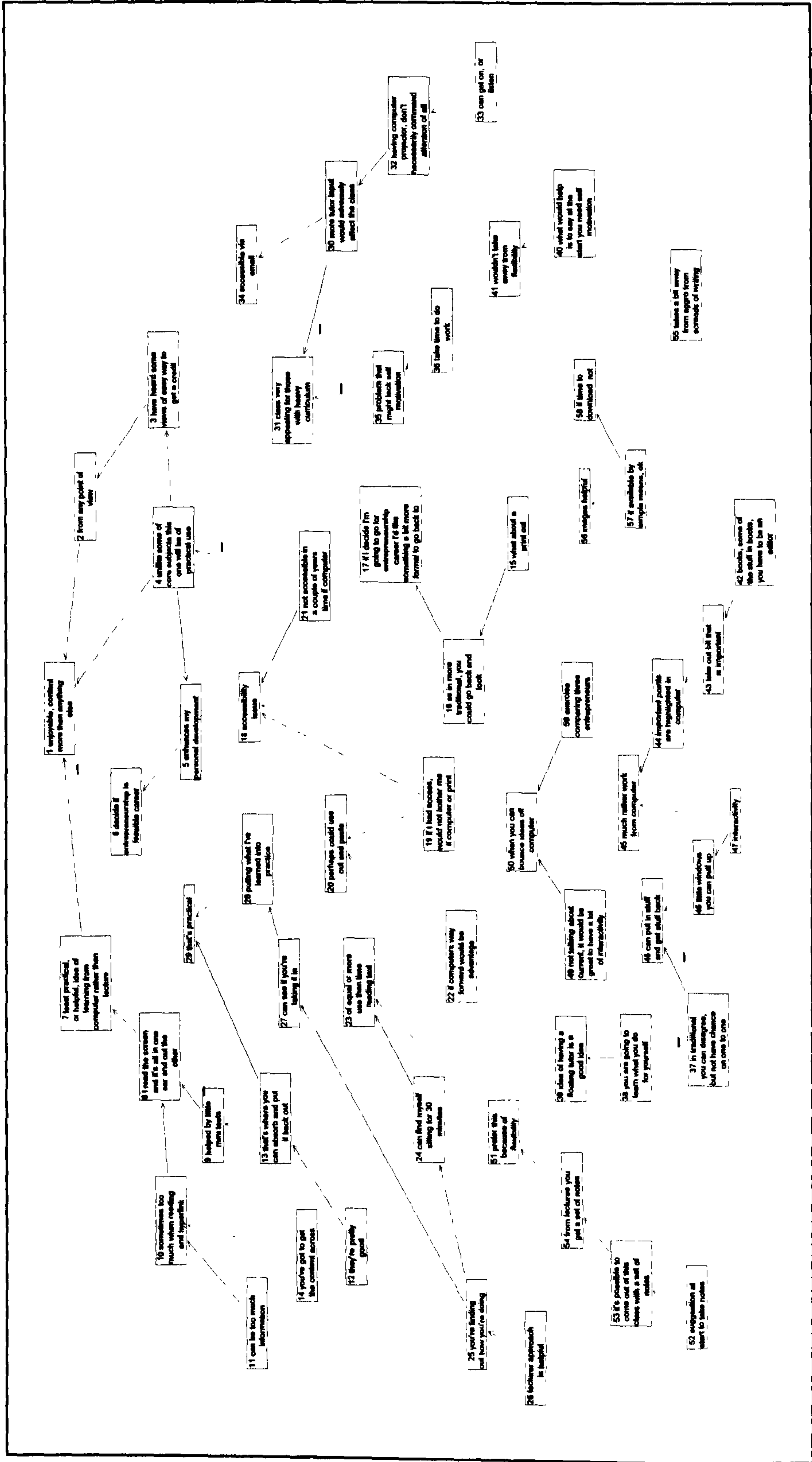
# A 3.35 Interview Map SEI 57

Semester 2 1999/00	Interview 1	Interview 2
A3.35 SEI 57	Y	N



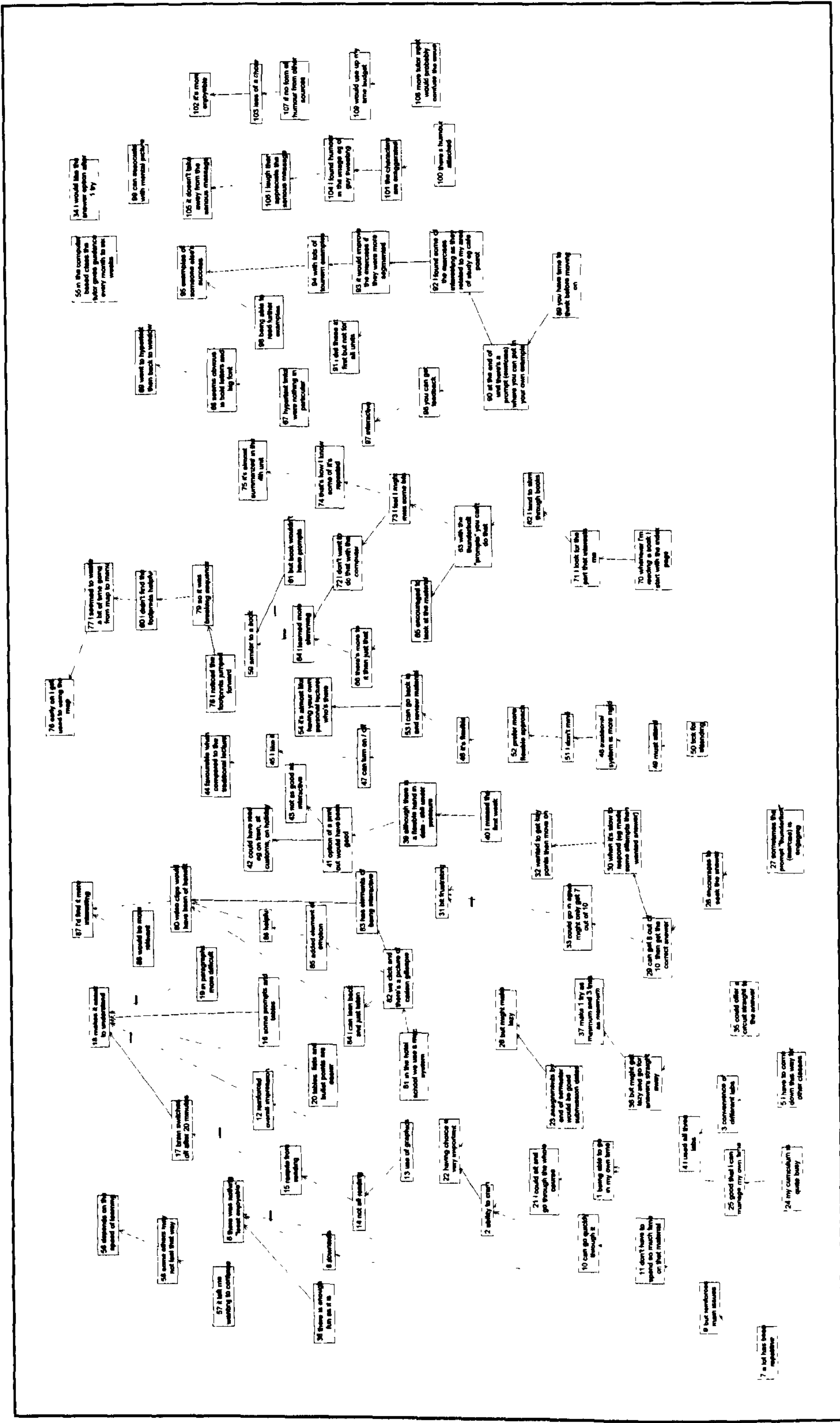
# A 3.35 Interview Map SEI 58

Semester 2 1999/00	Interview 1	Interview 2
A3.35 SEI 58	y	N



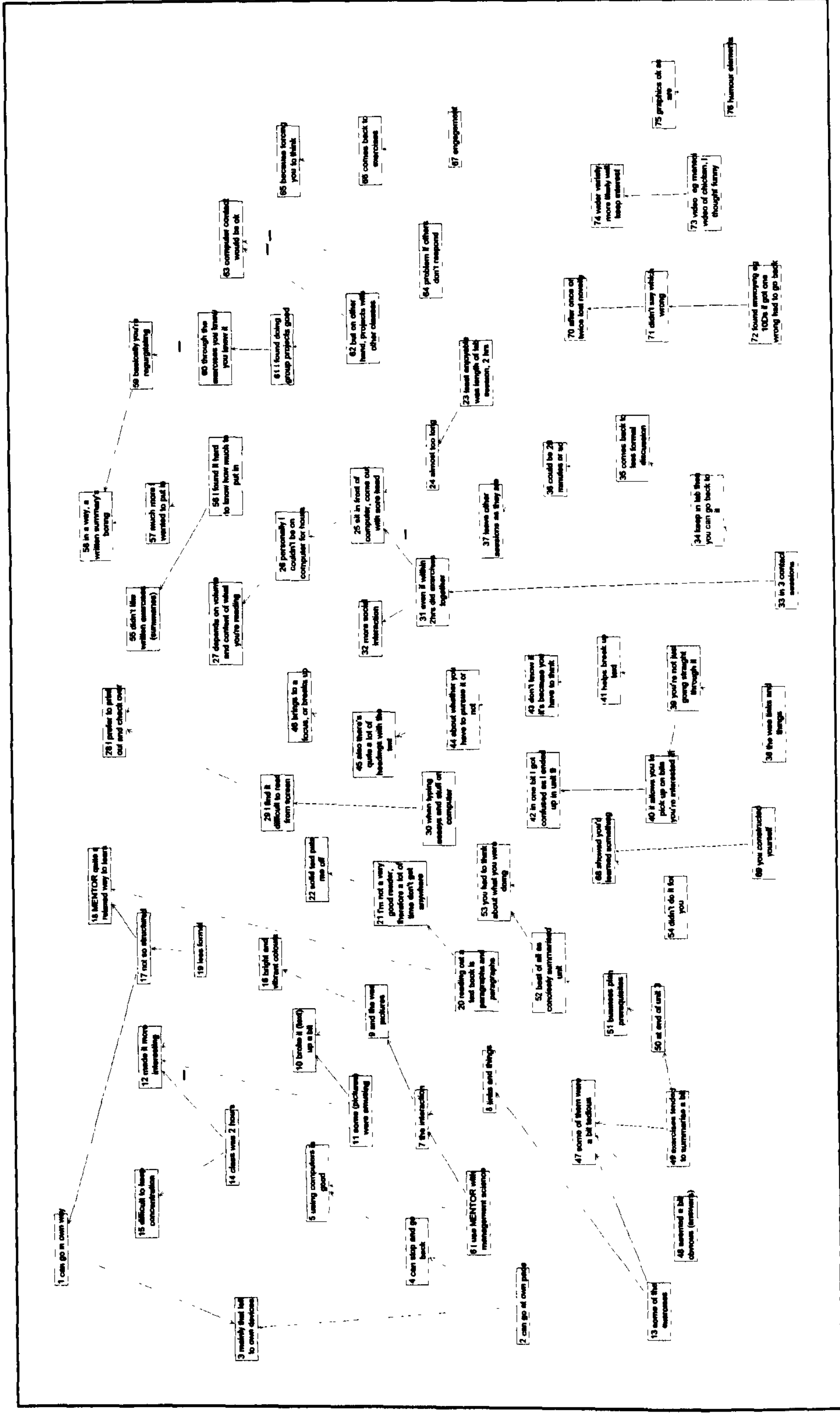
# A 3.35 Interview Map SEI 59

Semester 2 1999/00	Interview 1	Interview 2
A3.35 SEI 59	y	N



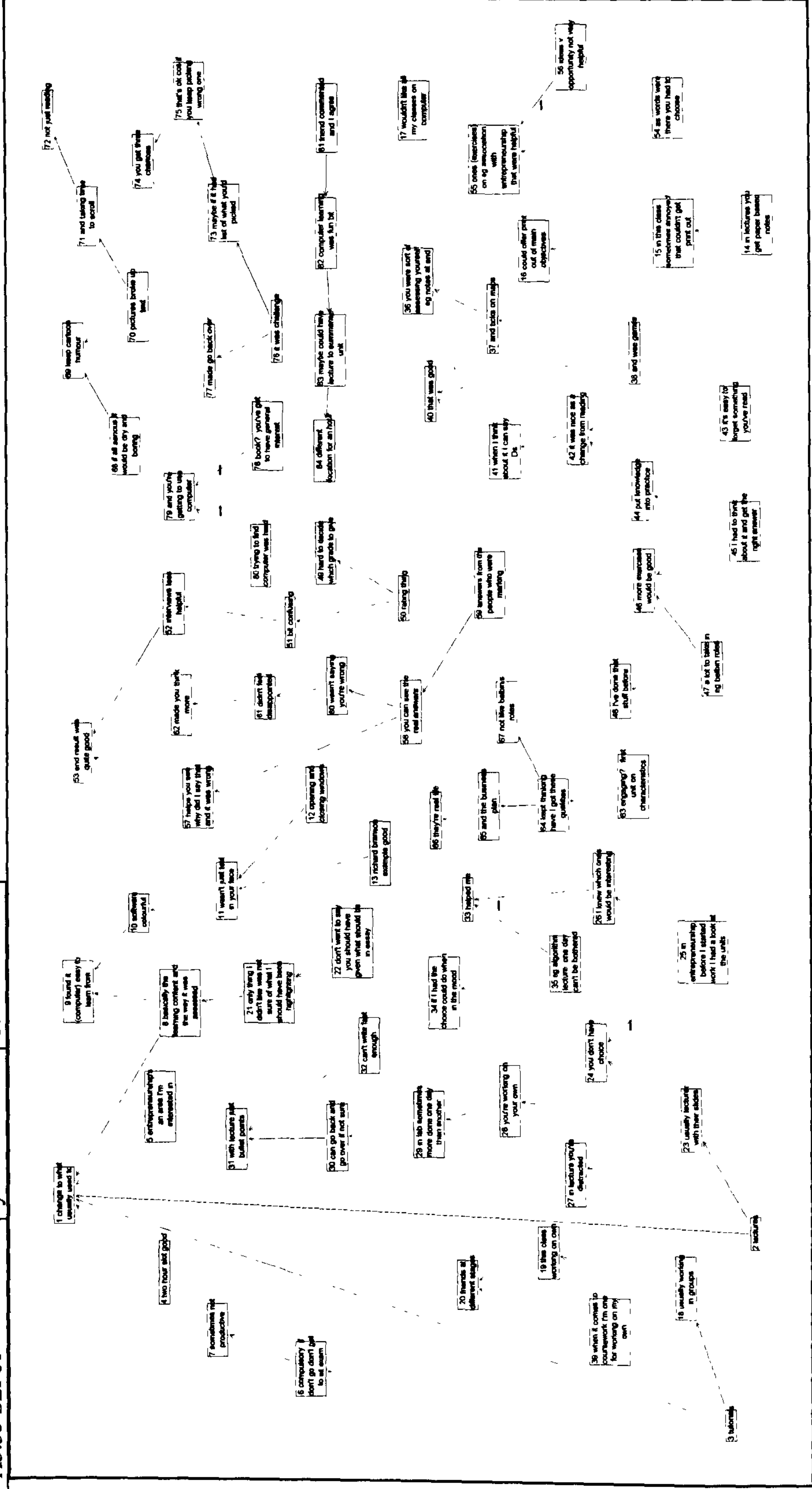
# A 3.35 Interview Map SEI 60

Semester 2 1999/00	Interview 1	Interview 2
A3.35 SEI 60	Y	N



# A 3.35 Interview Map SEI 61

Semester 2 1999/00	Interview 1	Interview 2
A3.35 SEI 61	Y	N



## Appendix 4: Results by Batch Scottish Hotel School

### A4.1: SHS Q2 Entrance Open Responses Semester 1 1999 to 2000

A4.1 SHS Entrance Results Semester 1 1999 / 2000 (N=81)	Overall Total by Item	Total % by Item
relevance	47	58%
computer aids info retrieval	71	88%
computer aids learning	62	77%
confidence level increased	59	73%
could revisit info easily	16	20%
feedback explanation important	6	7%
multimedia important	28	35%
graphics valuable	17	21%
graphics aid learning	14	17%
give exemplars	2	2%
(exe) offers practice	5	6%
personal control important	4	5%
self management important	4	5%
novelty value adds interest	7	9%
interactivity important	20	25%
feedback on demand important	6	7%
text valuable	8	10%
exercises aided learning	4	5%
exercises add interest	2	2%
time flexibility	13	16%
pace flexibility	14	17%
(exe / sim...) helps check learning	20	25%
graphics add interest	25	31%
lack of location flexibility	20	25%
hard copy wanted	3	4%
comfortable with computers	54	67%
human contact important	11	14%
assessment motivates	14	17%
route flexibility important	2	2%
(Experienced with) Internet	1	1%
virtual reality desired	4	5%
ease of use important	53	65%
colour important	6	7%
access to home computer	1	1%
not better than book	7	9%
better than book	11	14%
computer adds interest	6	7%
computer adds enjoyment	2	2%
experienced using computers	14	17%
would not want all learning / material on computer	8	10%
not better than practical labs	5	6%
text alone is boring	34	42%
games	8	10%
variety in style of presentation	7	9%
variety important	2	2%
note-taking better on computer	1	1%
note-taking not better on computer	3	4%
fun / humour positive	5	6%
challenge	4	5%
practical focus motivates	5	6%
examples important - real life	1	1%



<b>A4.1 SHS Entrance Results Semester 1 1999 / 2000 (N=81) (continued)</b>	<b>Overall Total by Item</b>	<b>Total % by Item</b>
simple language helps	6	7%
eye strain / fatigue	12	15%
malfunctions have negative effect	8	10%
too much text has negative effect	20	25%
breaks in text important	2	2%
interest engaged	1	1%
being entertained important	1	1%
experienced with email	54	67%
social communication via email	42	52%
electronic commerce - purchasing / business	3	4%
experienced with net	56	69%
simulated environment motivates	3	4%

#### **A4.2: Statistically Significant Results by Questionnaire Item for SHS Case Study 2 Controlled Investigation**

<b>A4.2 SHS Wilcoxon Signed Ranks Test Results Summary By Questionnaire Item Questions Relating to Computer-Based Exercise / Scenario Material (N of Items = 64)</b>	<b>Z Score</b>	<b>Sig Level (2 tailed)</b>
The computer-based "on-screen text" / "on-screen exercise" version of this material offered me a challenge	-2.622	.009
I got the chance, within the computer-based "on-screen text" / "on-screen exercise" version of this material, to apply my learning to solving problems or taking decisions	-3.695	.000
I found the tasks set in the computer-based "on-screen text" / "on-screen exercise" version of this material interesting	-5.905	.000
The computer-based "on-screen text" / "on-screen exercise" version of this material inspired me to think about the material I had previously covered	-5.101	.000
The computer-based feedback from the "on-screen text" / "on-screen exercise" version of this material helped me check that I was really learning	-5.007	.000
The computer-based "on-screen text" / "on-screen exercise" version of this material allowed me to demonstrate my competency at the activity concerned	-4.479	.000
The computer-based "on-screen text" / "on-screen exercise" version of this material made me curious to see the outcomes from my decisions	-4.954	.000
The computer-based "on-screen text" / "on-screen exercise" version of this material, which allowed me to feel as though I was really there in the scenario	-6.037	.000
The computer-based "on-screen text" / "on-screen exercise" version of this material allowed me to choose which element of this computer-based material I looked at next	-5.880	.000
I could use this computer-based "on-screen text" / "on-screen exercise" version of this material to check how the experts would do things	-6.076	.000
I could choose my own pathway through this computer-based "on-screen text" / "on-screen exercise" version of this material	-4.153	.000
There was an element of humour in this computer-based "on-screen text" / "on-screen exercise" version of this material	-6.071	.000
The humour element in this computer-based "on-screen text" / "on-screen exercise" version of this material increased my sense of engagement	-5.157	.000
The game element in this computer-based "on-screen text" / "on-screen exercise" version of this material increased my level of engagement	-5.470	.000
The context of this computer-based "on-screen text" / "on-screen exercise" version of this material was realistic in that it reflected real life situations	-5.294	.000
The context of this computer-based "on-screen text" / "on-screen exercise" version of this material was meaningful for me (I found I could relate to it)	-5.772	.000
I find this computer-based "on-screen text" / "on-screen exercise" version of this material makes the situations and examples used realistic	-5.960	.000

<b>A4.2 SHS Wilcoxon Signed Ranks Test Results Summary By Questionnaire Item Questions Relating to Computer-Based Exercise / Scenario Material (N of Items = 64) (continued)</b>	<b>Z Score</b>	<b>Sig Level (2 tailed)</b>
Text in this computer-based "on-screen text" / "on-screen exercise" version of this material was easy to read on screen	-3.130	.002
This computer-based "on-screen text" / "on-screen exercise" version of this material made me want to keep on working beyond the time I had intended	-5.348	.000
Information was easy to find throughout this computer-based "on-screen text" / "on-screen exercise" version of this material	-3.590	.000
The screen display for this computer-based "on-screen text" / "on-screen exercise" version of this material was not cluttered	-3.257	.001
I found the colours used in displaying this computer-based "on-screen text" / "on-screen exercise" version of this material were appropriate	-5.363	.000
The interface for this computer-based "on-screen text" / "on-screen exercise" version of this material was easy to use	-3.851	.000
I felt as though I was actively learning from this computer-based "on-screen text" / "on-screen exercise" version of this material	-6.007	.000
The interface helped me to spot my errors when using this computer-based "on-screen text" / "on-screen exercise" version of this material	-5.475	.000
The interface helped me to reason about what caused my errors when using this computer-based "on-screen text" / "on-screen exercise" version of this material	-5.279	.000
This computer-based "on-screen text" / "on-screen exercise" version of this material helped me to correct any errors I made	-5.576	.000
This computer-based "on-screen text" / "on-screen exercise" version of this material allowed me to make use of what I already knew	-5.397	.000
This computer-based "on-screen text" / "on-screen exercise" version of this material allowed me to learn by thinking and reasoning	-5.474	.000
This computer-based "on-screen text" / "on-screen exercise" version of this material encouraged me to improvise when trying to solve problems or take decisions	-4.433	.000
When using this computer-based "on-screen text" / "on-screen exercise" version of this material I had to identify problems then solve them	-2.543	.011
I had to sort out relevant from irrelevant when trying to solve problems or take decisions using this computer-based "on-screen text" / "on-screen exercise" version of this material	-3.692	.000
This computer-based "on-screen text" / "on-screen exercise" version of this material allowed me to explore from a number of perspectives	-6.224	.000
This computer-based "on-screen text" / "on-screen exercise" version of this material maintained the complexity of the real world	-5.281	.000
This computer-based "on-screen text" / "on-screen exercise" version of this material encouraged me to reflect on a range of learning when attempting to solve problems	-5.716	.000
Assessment was integrated within this computer-based "on-screen text" / "on-screen exercise" version of this material	-3.885	.000
This computer-based "on-screen text" / "on-screen exercise" version of this material offered the opportunity for me to defend my views / opinions developed	-3.455	.001
My understanding of the issues has changed having worked through this computer-based "on-screen text" / "on-screen exercise" version of this material	-5.422	.000
This computer-based "on-screen text" / "on-screen exercise" version of this material contained too much on-screen text	-4.668	.000
I find myself wanting to read this computer-based "on-screen text" / "on-screen exercise" version of this material from a print out, rather than on-screen	-3.937	.000
I would have been better off reading a book than using this computer-based "on-screen text" / "on-screen exercise" version of this material	-5.333	.000
I worked through all the elements of this computer-based "on-screen text" / "on-screen exercise" version of this material	-2.453	.014
I was unsure what I should do when using the interactive elements of this computer-based "on-screen text" / "on-screen exercise" version of this material (ie the instructions were not clear)	-2.595	.009

<b>A4.2 SHS Wilcoxon Signed Ranks Test Results Summary By Questionnaire Item Questions Relating to Computer-Based Exercise / Scenario Material (N of Items = 64) (continued)</b>	<b>Z Score</b>	<b>Sig Level (2 tailed)</b>
The interactive elements in this computer-based "on-screen text" / "on-screen exercise" version of this material helped my understanding	-5.035	.000
The look of the screen displays in this computer-based "on-screen text" / "on-screen exercise" version of this material helped motivate me	-5.587	.000
The presentation of this computer-based "on-screen text" / "on-screen exercise" version of this material is better than other computer-based material I've used	-5.582	.000
The presentation of this computer-based "on-screen text" / "on-screen exercise" version of this material is as good as other computer-based material I've used	-4.209	.000
The presentation of this computer-based "on-screen text" / "on-screen exercise" version of this material is not as good as other computer-based material I've used	-4.837	.000
The on-screen feedback provided helps me check I'm learning from this computer-based "on-screen text" / "on-screen exercise" version of this material	-3.328	.001
I'm not sure whether I'm learning what I should from this computer-based "on-screen text" / "on-screen exercise" version of this material	-3.638	.000
I found this computer-based "on-screen text" / "on-screen exercise" version of this material allowed me to practice doing the things I needed to do	-6.011	.000
I found this computer-based "on-screen text" / "on-screen exercise" version of this material engaging to the point where I kept trying to solve the problems or make the decisions	-5.637	.000
I found the on-screen feedback in this computer-based "on-screen text" / "on-screen exercise" version of this material made me actively think about my decisions	-5.415	.000
Having video clips increased my engagement with this computer-based "on-screen text" / "on-screen exercise" version of this material	-2.177	.029
Having high quality images helped my understanding of this computer-based "on-screen text" / "on-screen exercise" version of this material	-3.404	.001
Having high quality images increased my engagement with this computer-based "on-screen text" / "on-screen exercise" version of this material	-2.469	.014

### **A4.3: No Significant Difference Results by Questionnaire Item for SHS Case Study 2 Controlled Investigation**

<b>A4.3: No Significant Difference Results by Questionnaire Item for SHS Case Study 2 Controlled Investigation</b>	<b>Z Score</b>	<b>Sig Level (2 tailed)</b>
I had to think carefully before deciding what to look at next in this computer-based "on-screen text" / "on-screen exercise" version of this material	-1.737	.082
I could control the pace at which I worked through this computer-based "on-screen text" / "on-screen exercise" version of this material	-.953	.340
I did not get lost when navigating through this computer-based "on-screen text" / "on-screen exercise" version of this material	-.887	.375
Whenever I got lost this computer-based "on-screen text" / "on-screen exercise" version of this material made it easy for me to find where I was	-1.771	.077
My view of this computer-based "on-screen text" / "on-screen exercise" version of this material has been influenced by other computer-based material I've used	-1.391	.164
Having voice over material helped my understanding of this computer-based "on-screen text" / "on-screen exercise" version of this material	-.595	.552
Having voice over material increased my engagement with this computer-based "on-screen text" / "on-screen exercise" version of this material	-1.094	.274
Hearing the voices of the characters in the scenario increased my engagement with this computer-based "on-screen text" / "on-screen exercise" version of this material	-.722	.470

#### A4.4: SHS Q3 Midpoint Open Responses Semester 2 1999 to 2000

A4.4 SHS Midpoint Results Semester 2 1999 / 2000 (N=51)	Total by Item	Total % by Item
relevance	48	94%
computer aids info retrieval	27	53%
computer aids learning	18	35%
could revisit info easily	8	16%
feedback explanation important	5	10%
multimedia important	37	73%
graphics valuable	8	16%
graphics aid learning	20	39%
personal control	4	8%
self management important	13	25%
novelty value adds interest	7	14%
interactivity important	14	27%
feedback on demand important	2	4%
text valuable	3	6%
exercises aided learning	3	6%
exercises add interest	1	2%
time flexibility	7	14%
pace flexibility	11	22%
helps check learning	3	6%
graphics add interest	6	12%
lack of location flexibility	20	39%
hard copy wanted	5	10%
human contact important	9	18%
assessment motivates	16	31%
route flexibility important	1	2%
ease of use important	44	86%
colour important	6	12%
not better than book	9	18%
better than book	35	69%
computer adds interest	19	37%
would not want all classes / material on computer	19	37%
text alone is boring	5	10%
variety in style of presentation	1	2%
variety important	8	16%
fun / humour positive	9	18%
practical focus motivate	2	4%
examples important - real life	20	39%
simple language helps	2	4%
malfunctions have negative effect	11	22%
too much text has negative effect	3	6%
breaks in text important	2	4%
interest engaged	1	2%
content not satisfactory	1	2%
links confusing	1	2%
visual display aided learning	32	63%
visual display add interest	9	18%
video aided learning	44	86%
video added interest	22	43%
better than case studies	17	33%
not better than case studies	12	24%
prefer tutorial face to face	13	25%
prefer q&a face to face	5	10%

<b>A4.4 SHS Midpoint Results Semester 2 1999 / 2000 (N=51) (continued)</b>	<b>Total by Item</b>	<b>Total % by Item</b>
prefer academic learning face to face	5	10%
prefer guest speakers	3	6%
simulations aided learning	34	67%
simulations added interest	11	22%
too much information	4	8%
not better than lecture	5	10%
better than lecture	31	61%
more graphics wanted	1	2%
more exercises wanted	2	4%

#### **A4.5: SHS Q4 Exit Open Responses Semester 2 1999 to 2000 (Responses to Statements)**

<b>A4.5 SHS Exit Results Semester 2 1999 / 2000 (N=34)</b>	<b>Total by Item</b>	<b>Total % by Item</b>
relevance	33	97%
computer aids info retrieval	27	79%
computer aids learning	2	6%
could revisit info easily	26	76%
multimedia important	32	94%
graphics valuable	32	94%
graphics aid learning	32	94%
offers practice	29	85%
self management important	25	74%
novelty value adds interest	33	97%
interactivity important	31	91%
feedback on demand important	26	76%
time flexibility	18	53%
pace flexibility	19	56%
graphics add interest	31	91%
lack of location flexibility	31	91%
human contact important	26	76%
assessment motivates	30	88%
route flexibility important	18	53%
ease of use important	33	97%
colour important	33	97%
better than book	28	82%
computer adds interest	18	53%
would not want all classes / material on computer	6	18%
not better than practical labs	1	3%
text alone is boring	27	79%
variety important	33	97%
fun / humour positive	32	94%
challenge	1	3%
practical focus motivates	26	76%
examples important - real lif	33	97%
malfunctions have negative effect	12	35%
too much text has negative effect	12	35%
interest engaged	30	88%
content not satisfactory	13	38%
visual display aided learning	31	91%
video aided learning	33	97%
video added interest	31	91%
better than case studies	17	50%
prefer tutorial face to face	26	76%

<b>A4.5 SHS Exit Results Semester 2 1999 / 2000 (N=34)</b>	<b>Total by Item</b>	<b>Total % by Item</b>
prefer q&a face to face	26	76%
aspects of the material became irritating	11	32%
role play provoked thought	27	79%
tutorial in computer use desired	25	74%
printed user manual desired	27	79%
qa workbook desired	25	74%
too much information	11	32%
better than lecture	16	47%

#### **A4.6: SHS Open Responses by Batch Semester 1 & 2 1999 / 2000**

<b>A4.6 SHS Open Responses by Batch Semester 1 &amp; 2 1999 / 2000</b>	<b>Entrance Total by Item (N=81)</b>	<b>Entrance Total by Item</b>	<b>Midpoint Total by Item (N=51)</b>	<b>Midpoint Total by Item</b>	<b>Exit Total by Item (N=34)</b>	<b>Exit Total % by Item</b>
Relevance	47	58%	48	94%	33	97%
Computer aids info retrieval	71	88%	27	53%	27	79%
Computer aids learning	62	77%	18	35%	2	6%
confidence level increased	59	73%	0	0%	0	0%
could revisit info easily	16	20%	8	16%	26	76%
feedback explanation important	6	7%	5	10%	0	0%
multimedia important	28	35%	37	73%	32	94%
graphics valuable	17	21%	8	16%	32	94%
graphics aid learning	14	17%	20	39%	32	94%
give exemplars	2	2%	0	0%	0	0%
offers practice	5	6%	0	0%	29	85%
personal control	4	5%	4	8%	0	0%
self management important	4	5%	13	25%	25	74%
novelty value adds interest	7	9%	7	14%	33	97%
interactivity important	20	25%	14	27%	31	91%
feedback on demand important	6	7%	2	4%	26	76%
text valuable	8	10%	3	6%	0	0%
Exercises aided learning	4	5%	3	6%	0	0%
Exercises add interest	2	2%	1	2%	0	0%
time flexibility	13	16%	7	14%	18	53%
pace flexibility	14	17%	11	22%	19	56%
helps check learning	20	25%	3	6%	0	0%
graphics add interest	25	31%	6	12%	31	91%
lack of location flexibility	20	25%	20	39%	31	91%
hard copy wanted	3	4%	5	10%	0	0%
comfortable with computers	54	67%	0	0%	0	0%
human contact important	11	14%	9	18%	26	76%
assessment motivates	14	17%	16	31%	30	88%
route flexibility important	2	2%	1	2%	18	53%
(experienced with) Internet	1	1%	0	0%	0	0%
virtual reality desired	4	5%	0	0%	0	0%
ease of use important	53	65%	44	86%	33	97%
colour important	6	7%	6	12%	33	97%
access to home computer	1	1%	0	0%	0	0%
not better than book	7	9%	9	18%	0	0%
better than book	11	14%	35	69%	28	82%
Computer adds interest	6	7%	19	37%	18	53%

<b>A4.6 SHS Open Responses by Batch Semester 1 &amp; 2 1999 / 2000 (continued)</b>	<b>Entrance Total by Item (N=81)</b>	<b>Entrance Total by Item</b>	<b>Midpoint Total by Item (N=51)</b>	<b>Midpoint Total by Item</b>	<b>Exit Total by Item (N=34)</b>	<b>Exit Total % by Item</b>
Computer adds enjoyment	2	2%	0	0%	0	0%
experienced using computers	14	17%	0	0%	0	0%
would not want all classes / material on computer	8	10%	19	37%	6	18%
not better than practical labs	5	6%	0	0%	1	3%
text alone is boring	34	42%	5	10%	27	79%
games	8	10%	0	0%	0	0%
variety in style of presentation	7	9%	1	2%	0	0%
variety important	2	2%	8	16%	33	97%
note-taking better on computer	1	1%	0	0%	0	0%
note-taking not better on computer	3	4%	0	0%	0	0%
fun / humour positive	5	6%	9	18%	32	94%
Challenge	4	5%	0	0%	1	3%
practical focus motivates	5	6%	2	4%	26	76%
Examples important - real life	1	1%	20	39%	33	97%
simple language helps	6	7%	2	4%	0	0%
feedback explanation important	0	0%	0	0%	0	0%
eye strain / fatigue	12	15%	0	0%	0	0%
malfunctions have negative effect	8	10%	11	22%	12	35%
feel isolated	0	0%	0	0%	0	0%
too much text has negative effect	20	25%	3	6%	12	35%
breaks in text important	2	2%	2	4%	0	0%
interest engaged	1	1%	1	2%	30	88%
being entertained important	1	1%	0	0%	0	0%
experienced with email	54	67%	0	0%	0	0%
social communication via email	42	52%	0	0%	0	0%
Electronic commerce - purchasing / business	3	4%	0	0%	0	0%
experienced with net	56	69%	0	0%	0	0%
content not satisfactory			1	2%	13	38%
links confusing			1	2%	0	0%
visual display aided learning			32	63%	31	91%
visual display add interest			9	18%		
video aided learning			44	86%	33	97%
video added interest			22	43%	31	91%
better than case studies			17	33%	17	50%
not better than case studies			12	24%		0%
prefer tutorial face to face			13	25%	26	76%
prefer q&a face to face			5	10%	26	76%
prefer academic learning face to face			5	10%	0	0%
aspects of the material became irritating					11	32%
role play provoked thought					27	79%
tutorial in computer use desired					25	74%
printed user manual desired					27	79%
qa workbook desired					25	74%
more guidance required to check learning					0	0%
real, hands-on experience important					0	0%
simulations aided learning			34	67%	0	0%
simulations added interest			11	22%	0	0%
too much information			4	8%	11	32%

<b>A4.6 SHS Open Responses by Batch Semester 1 &amp; 2 1999 / 2000 (continued)</b>	<b>Entrance Total by Item (N=81)</b>	<b>Entrance Total by Item</b>	<b>Midpoint Total by Item (N=51)</b>	<b>Midpoint Total by Item</b>	<b>Exit Total by Item (N=34)</b>	<b>Exit Total % by Item</b>
not better than lecture			5	10%	16	47%
Simulated environment motivates	3	4%			0	0%
more graphics wanted			1	2%		
more exercises wanted			2	4%		

#### **A4.7: SHS Q2 Entrance Learning Style Inventory Results Entrance Sem 1 99 to 00**

<b>A4.7 SHS Entrance Sem 1 99 to 00</b>	<b>(Visual)</b>	<b>(Auditory)</b>	<b>(Tactile)</b>
<b>Subject</b>	<b>VPS 1</b>	<b>APS 1</b>	<b>TPS 1</b>
1.	29	31	35
2.	27	33	19
3.	33	27	23
4.	33	31	27
5.	37	29	21
6.	37	33	35
7.	27	33	27
8.	31	35	33
9.	35	33	25
10.	35	27	35
11.	33	31	23
12.	33	33	21
13.	33	23	23
14.	33	31	31
15.	31	29	27
16.	35	33	27
17.	31	37	23
18.	31	25	29
19.	29	29	25
20.	37	29	23
21.	33	29	27
22.	39	35	27
23.	31	27	27
24.	35	27	33
25.	39	35	25
26.	31	39	33
27.	35	27	25
28.	31	25	29
29.	37	31	17
30.	35	24	20
31.	27	27	31
32.	33	35	33
33.	25	25	29
34.	27	29	29
35.	25	29	21
36.	35	27	23
37.	29	33	23
38.	27	29	27



<b>A4.7 SHS Entrance Sem 1 99 to 00 (continued)</b>	<b>(Visual)</b>	<b>(Auditory)</b>	<b>(Tactile)</b>
<b>Subject</b>	<b>VPS 1</b>	<b>APS 1</b>	<b>TPS 1</b>
39.	37	33	25
40.	25	25	15
41.	33	21	35
42.	35	39	35
43.	37	21	28
44.	33	29	31
45.	27	23	27
46.	37	23	27
47.	39	27	21
48.	23	29	23
49.	29	29	29
50.	31	37	27
51.	35	31	35
52.	39	23	21
53.	39	27	29
54.	31	29	23
55.	27	23	29
56.	37	28	37
57.	33	29	23
58.	23	29	31
59.	31	27	15
60.	25	29	37
61.	35	31	27
62.	41	25	31
63.	29	27	23
64.	31	17	29
65.	33	27	21
<b>Total</b>	<b>37</b>	<b>12</b>	<b>7</b>
<b>Total %</b>	<b>57%</b>	<b>18%</b>	<b>11%</b>

#### A4.8: SHS 10 Academic Staff Interview Responses Semester 2 1999 / 2000

A4.8 Focus Questions To Academic Staff (Semester 2 1999 / 2000)	Academic Staff Interview Responses Semester 2 1999 / 2000
What were your initial impressions of this CD ROM material?	<p>This was intended initially to be a small project to produce a CD for in-house use. It was 3 to 4 months into the project before others in the department knew of the development and initially others were not 100% interested. It took a few months to convince them of the value of this project.</p> <p>There were some issues relating to the perception of the class and the CD project. There was some misunderstanding of the "laboratory" word as used in this context. Some senior academics offered comments that the students did very well etc., but some misconceptions remained in-house regarding the food &amp; beverage class. The majority of Hotel School lecturers don't understand the class fully and perceive it as a product knowledge class.</p> <p>The value of this project was looked at from the perspective of bottom line profit.</p>
What are your views about this material now?	<p>The material is tailored to what the students are learning in lectures and labs. Therefore I had to make x,y,z, load of coffees, many I'd never done before. The material was taken on without realising what the implications would be.</p>
What are the most positive aspects of this material from your perspective?	<p>The material affects guests' perception of the Scottish Hotel School. The Cd presents the culture. Visitors – shown project</p> <p>When we employed chefs they were shown the CD at interview. One of the interviewees walked out saying "I should be on this course – not teaching it"</p> <p>We couldn't have done what we have without the CD Rom, we can refer to issues - not taken personally. If get everyone thinking quality, we will not need to come out with comments about standards.</p> <p>We foresee further changes in culture and we are now getting a tandoor, which will enable Asian restaurant training.</p>
What are the most negative aspects of this material from your perspective?	<p>It was necessary not to be fully up-front about the full potential, therefore it could be presented in easily fed chunks.</p> <p>This meant having to slightly less open with staff.</p>
Was there any outcome from this approach that you hadn't expected?	<p>There is still a need to make clearer, the kind of things we are now putting into journal articles etc. We've now had to motor to publish. We hope to give a feedback session for staff. People are not fully aware of what's going on in this class eg it was recently referred to as a product-knowledge class.</p>
Would you like to change anything about this package?	na
Would you like to change anything about the way this material is used?	na

<b>A4.8 Focus Questions To Academic Staff (Semester 2 1999 / 2000) (continued)</b>	<b>Academic Staff Interview Responses Semester 2 1999 / 2000</b>
<p>How has the use of this material affected the staff involved?</p>	<p>Since Ross Priory (seminar for staff) there is much more “understanding” regarding the focus of the course. The perception within the University of training waiters, or being a cook school was addressed.</p> <p>Our chefs were initially worried about being locked into the CD Rom, but this has now given them the blue light for getting out and about, and on the Internet, allowing them to widen their range. The chefs now do menus for functions.</p> <p>We are visiting London Hotels and this research will filter into our teaching. Where the previous departmental perception of this class was superficial, this project has enabled a better understanding of the issue of food and beverage in relation to quality. After our session in July there will be a better understanding of the metathinking behind the CD.</p> <p>This project could have affected staff negatively, as it increased their load subtly. Staff had to think how to answer questions on aspects arising from the material contained. This additional material was initially kept to less than 1 week notice.</p> <p>The drip feed approach was adopted to motivate staff and students to come on board. If the all at once approach had been adopted they wouldn't have done so.</p> <p>The project sometimes required 5 to 10 shots of each dish. We required one photo shoot every fortnight. This was in addition to doing our operational menus.</p> <p>We consider that it still needs a good food and beverage tutor to make best use of CD when sold.</p> <p>So far we've avoided the “Tutor Pack”, as it would be book and tutors using the material may not think as we do here.</p> <p>Student feedback is available to us through the co-ordinator for group (lab group). They have a fair level of power (co-ordinator's lunch) – access throughout, raise issues etc</p> <p>Our demonstrations now increased. Those on the CD are no longer done, which has allowed others to be done.</p> <p>There is not so much worry from students.</p> <p>Attendant to the CD we offer input on visioneering and imagineering – emotional connectivity, ethical business strategies.</p> <p>This class has changed completely since five years ago, as a result of dissatisfaction following travels for research. Why take down a craft route when this class is a preparation for management. It's about understanding what the craftspeople have to do. It takes staff three years to be prepared for what we're doing. They have to understand the students are management. Communication and live communication flow are important therefore we look at management in the widest sense including strategic issues and trends.</p>

<b>A4.8 Focus Questions To Academic Staff (Semester 2 1999 / 2000) (continued)</b>	<b>Academic Staff Interview Responses Semester 2 1999 / 2000</b>
<p>How has the use of this material affected the staff involved? (continued)</p>	<p>The CD has led to a completely revised class. Staff have changed their approach (existing staff). We have some new staff, for whom the CD material is included in their approach from the outset. There has been a change from staff “in charge” to students “can challenge”, therefore staff need to know what they’re going to say much more (than before). We need to deal with ethics eg them (students) challenging definition of right / wrong and issues of religion or medical requirements (eg Jewish client / medical issues) The CD will allow us to develop ethical business approaches dimension to the class.</p>
<p>How has the use of this material affected the students involved?</p>	<p>We previously used American videos. These were expensive and we lost students.</p> <p>The CD material is more acceptable because the people shown are known to them (the students). The material is not humorous but normal. One of the nicest comments we had was that the students realised that the people shown were not professional actors or over-sanitised. Everyone is represented in the material. It is a product (CD) that is there for them (students).</p> <p>With the role-play videos the voice-over speech kicks in as soon as video stops. There are three ways of looking at this role-play material: Look and get what you can from the scenario shown, look in close-up at aspects of non-verbal behaviour demonstrated by serving staff and customer, look at what’s going on in the background. The entire scenario has been planned to offer material on a range of levels.</p> <p>Because the students are so successful at putting the CD material into their workload, they are more relaxed than ever. They have increased empowerment, can have their say, and have become more assertive. Our students have mixed cultural knowledge.</p> <p>Quality auditing has improved, 4/5 star led. Visionary and success strategies are now covered. There is improved reflectivity. Lectures were previously pure product, but are now more as director of food and beverage, planning and strategic. Eventually much of the current lecture material will be Web based to read up prior to class.</p> <p>We can now make lectures more interactive, leading to improved listening skills. Emotional Intelligence, alien to before, now matters.</p> <p>We notice students have improved in using their initiative.</p> <p>We have changed assessment and started using mind-mapping. We notice improved verbal and non-verbal communication from students.</p> <p>The CD has opened up new avenues of discussion. Staff can discuss role play issues with students.</p> <p>The students have a better understanding of what they’re doing operationally. They are more reflective and able, with improved confidence and coping strategies.</p> <p>The class previously had a narrow / deep approach. It now allows more depth and a wider coverage.</p>

<b>A4.8 Focus Questions To Academic Staff (Semester 2 1999 / 2000) (continued)</b>	<b>Academic Staff Interview Responses Semester 2 1999 / 2000</b>
How has the use of this material affected the students involved? (continued)	<p>We're always finding more that it offers eg people with special needs (dyslexic) student came top – used mind mapping.</p> <p>Students may fight among themselves. They are now managing themselves more. The CD allows us to get across what is acceptable, eg what they are physically doing, with support available via the CD. In the past, when attempting problem solving, students would need to speak to staff. Now they can sit with headphones and use the CD. This is particularly helpful for those who feel shy etc. The students can see what they must achieve as they will replicate from the CD Rom</p>

#### **A4.9: SHS Chef / Technician Staff Interview Responses Semester 2 1999 / 2000**

<b>A4.9 Focus Questions To Staff (Semester 2 1999 / 2000)</b>	<b>Summary of Responses / Feedback Sheet for Chef/ Technicians</b>
What were your initial impressions of this CD ROM material?	Didn't really have initial thoughts, just accepted that we'd see when we started using it. It was ideal to see the presentations of the dishes.
What are your views about this material now?	The CD is easier to use than was initially expected. We need to make sure there's a balance between the students using the CD and using their own initiative. In previous years they had to know all the dishes and their ingredients e.g. how a fish sauce is made. The emphasis of the class has changed now. The emphasis is on getting the students more involved. The problem is that they don't all get to see all the aspects e.g. of butchery, breadmaking. Having the CD is better than not having it. It gives another source of reference without being a book.
What are the most positive aspects of this material from your perspective?	It's a good learning tool – books are more boring for the students. It's more exciting than the Metablock book. It's a visual thing. They can all see all the finished dishes. Students can all see e.g. flambé – they can take additional time to look if they wish. Being able to hear the pronunciation of the names of the dishes etc is very useful, particularly for the foreign postgraduate students. The postgraduates are often self funding, which motivates them to do the research. The CD probably has more impact with them than the undergraduates. Getting questions about the differences between the pictures on the CD and what we produce can stimulate thought in the students. If we get questions that's good! The material is not too academic – students can understand it!
What are the most negative aspects of this material from your perspective?	For students it didn't go into enough detail e.g. of making up the dishes. There's a danger that students might think this will do the work for them – e.g. as weeks went on some were not even looking at the dish. It was a novelty initially, then as the students became more experienced in the kitchen it became less of a priority for them to use the CD material. Some of the pictures differ from the actual product we produce in the kitchen. As soon as the CD material is produced it becomes dated – it should be updated e.g. menu 5 & 12 are now different (We have to explain why this is so)
Was there any outcome from this approach that you hadn't expected?	(None identified) Getting questions about the differences between the pictures on the CD and what we produce can stimulate thought in the students. If we get questions that's good!

<b>A4.9 Focus Questions To Staff (Semester 2 1999 / 2000) (continued)</b>	<b>Summary of Responses / Feedback Sheet for Chef/ Technicians</b>
Would you like to change anything about this package?	The current version only gives the name of the dish. It would be better if it gave a description (as in the Metablock) e.g. "a soup made of ..." We could have material about safe working practices, dress and appearance, commodities – stuff used etc (similar to the videos for the restaurant scenes)
Would you like to change anything about the way this material is used?	We could refer students to reference cookery books via the CD material. We should emphasise the research aspect more. This could be references to required texts, or material made available on screen – either would be acceptable. We could have specific questions about the dishes e.g. name a component part of ..., list the sauces / dressings ... etc. Pose questions but don't lead them to the answers. The dem of the flambé allows the students to ask questions. We could use the session at the beginning of the class for questions. We could have a questionnaire for the dish in advance. Answers to the questionnaire could be graded.
How has the use of this material affected the staff involved?	In previous years the dem on flambé was given in the lecture theatre, now it's up to the students to access the CD.
How has the use of this material affected the students involved?	The material is not too academic – students can understand it! It helps the attention span. Some of the students can be superficial in their approach to the material on the CD. It's more exciting than the Metablock book. It's a visual thing. They can all see all the finished dishes. Students can all see e.g. flambé – they can take additional time to look if they wish. Being able to hear the pronunciation of the names of the dishes etc is very useful, particularly for the foreign postgraduate students.

## A 4.10 Case 2: SHS Mediabase: SPSS Tables for 5 Point Scale Responses

### A 4.10.1 1998 / 99 Semester 2 SHS (Pilot) Exit Q (N=26)

#### Sex

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	5	19.2	26.3	26.3
	Female	14	53.8	73.7	100.0
	Total	19	73.1	100.0	
Missing	System	7	26.9		
Total		26	100.0		

#### VR Scene of Restaurant & Bar

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	1	3.8	4.8	4.8
	slightly effective	2	7.7	9.5	14.3
	effective	7	26.9	33.3	47.6
	more than effective	7	26.9	33.3	81.0
	highly effective	4	15.4	19.0	100.0
	Total	21	80.8	100.0	
Missing	System	5	19.2		
Total		26	100.0		

#### Introduction Section

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	2	7.7	8.3	8.3
	slightly effective	4	15.4	16.7	25.0
	effective	12	46.2	50.0	75.0
	more than effective	5	19.2	20.8	95.8
	not aware of it	1	3.8	4.2	100.0
	Total	24	92.3	100.0	
Missing	System	2	7.7		
Total		26	100.0		

#### Stated Purpose

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	slightly effective	4	15.4	17.4	17.4
	effective	9	34.6	39.1	56.5
	more than effective	8	30.8	34.8	91.3
	highly effective	1	3.8	4.3	95.7
	not aware of it	1	3.8	4.3	100.0
	Total	23	88.5	100.0	
Missing	System	3	11.5		
Total		26	100.0		

#### Stated Objectives

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	slightly effective	3	11.5	13.0	13.0
	effective	10	38.5	43.5	56.5
	more than effective	8	30.8	34.8	91.3
	highly effective	1	3.8	4.3	95.7
	not aware of it	1	3.8	4.3	100.0
	Total	23	88.5	100.0	
Missing	System	3	11.5		
Total		26	100.0		

#### Getting Started Section

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	1	3.8	4.5	4.5
	slightly effective	2	7.7	9.1	13.6
	effective	12	46.2	54.5	68.2
	more than effective	6	23.1	27.3	95.5
	not aware of it	1	3.8	4.5	100.0
	Total	22	84.6	100.0	
Missing	System	4	15.4		
Total		26	100.0		

#### Restaurant Seating Plan

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	2	7.7	9.1	9.1
	slightly effective	2	7.7	9.1	18.2
	effective	10	38.5	45.5	63.6
	more than effective	7	26.9	31.8	95.5
	not aware of it	1	3.8	4.5	100.0
	Total	22	84.6	100.0	
Missing	System	4	15.4		
Total		26	100.0		

#### Directory of Tea, Coffee & Light Beverages

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	slightly effective	1	3.8	4.2	4.2
	effective	5	19.2	20.8	25.0
	more than effective	13	50.0	54.2	79.2
	highly effective	5	19.2	20.8	100.0
	Total	24	92.3	100.0	
Missing	System	2	7.7		
Total		26	100.0		

#### Wine List

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	1	3.8	4.0	4.0
	slightly effective	1	3.8	4.0	8.0
	effective	5	19.2	20.0	28.0
	more than effective	12	46.2	48.0	76.0
	highly effective	6	23.1	24.0	100.0
	Total	25	96.2	100.0	
Missing	System	1	3.8		
Total		26	100.0		

#### I would have been better reading a book

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	7	26.9	26.9	26.9
	strongly disagree	14	53.8	53.8	80.8
	agree	4	15.4	15.4	96.2
	strongly agree	1	3.8	3.8	100.0
	Total	26	100.0	100.0	

**A 4.10.1 1998 / 99 Semester 2 SHS (Pilot) Exit Q  
(N=26) (continued)**

**I worked through all elements of the material**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	6	23.1	23.1	23.1
strongly disagree	15	57.7	57.7	80.8
agree	5	19.2	19.2	100.0
Total	26	100.0	100.0	

**The interactive table setting exercise helped me to learn the setting layout**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	9	34.6	37.5	37.5
strongly disagree	3	11.5	12.5	50.0
agree	2	7.7	8.3	58.3
strongly agree	4	15.4	16.7	75.0
agree totally	1	3.8	4.2	79.2
not used	1	3.8	4.2	83.3
did not know it was there	4	15.4	16.7	100.0
Total	24	92.3	100.0	
Missing System	2	7.7		
Total	26	100.0		

**The interactive table setting exercise gave enough feedback**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	9	34.6	39.1	39.1
strongly disagree	6	23.1	26.1	65.2
agree	4	15.4	17.4	82.6
agree totally	1	3.8	4.3	87.0
not used	1	3.8	4.3	91.3
did not know it was there	2	7.7	8.7	100.0
Total	23	88.5	100.0	
Missing System	3	11.5		
Total	26	100.0		

**The interactive table setting exercise was not essential so I focused on other material**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	4	15.4	17.4	17.4
strongly disagree	4	15.4	17.4	34.8
agree	9	34.6	39.1	73.9
strongly agree	3	11.5	13.0	87.0
not used	1	3.8	4.3	91.3
did not know it was there	2	7.7	8.7	100.0
Total	23	88.5	100.0	
Missing System	3	11.5		
Total	26	100.0		

**I found the visual elements (look) of the windows motivating**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	4	15.4	16.0	16.0
strongly disagree	4	15.4	16.0	32.0
agree	8	30.8	32.0	64.0
strongly agree	9	34.6	38.0	100.0
Total	25	96.2	100.0	
Missing System	1	3.8		
Total	26	100.0		

**The video clips of Callein Gillespie increased my depth of thought**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	5	19.2	19.2	19.2
strongly disagree	8	30.8	30.8	50.0
agree	4	15.4	15.4	65.4
strongly agree	8	30.8	30.8	96.2
agree totally	1	3.8	3.8	100.0
Total	26	100.0	100.0	

**The Mathew Aigie video clips increased my depth of thought**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	7	26.9	31.8	31.8
strongly disagree	6	23.1	27.3	59.1
agree	4	15.4	18.2	77.3
strongly agree	2	7.7	9.1	86.4
not used	2	7.7	9.1	95.5
did not know it was there	1	3.8	4.5	100.0
Total	22	84.6	100.0	
Missing System	4	15.4		
Total	26	100.0		

**The interactive maps increased my depth of thought**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	6	23.1	24.0	24.0
strongly disagree	2	7.7	8.0	32.0
agree	11	42.3	44.0	76.0
strongly agree	3	11.5	12.0	88.0
not used	2	7.7	8.0	96.0
did not know it was there	1	3.8	4.0	100.0
Total	25	96.2	100.0	
Missing System	1	3.8		
Total	26	100.0		

**I was unsure what to do with the interactive maps**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	5	19.2	19.2	19.2
strongly disagree	8	30.8	30.8	50.0
agree	3	11.5	11.5	61.5
strongly agree	3	11.5	11.5	73.1
agree totally	5	19.2	19.2	92.3
not used	1	3.8	3.8	96.2
did not know it was there	1	3.8	3.8	100.0
Total	26	100.0	100.0	

**I skimmed the material, rather than look at it all, in order to save time**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	1	3.8	4.5	4.5
strongly disagree	9	34.6	40.9	45.5
agree	5	19.2	22.7	68.2
strongly agree	6	23.1	27.3	95.5
agree totally	1	3.8	4.5	100.0
Total	22	84.6	100.0	
Missing System	4	15.4		
Total	26	100.0		



**A 4.10.1 1998 / 99 Semester 2 SHS (Pilot) Exit Q  
(N=26) (continued)**

I revisited material when I found other things related to it

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	4	15.4	17.4	17.4
strongly disagree	2	7.7	8.7	26.1
agree	8	30.8	34.8	60.9
strongly agree	9	34.6	39.1	100.0
Total	23	88.5	100.0	
Missing				
System	3	11.5		
Total	26	100.0		

My view of this material has been influenced by other multi-media material I've used

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	9	34.6	39.1	39.1
strongly disagree	2	7.7	8.7	47.8
agree	6	23.1	26.1	73.9
strongly agree	4	15.4	17.4	91.3
agree totally	2	7.7	8.7	100.0
Total	23	88.5	100.0	
Missing				
System	3	11.5		
Total	26	100.0		

This material is more motivating than some lectures I've experienced

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
strongly disagree	1	3.8	4.0	4.0
agree	8	30.8	32.0	36.0
strongly agree	11	42.3	44.0	80.0
agree totally	5	19.2	20.0	100.0
Total	25	96.2	100.0	
Missing				
System	1	3.8		
Total	26	100.0		

This material is more motivating than most lectures I've experienced

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	1	3.8	4.0	4.0
strongly disagree	9	34.6	36.0	40.0
agree	12	46.2	48.0	88.0
strongly agree	2	7.7	8.0	96.0
agree totally	1	3.8	4.0	100.0
Total	25	96.2	100.0	
Missing				
System	1	3.8		
Total	26	100.0		

This material is more motivating than the best lectures I've experienced

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	10	38.5	41.7	41.7
strongly disagree	9	34.6	37.5	79.2
agree	5	19.2	20.8	100.0
Total	24	92.3	100.0	
Missing				
System	2	7.7		
Total	26	100.0		

The time flexibility is more important to me than the quality of the presentation

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	5	19.2	20.0	20.0
strongly disagree	7	26.9	28.0	48.0
agree	8	23.1	24.0	72.0
strongly agree	6	23.1	24.0	96.0
agree totally	1	3.8	4.0	100.0
Total	25	96.2	100.0	
Missing				
System	1	3.8		
Total	26	100.0		

The presentation of this multi-media material is not as good as others I've experienced

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	5	19.2	21.7	21.7
strongly disagree	12	46.2	52.2	73.9
agree	4	15.4	17.4	91.3
strongly agree	2	7.7	8.7	100.0
Total	23	88.5	100.0	
Missing				
System	3	11.5		
Total	26	100.0		

The presentation of this multi-media material is as good as others I've experienced

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	3	11.5	13.0	13.0
strongly disagree	3	11.5	13.0	26.1
agree	6	23.1	26.1	52.2
strongly agree	9	34.6	39.1	91.3
agree totally	2	7.7	8.7	100.0
Total	23	88.5	100.0	
Missing				
System	3	11.5		
Total	26	100.0		

The presentation of this multi-media material is better than others I've experienced

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	2	7.7	9.1	9.1
strongly disagree	7	26.9	31.8	40.9
agree	8	30.8	36.4	77.3
strongly agree	4	15.4	18.2	95.5
agree totally	1	3.8	4.5	100.0
Total	22	84.6	100.0	
Missing				
System	4	15.4		
Total	26	100.0		

This material contained too much text

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	3	11.5	12.0	12.0
strongly disagree	13	50.0	52.0	64.0
agree	8	30.8	32.0	96.0
agree totally	1	3.8	4.0	100.0
Total	25	96.2	100.0	
Missing				
System	1	3.8		
Total	26	100.0		

**A 4.10.1 1998 / 99 Semester 2 SHS (Pilot) Exit Q  
(N=26) (continued)**

**This material contained too little text**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	4	15.4	16.0	16.0
	strongly disagree	7	26.9	28.0	44.0
	agree	10	38.5	40.0	84.0
	strongly agree	4	15.4	16.0	100.0
	Total	25	96.2	100.0	
Missing	System	1	3.8		
Total		26	100.0		

**I find myself wanting to read this material from the Metablock rather than on screen**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	7	26.9	28.0	28.0
	strongly disagree	6	23.1	24.0	52.0
	agree	5	19.2	20.0	72.0
	strongly agree	5	19.2	20.0	92.0
	agree totally	2	7.7	8.0	100.0
	Total	25	96.2	100.0	
Missing	System	1	3.8		
Total		26	100.0		

**I'm not sure whether I'm learning what I should from this computer based material**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	3	11.5	12.0	12.0
	strongly disagree	8	30.8	32.0	44.0
	agree	9	34.6	36.0	80.0
	strongly agree	3	11.5	12.0	92.0
	agree totally	2	7.7	8.0	100.0
	Total	25	96.2	100.0	
Missing	System	1	3.8		
Total		26	100.0		

**The on-screen feedback for the interactive exercise helped me check my learning**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	3	11.5	15.0	15.0
	strongly disagree	4	15.4	20.0	35.0
	agree	8	30.8	40.0	75.0
	strongly agree	5	19.2	25.0	100.0
	Total	20	76.9	100.0	
Missing	System	6	23.1		
Total		26	100.0		

**I would find multiple choice tests helpful to check my learning**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	1	3.8	4.0	4.0
	strongly disagree	1	3.8	4.0	8.0
	agree	3	11.5	12.0	20.0
	strongly agree	14	53.8	56.0	76.0
	agree totally	5	19.2	20.0	96.0
	not used	1	3.8	4.0	100.0
	Total	25	96.2	100.0	
Missing	System	1	3.8		
Total		26	100.0		

**I would find more tutor input helpful**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	7.7	8.3	8.3
	agree	12	46.2	50.0	58.3
	strongly agree	7	26.9	29.2	87.5
	agree totally	3	11.5	12.5	100.0
	Total	24	92.3	100.0	
Missing	System	2	7.7		
Total		26	100.0		

**I feel quite isolated when working with this computer based material**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	3	11.5	12.0	12.0
	strongly disagree	11	42.3	44.0	56.0
	agree	7	28.9	28.0	84.0
	strongly agree	3	11.5	12.0	96.0
	agree totally	1	3.8	4.0	100.0
	Total	25	96.2	100.0	
Missing	System	1	3.8		
Total		26	100.0		

**I find email communication useful for maintaining contact with the class tutor**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	7	26.9	30.4	30.4
	strongly disagree	1	3.8	4.3	34.8
	agree	6	23.1	26.1	60.9
	strongly agree	6	23.1	26.1	87.0
	agree totally	3	11.5	13.0	100.0
	Total	23	88.5	100.0	
Missing	System	3	11.5		
Total		26	100.0		

**I would prefer to have more face to face contact with the class tutor**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	3	11.5	12.0	12.0
	agree	13	50.0	52.0	64.0
	strongly agree	6	23.1	24.0	88.0
	agree totally	3	11.5	12.0	100.0
	Total	25	96.2	100.0	
Missing	System	1	3.8		
Total		26	100.0		

**Electronic Book (text shown on screen)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not motivating	3	11.5	11.5	11.5
	slightly motivating	10	38.5	38.5	50.0
	motivating	9	34.6	34.6	84.6
	more than motivating	3	11.5	11.5	96.2
	highly motivating	1	3.8	3.8	100.0
	Total	26	100.0	100.0	

**A 4.10.1 1998 / 99 Semester 2 SHS (Pilot) Exit Q  
(N=26) (continued)**

**Game Approach (where points are scored for right answers)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not motivating	2	7.7	8.0	8.0
slightly motivating	4	15.4	16.0	24.0
motivating	9	34.6	36.0	60.0
more than motivating	6	23.1	24.0	84.0
highly motivating	4	15.4	18.0	100.0
Total	25	96.2	100.0	
Missing System	1	3.8		
Total	26	100.0		

**Simulated Environment (eg office scene with sources of information and tasks to be undertaken)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not motivating	1	3.8	4.2	4.2
slightly motivating	1	3.8	4.2	8.3
motivating	10	38.5	41.7	50.0
more than motivating	11	42.3	45.8	95.8
highly motivating	1	3.8	4.2	100.0
Total	24	92.3	100.0	
Missing System	2	7.7		
Total	26	100.0		

**Combination of Electronic Book, Computer Game and Simulated Environment**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not motivating	1	3.8	4.0	4.0
slightly motivating	1	3.8	4.0	8.0
motivating	6	23.1	24.0	32.0
more than motivating	12	46.2	48.0	80.0
highly motivating	5	19.2	20.0	100.0
Total	25	96.2	100.0	
Missing System	1	3.8		
Total	26	100.0		

**Pull Down Menus**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid slightly effective	1	3.8	3.8	3.8
effective	4	15.4	15.4	19.2
more than effective	12	46.2	48.2	65.4
highly effective	9	34.6	34.6	100.0
Total	26	100.0	100.0	

**Clickable Screen Areas**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not effective	1	3.8	3.8	3.8
slightly effective	1	3.8	3.8	7.7
effective	3	11.5	11.5	19.2
more than effective	11	42.3	42.3	61.5
highly effective	10	38.5	38.5	100.0
Total	26	100.0	100.0	

**Hand Tool In Navigable Map**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not effective	3	11.5	13.0	13.0
slightly effective	2	7.7	8.7	21.7
effective	7	26.9	30.4	52.2
more than effective	6	23.1	26.1	78.3
highly effective	1	3.8	4.3	82.6
don't know what that is	2	7.7	8.7	91.3
not used	2	7.7	8.7	100.0
Total	23	88.5	100.0	
Missing System	3	11.5		
Total	26	100.0		

**Arrow Pointer in VR Restaurant & Bar**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not effective	1	3.8	5.9	5.9
slightly effective	4	15.4	23.5	29.4
effective	5	19.2	29.4	58.8
more than effective	3	11.5	17.6	76.5
good	1	3.8	5.9	82.4
not used	3	11.5	17.6	100.0
Total	17	65.4	100.0	
Missing System	9	34.6		
Total	26	100.0		

**Click to view Wines / Beverages Settings and packaging / labels**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not effective	1	3.8	3.8	3.8
slightly effective	1	3.8	3.8	7.7
effective	2	7.7	7.7	15.4
more than effective	13	50.0	50.0	65.4
highly effective	7	26.9	26.9	92.3
good	1	3.8	3.8	96.2
not used	1	3.8	3.8	100.0
Total	26	100.0	100.0	

**Click to view dishes Settings**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid slightly effective	1	3.8	4.0	4.0
effective	1	3.8	4.0	8.0
more than effective	12	46.2	48.0	56.0
highly effective	10	38.5	40.0	96.0
good	1	3.8	4.0	100.0
Total	25	96.2	100.0	
Missing System	1	3.8		
Total	26	100.0		

**Introduction Section Voice Over**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not effective	5	19.2	22.7	22.7
slightly effective	1	3.8	4.5	27.3
effective	6	23.1	27.3	54.5
more than effective	2	7.7	9.1	63.6
highly effective	1	3.8	4.5	68.2
not seen	4	15.4	18.2	86.4
did not know it was there	2	7.7	9.1	95.5
have not heard this	1	3.8	4.5	100.0
Total	22	84.6	100.0	
Missing System	4	15.4		
Total	26	100.0		

**A 4.10.1 1998 / 99 Semester 2 SHS (Pilot) Exit Q  
(N=26) (continued)**

**Restaurant Table Plan**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	5	19.2	21.7	21.7
	slightly effective	5	19.2	21.7	43.5
	effective	3	11.5	13.0	56.5
	more than effective	3	11.5	13.0	69.6
	not seen	6	23.1	26.1	95.7
	did not know it existed	1	3.8	4.3	100.0
	Total	23	88.5	100.0	
Missing	System	3	11.5		
Total		26	100.0		

**Restaurant Table Layout**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	3	11.5	13.6	13.6
	slightly effective	3	11.5	13.6	27.3
	effective	4	15.4	18.2	45.5
	more than effective	4	15.4	18.2	63.6
	highly effective	1	3.8	4.5	68.2
	not seen	6	23.1	27.3	95.5
	did not know it existed	1	3.8	4.5	100.0
	Total	22	84.6	100.0	
Missing	System	4	15.4		
Total		26	100.0		

**Function Space Management System**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	3	11.5	15.0	15.0
	slightly effective	3	11.5	15.0	30.0
	effective	1	3.8	5.0	35.0
	more than effective	2	7.7	10.0	45.0
	not seen	10	38.5	50.0	95.0
	did not know it existed	1	3.8	5.0	100.0
	Total	20	76.9	100.0	
Missing	System	6	23.1		
Total		26	100.0		

**Interactive Table Setting Exercise**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	3	11.5	15.0	15.0
	slightly effective	2	7.7	10.0	25.0
	effective	2	7.7	10.0	35.0
	more than effective	1	3.8	5.0	40.0
	not seen	6	23.1	30.0	70.0
	not used	2	7.7	10.0	80.0
	did not know this exercise existed	3	11.5	15.0	95.0
	not introduced until we already knew how to do it	1	3.8	5.0	100.0
	Total	20	76.9	100.0	
Missing	System	6	23.1		
Total		26	100.0		

**Expert Video Clip (Callein Gillespie)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	slightly effective	1	3.8	4.0	4.0
	effective	6	23.1	24.0	28.0
	more than effective	10	38.5	40.0	68.0
	highly effective	5	19.2	20.0	88.0
	not seen	3	11.5	12.0	100.0
	Total	25	96.2	100.0	
Missing	System	1	3.8		
Total		26	100.0		

**Production Video Clip (Mathew Algie)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	1	3.8	5.3	5.3
	effective	3	11.5	15.8	21.1
	more than effective	4	15.4	21.1	42.1
	highly effective	2	7.7	10.5	52.6
	not seen	8	30.8	42.1	94.7
	interesting to watch, but don't need to know this in 1st Yr	1	3.8	5.3	100.0
	Total	19	73.1	100.0	
Missing	System	7	26.9		
Total		26	100.0		

**Production Video Clip (Red Wine)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	slightly effective	1	3.8	5.0	5.0
	effective	3	11.5	15.0	20.0
	more than effective	5	19.2	25.0	45.0
	highly effective	3	11.5	15.0	60.0
	not seen	6	23.1	30.0	90.0
	interesting to watch, but don't need to know in 1st Yr	1	3.8	5.0	95.0
	did not know it existed	1	3.8	5.0	100.0
	Total	20	76.9	100.0	
Missing	System	6	23.1		
Total		26	100.0		

**Production Video Clip (White Wine)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	slightly effective	1	3.8	5.3	5.3
	effective	4	15.4	21.1	26.3
	more than effective	4	15.4	21.1	47.4
	highly effective	2	7.7	10.5	57.9
	not seen	6	23.1	31.6	89.5
	interesting to watch, but don't need to know in 1st Yr	1	3.8	5.3	94.7
	did not know it existed	1	3.8	5.3	100.0
	Total	19	73.1	100.0	
Missing	System	7	26.9		
Total		26	100.0		

**Screen Display of Serving Setting for Tea / Packaging / Label**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	1	3.8	4.5	4.5
	slightly effective	1	3.8	4.5	9.1
	effective	6	23.1	27.3	36.4
	more than effective	4	15.4	18.2	54.5
	highly effective	1	3.8	4.5	59.1
	not seen	8	30.8	36.4	95.5
	did not know it existed	1	3.8	4.5	100.0
	Total	22	84.6	100.0	
Missing	System	4	15.4		
Total		26	100.0		

**Screen Display of Serving Setting for Coffee / Packaging / Label**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	2	7.7	9.5	9.5
	effective	5	19.2	23.8	33.3
	more than effective	4	15.4	19.0	52.4
	highly effective	1	3.8	4.8	57.1
	not seen	8	30.8	38.1	95.2
	did not know it existed	1	3.8	4.8	100.0
	Total	21	80.8	100.0	
Missing	System	5	19.2		
Total		26	100.0		

**A 4.10.1 1998 / 99 Semester 2 SHS (Pilot) Exit Q  
(N=26) (continued)**

**Screen Display of Serving Setting for Red Wine / Packaging / Label**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not effective	2	7.7	8.3	8.3
slightly effective	2	7.7	8.3	16.7
effective	4	15.4	16.7	33.3
more than effective	8	30.8	33.3	66.7
highly effective	2	7.7	8.3	75.0
not seen	4	15.4	16.7	91.7
lots of information	1	3.8	4.2	95.8
did not know it existed	1	3.8	4.2	100.0
Total	24	92.3	100.0	
Missing System	2	7.7		
Total	26	100.0		

**Screen Display of Serving Setting for White Wine / Packaging / Label**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not effective	2	7.7	8.3	8.3
slightly effective	2	7.7	8.3	16.7
effective	4	15.4	16.7	33.3
more than effective	8	30.8	33.3	66.7
highly effective	2	7.7	8.3	75.0
not seen	4	15.4	16.7	91.7
lots of information	1	3.8	4.2	95.8
did not know it existed	1	3.8	4.2	100.0
Total	24	92.3	100.0	
Missing System	2	7.7		
Total	26	100.0		

**Screen Display of Navigable Map for Red Wine**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not effective	4	15.4	17.4	17.4
slightly effective	1	3.8	4.3	21.7
effective	4	15.4	17.4	39.1
more than effective	8	23.1	26.1	65.2
highly effective	3	11.5	13.0	78.3
not seen	3	11.5	13.0	91.3
good extra material - might use more in 2nd Yr	1	3.8	4.3	95.7
did not know it existed	1	3.8	4.3	100.0
Total	23	88.5	100.0	
Missing System	3	11.5		
Total	26	100.0		

**Screen Display of Navigable Map for White Wine**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not effective	4	15.4	18.2	18.2
slightly effective	1	3.8	4.5	22.7
effective	4	15.4	18.2	40.9
more than effective	5	19.2	22.7	63.8
highly effective	3	11.5	13.6	77.3
not seen	3	11.5	13.6	90.9
good extra material - might use more in 2nd Yr	1	3.8	4.5	95.5
did not know it existed	1	3.8	4.5	100.0
Total	22	84.6	100.0	
Missing System	4	15.4		
Total	26	100.0		

**Screen Text / Voice Over of Pronunciation**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid effective	1	3.8	4.5	4.5
more than effective	3	11.5	13.6	18.2
highly effective	18	69.2	81.8	100.0
Total	22	84.6	100.0	
Missing System	4	15.4		
Total	26	100.0		

**Metablock materials**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid effective	3	11.5	13.0	13.0
more than effective	9	34.6	39.1	52.2
highly effective	9	34.6	39.1	91.3
did not know it existed	1	3.8	4.3	95.7
unsure of what this question means	1	3.8	4.3	100.0
Total	23	88.5	100.0	
Missing System	3	11.5		
Total	26	100.0		

**A 4.10.2 SHS 1999 / 00 Semester 1 Entrance Q N=81**

**sex**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	32	39.5	39.5	39.5
	female	49	60.5	60.5	100.0
	Total	81	100.0	100.0	

**Preparation techniques and general pre-production daily operational mise en place**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	little confidence	7	8.6	8.6	8.6
	some confidence	33	40.7	40.7	49.4
	confident	37	45.7	45.7	95.1
	very confident	4	4.9	4.9	100.0
	Total	81	100.0	100.0	

**Food and Beverage Management: Image creation and income generation.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	1	1.2	1.3	1.3
	little confidence	8	9.9	10.1	11.4
	some confidence	40	49.4	50.6	62.0
	confident	27	33.3	34.2	96.2
	very confident	3	3.7	3.8	100.0
	Total	79	97.5	100.0	
Missing	System	2	2.5		
	Total	81	100.0		

**Personal Hygiene for operations within the hospitality industry.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	some confidence	12	14.8	14.8	14.8
	confident	42	51.9	51.9	66.7
	very confident	27	33.3	33.3	100.0
	Total	81	100.0	100.0	

**Management of food hygiene and safety for the hospitality industry**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	little confidence	4	4.9	5.0	5.0
	some confidence	18	22.2	22.5	27.5
	confident	44	54.3	55.0	82.5
	very confident	14	17.3	17.5	100.0
	Total	80	98.8	100.0	
Missing	System	1	1.2		
	Total	81	100.0		

**Basic Cooking Methods**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	little confidence	4	4.9	4.9	4.9
	some confidence	35	43.2	43.2	48.1
	confident	37	45.7	45.7	93.8
	very confident	5	6.2	6.2	100.0
	Total	81	100.0	100.0	

**Synthesis of past and present in the production of stocks, sauces, roux, and marinades**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	1	1.2	1.2	1.2
	little confidence	38	46.9	46.9	48.1
	some confidence	28	34.6	34.6	82.7
	confident	12	14.8	14.8	97.5
	very confident	2	2.5	2.5	100.0
	Total	81	100.0	100.0	

**Soups: The history, classification, embellishment and function.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	10	12.3	12.5	12.5
	little confidence	34	42.0	42.5	55.0
	some confidence	28	34.6	35.0	90.0
	confident	7	8.6	8.8	98.8
	very confident	1	1.2	1.3	100.0
	Total	80	98.8	100.0	
Missing	System	1	1.2		
	Total	81	100.0		

**Social History of The Menu**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	10	12.3	12.5	12.5
	little confidence	35	43.2	43.8	56.3
	some confidence	22	27.2	27.5	83.8
	confident	13	16.0	16.3	100.0
	Total	80	98.8	100.0	
Missing	System	1	1.2		
	Total	81	100.0		

**Menu Planning: New venture draft menu proposals / feasibility study.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	12	14.8	15.0	15.0
	little confidence	29	35.8	36.3	51.3
	some confidence	27	33.3	33.8	85.0
	confident	11	13.6	13.8	98.8
	very confident	1	1.2	1.3	100.0
	Total	80	98.8	100.0	
Missing	System	1	1.2		
	Total	81	100.0		

**Menu language and Hierarchies.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	12	14.8	15.2	15.2
	little confidence	28	34.6	35.4	50.6
	some confidence	33	40.7	41.8	92.4
	confident	6	7.4	7.6	100.0
	Total	79	97.5	100.0	
Missing	System	2	2.5		
	Total	81	100.0		

**The importance of the food and beverage service industry.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	1	1.2	1.2	1.2
	little confidence	4	4.9	4.9	6.2
	some confidence	27	33.3	33.3	39.5
	confident	38	46.9	46.9	86.4
	very confident	11	13.6	13.6	100.0
	Total	81	100.0	100.0	

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**Service psychology, styles and guidelines.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no confidence	3	3.7	3.7	3.7
little confidence	16	19.8	19.8	23.5
some confidence	35	43.2	43.2	66.7
confident	23	28.4	28.4	95.1
very confident	4	4.9	4.9	100.0
Total	81	100.0	100.0	

**Egg cookery, classification, production and catering uses.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no confidence	1	1.2	1.3	1.3
little confidence	7	8.6	8.8	10.0
some confidence	42	51.9	52.5	62.5
confident	25	30.9	31.3	93.8
very confident	5	6.2	6.3	100.0
Total	80	98.8	100.0	
Missing System	1	1.2		
Total	81	100.0		

**Classifications of farinaceous products.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no confidence	24	29.6	30.8	30.8
little confidence	30	37.0	38.5	69.2
some confidence	18	22.2	23.1	92.3
confident	6	7.4	7.7	100.0
Total	78	96.3	100.0	
Missing System	3	3.7		
Total	81	100.0		

**The procurement process (Food purchasing).**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no confidence	4	4.9	4.9	4.9
little confidence	27	33.3	33.3	38.3
some confidence	33	40.7	40.7	79.0
confident	14	17.3	17.3	96.3
very confident	3	3.7	3.7	100.0
Total	81	100.0	100.0	

**Wine Study and assessment.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no confidence	10	12.3	12.7	12.7
little confidence	35	43.2	44.3	57.0
some confidence	22	27.2	27.8	84.8
confident	8	9.9	10.1	94.9
very confident	4	4.9	5.1	100.0
Total	79	97.5	100.0	
Missing System	2	2.5		
Total	81	100.0		

**Exploring beverage purchasing, sales, service and knowledge.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no confidence	7	8.6	8.8	8.8
little confidence	27	33.3	33.8	42.5
some confidence	30	37.0	37.5	80.0
confident	12	14.8	15.0	95.0
very confident	4	4.9	5.0	100.0
Total	80	98.8	100.0	
Missing System	1	1.2		
Total	81	100.0		

**Food flesh - beef; veal; pork; lamb and poultry. Slaughtering, hotel and restaurant cut storage and cooking techniques. Furred and feathered game.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no confidence	15	18.5	18.8	18.8
little confidence	35	43.2	43.8	62.5
some confidence	24	29.6	30.0	92.5
confident	5	6.2	6.3	98.8
very confident	1	1.2	1.3	100.0
Total	80	98.8	100.0	
Missing System	1	1.2		
Total	81	100.0		

**Food flesh - beef; veal; pork; lamb and poultry.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no confidence	12	14.8	15.0	15.0
little confidence	30	37.0	37.5	52.5
some confidence	29	35.8	36.3	88.8
confident	7	8.6	8.8	97.5
very confident	2	2.5	2.5	100.0
Total	80	98.8	100.0	
Missing System	1	1.2		
Total	81	100.0		

**Slaughtering, hotel and restaurant cuts, storage and cooking techniques.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no confidence	15	18.5	19.0	19.0
little confidence	38	46.9	48.1	67.1
some confidence	22	27.2	27.8	94.9
confident	2	2.5	2.5	97.5
very confident	2	2.5	2.5	100.0
Total	79	97.5	100.0	
Missing System	2	2.5		
Total	81	100.0		

**Furred and feathered game.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no confidence	21	25.9	26.3	26.3
little confidence	39	48.1	48.8	75.0
some confidence	17	21.0	21.3	96.3
confident	3	3.7	3.8	100.0
Total	80	98.8	100.0	
Missing System	1	1.2		
Total	81	100.0		

**Butchery. Meat and meat products including offal.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no confidence	19	23.5	24.4	24.4
little confidence	36	44.4	48.2	70.5
some confidence	18	22.2	23.1	93.6
confident	3	3.7	3.8	97.4
very confident	2	2.5	2.6	100.0
Total	78	96.3	100.0	
Missing System	3	3.7		
Total	81	100.0		

**Purchasing of food flesh for the hospitality industry.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no confidence	22	27.2	27.5	27.5
little confidence	36	44.4	45.0	72.5
some confidence	15	18.5	18.8	91.3
confident	6	7.4	7.5	98.8
very confident	1	1.2	1.3	100.0
Total	80	98.8	100.0	
Missing System	1	1.2		
Total	81	100.0		

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**Entrees and relevés.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	19	23.5	24.4	24.4
	little confidence	37	45.7	47.4	71.8
	some confidence	19	23.5	24.4	96.2
	confident	3	3.7	3.8	100.0
	Total	78	96.3	100.0	
Missing	System	3	3.7		
Total		81	100.0		

**The nature of fish, crustaceans and molluses. The classification of fish.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	22	27.2	27.5	27.5
	little confidence	32	39.5	40.0	67.5
	some confidence	22	27.2	27.5	95.0
	confident	3	3.7	3.8	98.8
	very confident	1	1.2	1.3	100.0
	Total	80	98.8	100.0	
Missing	System	1	1.2		
Total		81	100.0		

**Flambé work.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	41	50.8	51.9	51.9
	little confidence	21	25.9	26.6	78.5
	some confidence	10	12.3	12.7	91.1
	confident	7	8.6	8.9	100.0
	Total	79	97.5	100.0	
Missing	System	2	2.5		
Total		81	100.0		

**Advanced dining room management.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	17	21.0	21.5	21.5
	little confidence	24	29.6	30.4	51.9
	some confidence	30	37.0	38.0	89.9
	confident	6	7.4	7.6	97.5
	very confident	2	2.5	2.5	100.0
	Total	79	97.5	100.0	
Missing	System	2	2.5		
Total		81	100.0		

**The management of food and beverage areas and equipment.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	5	6.2	6.3	6.3
	little confidence	22	27.2	27.5	33.8
	some confidence	34	42.0	42.5	76.3
	confident	17	21.0	21.3	97.5
	very confident	2	2.5	2.5	100.0
	Total	80	98.8	100.0	
Missing	System	1	1.2		
Total		81	100.0		

**The food and beverage sequence.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	4	4.9	5.0	5.0
	little confidence	18	22.2	22.5	27.5
	some confidence	42	51.9	52.5	80.0
	confident	11	13.6	13.8	93.8
	very confident	5	6.2	6.3	100.0
	Total	80	98.8	100.0	
Missing	System	1	1.2		
Total		81	100.0		

**The management of food and beverage functions.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	3	3.7	3.8	3.8
	little confidence	23	28.4	28.8	32.5
	some confidence	29	35.8	36.3	68.8
	confident	22	27.2	27.5	96.3
	very confident	3	3.7	3.8	100.0
	Total	80	98.8	100.0	
Missing	System	1	1.2		
Total		81	100.0		

**The principal food commodities utilised by the hospitality industry**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	7	8.6	8.8	8.8
	little confidence	33	40.7	41.3	50.0
	some confidence	34	42.0	42.5	92.5
	confident	6	7.4	7.5	100.0
	Total	80	98.8	100.0	
Missing	System	1	1.2		
Total		81	100.0		

**Marketing, promotions, selling, customer care and public relations for the hospitality industry**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	3	3.7	3.8	3.8
	little confidence	12	14.8	15.0	18.8
	some confidence	36	44.4	45.0	63.8
	confident	19	23.5	23.8	87.5
	very confident	10	12.3	12.5	100.0
	Total	80	98.8	100.0	
Missing	System	1	1.2		
Total		81	100.0		

**Classification, nature and production of cheese. Cheese tasting.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	22	27.2	27.5	27.5
	little confidence	35	43.2	43.8	71.3
	some confidence	19	23.5	23.8	95.0
	confident	4	4.9	5.0	100.0
	Total	80	98.8	100.0	
Missing	System	1	1.2		
Total		81	100.0		

**Range nature and uses of fruits vegetables and potatoes.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	4	4.9	5.1	5.1
	little confidence	25	30.9	31.6	36.7
	some confidence	38	46.9	48.1	84.8
	confident	12	14.8	15.2	100.0
	Total	79	97.5	100.0	
Missing	System	2	2.5		
Total		81	100.0		

**Savouries, sandwiches, zakouska, canapes and caviar**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	16	19.8	20.0	20.0
	little confidence	34	42.0	42.5	62.5
	some confidence	24	29.6	30.0	92.5
	confident	6	7.4	7.5	100.0
	Total	80	98.8	100.0	
Missing	System	1	1.2		
Total		81	100.0		



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**Nutritional analyses.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	17	21.0	21.3	21.3
	little confidence	28	34.6	35.0	56.3
	some confidence	26	32.1	32.5	88.8
	confident	6	7.4	7.5	96.3
	very confident	3	3.7	3.8	100.0
	Total	80	98.8	100.0	
Missing	System	1	1.2		
Total		81	100.0		

**Techniques of contemporary cooking.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	6	7.4	7.5	7.5
	little confidence	35	43.2	43.8	51.3
	some confidence	33	40.7	41.3	92.5
	confident	6	7.4	7.5	100.0
	Total	80	98.8	100.0	
Missing	System	1	1.2		
Total		81	100.0		

**Patisserie.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	12	14.8	15.2	15.2
	little confidence	32	39.5	40.5	55.7
	some confidence	28	34.6	35.4	91.1
	confident	7	8.6	8.9	100.0
	Total	79	97.5	100.0	
Missing	System	2	2.5		
Total		81	100.0		

**Deserts; puddings; gateaux; coupes, and cremes.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	9	11.1	11.3	11.3
	little confidence	28	34.6	35.0	46.3
	some confidence	32	39.5	40.0	86.3
	confident	9	11.1	11.3	97.5
	very confident	2	2.5	2.5	100.0
	Total	80	98.8	100.0	
Missing	System	1	1.2		
Total		81	100.0		

**Ice-creams; granitas; spoons; and bombes.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	14	17.3	17.7	17.7
	little confidence	28	34.6	35.4	53.2
	some confidence	26	32.1	32.9	86.1
	confident	11	13.6	13.9	100.0
	Total	79	97.5	100.0	
Missing	System	2	2.5		
Total		81	100.0		

**Gastronomy.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	20	24.7	25.3	25.3
	little confidence	35	43.2	44.3	69.6
	some confidence	22	27.2	27.8	97.5
	confident	2	2.5	2.5	100.0
	Total	79	97.5	100.0	
Missing	System	2	2.5		
Total		81	100.0		

**Advanced service techniques.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	17	21.0	21.5	21.5
	little confidence	20	24.7	25.3	46.8
	some confidence	27	33.3	34.2	81.0
	confident	13	16.0	16.5	97.5
	very confident	2	2.5	2.5	100.0
	Total	79	97.5	100.0	
Missing	System	2	2.5		
Total		81	100.0		

**Food premises.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	8	9.9	10.1	10.1
	little confidence	21	25.9	26.6	36.7
	some confidence	27	33.3	34.2	70.9
	confident	17	21.0	21.5	92.4
	very confident	6	7.4	7.6	100.0
	Total	79	97.5	100.0	
Missing	System	2	2.5		
Total		81	100.0		

**Equipment design, construction and selection.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	13	16.0	16.3	16.3
	little confidence	34	42.0	42.5	58.8
	some confidence	24	29.6	30.0	88.8
	confident	6	7.4	7.5	96.3
	very confident	3	3.7	3.8	100.0
	Total	80	98.8	100.0	
Missing	System	1	1.2		
Total		81	100.0		

**Cleaning and disinfection of premises.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	1	1.2	1.3	1.3
	little confidence	23	28.4	28.8	30.0
	some confidence	22	27.2	27.5	57.5
	confident	19	23.5	23.8	81.3
	very confident	15	18.5	18.8	100.0
	Total	80	98.8	100.0	
Missing	System	1	1.2		
Total		81	100.0		

**Quality assurance.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	3	3.7	3.8	3.8
	little confidence	23	28.4	29.1	32.9
	some confidence	32	39.5	40.5	73.4
	confident	13	16.0	16.5	89.9
	very confident	6	8.9	10.1	100.0
	Total	79	97.5	100.0	
Missing	System	2	2.5		
Total		81	100.0		

**Monitoring and control of food standards and operations.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no confidence	3	3.7	3.8	3.8
	little confidence	28	34.6	35.0	38.8
	some confidence	34	42.0	42.5	81.3
	confident	13	16.0	16.3	97.5
	very confident	2	2.5	2.5	100.0
	Total	80	98.8	100.0	
Missing	System	1	1.2		
Total		81	100.0		

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**Advanced customer care and communication skills.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no confidence	5	6.2	6.3	6.3
little confidence	18	22.2	22.5	28.8
some confidence	24	29.6	30.0	58.8
confident	25	30.9	31.3	90.0
very confident	8	9.9	10.0	100.0
Total	80	98.8	100.0	
Missing System	1	1.2		
Total	81	100.0		

**Marketing and Public Relations.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no confidence	3	3.7	3.8	3.8
little confidence	19	23.5	23.8	27.5
some confidence	31	38.3	38.8	66.3
confident	19	23.5	23.8	90.0
very confident	8	9.9	10.0	100.0
Total	80	98.8	100.0	
Missing System	1	1.2		
Total	81	100.0		

**Electronic Book (text shown on screen)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not liked	5	6.2	6.2	6.2
little liked	9	11.1	11.1	17.3
not sure	29	35.8	35.8	53.1
liked	20	24.7	24.7	77.8
greatly liked	18	22.2	22.2	100.0
Total	81	100.0	100.0	

**Game approach where points are scored for correct answers**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not liked	5	6.2	6.2	6.2
little liked	11	13.6	13.6	19.8
not sure	17	21.0	21.0	40.7
liked	28	34.6	34.6	75.3
greatly liked	20	24.7	24.7	100.0
Total	81	100.0	100.0	

**Simulated Environment (e.g. Office Scene with sources of information and Tasks to be undertaken.)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not liked	3	3.7	3.7	3.7
little liked	4	4.9	4.9	8.6
not sure	19	23.5	23.5	32.1
liked	29	35.8	35.8	67.9
greatly liked	26	32.1	32.1	100.0
Total	81	100.0	100.0	

**Combination of Electronic Book, Computer Game and Simulated Environment**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not liked	3	3.7	3.7	3.7
little liked	3	3.7	3.7	7.4
not sure	14	17.3	17.3	24.7
liked	24	29.6	29.6	54.3
greatly liked	37	45.7	45.7	100.0
Total	81	100.0	100.0	

**1. Can remember more about a subject through the lecture method with information, explanations and discussion.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	3	3.7	3.7	3.7
little confidence	34	42.0	42.0	45.7
often	44	54.3	54.3	100.0
Total	81	100.0	100.0	

**2. Prefer information to be written on the chalkboard, with the use of visual aids and assigned readings.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	9	11.1	11.1	11.1
little confidence	35	43.2	43.2	54.3
often	37	45.7	45.7	100.0
Total	81	100.0	100.0	

**3. Like to write things down or to take notes for visual review.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	2	2.5	2.5	2.5
little confidence	14	17.3	17.3	19.8
often	65	80.2	80.2	100.0
Total	81	100.0	100.0	

**4. Prefer to use posters, models, or actual practice & some activities in class.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	18	22.2	22.2	22.2
little confidence	29	35.8	35.8	58.0
often	34	42.0	42.0	100.0
Total	81	100.0	100.0	

**5. Require explanations of diagrams, graphs, or visual directions.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	12	14.8	15.0	15.0
little confidence	40	49.4	50.0	65.0
often	28	34.6	35.0	100.0
Total	80	98.8	100.0	
Missing System	1	1.2		
Total	81	100.0		

**6. Enjoy working with my hands or making things.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	17	21.0	21.0	21.0
little confidence	26	32.1	32.1	53.1
often	38	46.9	46.9	100.0
Total	81	100.0	100.0	

**7. Am skillful with & enjoy developing & making graphs & charts.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	42	51.9	51.9	51.9
little confidence	27	33.3	33.3	85.2
often	12	14.8	14.8	100.0
Total	81	100.0	100.0	

**8. Can tell if sounds match when presented with pairs of sounds.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	9	11.1	11.4	11.4
little confidence	43	53.1	54.4	65.8
often	27	33.3	34.2	100.0
Total	79	97.5	100.0	
Missing System	2	2.5		
Total	81	100.0		

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**9. Remember best by writing things down several times.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	13	16.0	16.0	16.0
little confidence	22	27.2	27.2	43.2
often	46	56.8	56.8	100.0
Total	81	100.0	100.0	

**10. Can understand and follow directions on maps.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	7	8.6	8.6	8.6
little confidence	26	32.1	32.1	40.7
often	48	59.3	59.3	100.0
Total	81	100.0	100.0	

**11. Do better at academic subjects by listening to lectures & tapes.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	22	27.2	27.5	27.5
little confidence	42	51.9	52.5	80.0
often	16	19.8	20.0	100.0
Total	80	98.8	100.0	
Missing System	1	1.2		
Total	81	100.0		

**12. Play with coins or keys in pockets.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	55	67.9	68.8	68.8
little confidence	20	24.7	25.0	93.8
often	5	6.2	6.3	100.0
Total	80	98.8	100.0	
Missing System	1	1.2		
Total	81	100.0		

**13. Learn to spell better by repeating the words out loud than by writing the word on papers.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	46	56.8	56.8	56.8
little confidence	25	30.9	30.9	87.7
often	10	12.3	12.3	100.0
Total	81	100.0	100.0	

**14. Can better understand a news article by reading about it in the paper than by listening to the radio.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	20	24.7	24.7	24.7
little confidence	32	39.5	39.5	64.2
often	29	35.8	35.8	100.0
Total	81	100.0	100.0	

**15. Chew gum, smoke, or snack during studies.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	25	30.9	31.3	31.3
little confidence	24	29.6	30.0	61.3
often	31	38.3	38.8	100.0
Total	80	98.8	100.0	
Missing System	1	1.2		
Total	81	100.0		

**16. Feel the best way to remember is to picture it in your head.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	5	6.2	6.2	6.2
little confidence	42	51.9	51.9	58.0
often	34	42.0	42.0	100.0
Total	81	100.0	100.0	

**17. Learn spelling by "finger spelling" words. (i.e. drawing letters in the air)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	73	90.1	91.3	91.3
little confidence	5	6.2	6.3	97.5
often	2	2.5	2.5	100.0
Total	80	98.8	100.0	
Missing System	1	1.2		
Total	81	100.0		

**18. Would rather listen to a good lecture or speech than read about the same material in a textbook.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	8	9.9	9.9	9.9
little confidence	18	22.2	22.2	32.1
often	55	67.9	67.9	100.0
Total	81	100.0	100.0	

**19. Am good at working and solving jigsaw puzzles and mazes.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	18	22.2	22.2	22.2
little confidence	42	51.9	51.9	74.1
often	21	25.9	25.9	100.0
Total	81	100.0	100.0	

**20. Grip objects in hands during learning period.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	33	40.7	41.8	41.8
little confidence	21	25.9	26.6	68.4
often	25	30.9	31.6	100.0
Total	79	97.5	100.0	
Missing System	2	2.5		
Total	81	100.0		

**21. Prefer listening to the news on the radio rather than reading about it in the newspaper.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	20	24.7	25.6	25.6
little confidence	33	40.7	42.3	67.9
often	25	30.9	32.1	100.0
Total	78	96.3	100.0	
Missing System	3	3.7		
Total	81	100.0		

**22. Obtain information on an interesting subject by reading relevant materials.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	5	6.2	6.2	6.2
little confidence	48	59.3	59.3	65.4
often	28	34.6	34.6	100.0
Total	81	100.0	100.0	

**A 4.10.2 SHS 1999 / 00 Semester 1 Entrance Q N=81  
(continued)**

**23. Feel very comfortable touching others, hugging, handshaking.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	12	14.8	15.0	15.0
little confidence	31	38.3	38.8	53.8
often	37	45.7	48.3	100.0
Total	80	98.8	100.0	
Missing System	1	1.2		
Total	81	100.0		

**24. Follow oral directions better than written ones.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	19	23.5	23.5	23.5
little confidence	45	55.6	55.6	79.0
often	17	21.0	21.0	100.0
Total	81	100.0	100.0	

**A 4.10.3 1999 / 00 Semester 2 SHS Controlled Investigation (N=73)**

**Questionnaire Version**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid A VB exe / Web	39	53.4	53.4	53.4
B Web / VB exe	34	46.6	46.6	100.0
Total	73	100.0	100.0	

**The computer-based "on-screen exercise" version of this material offered me a challenge**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	7	9.6	10.3	10.3
disagree somewhat	14	19.2	20.6	30.9
not sure	30	41.1	44.1	75.0
agree somewhat	11	15.1	16.2	91.2
agree totally	8	8.2	8.8	100.0
Total	68	93.2	100.0	
Missing System	5	6.8		
Total	73	100.0		

**1. I got the chance, within the computer-based "on-screen exercise" version of this material, to apply my learning to solving problems or taking decisions**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	5	6.8	6.9	6.9
disagree somewhat	17	23.3	23.6	30.6
not sure	21	28.8	29.2	59.7
agree somewhat	23	31.5	31.9	91.7
agree totally	6	8.2	8.3	100.0
Total	72	98.6	100.0	
Missing System	1	1.4		
Total	73	100.0		

**1. I found the tasks set in the computer-based "on-screen exercise" version of this material interesting**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	3	4.1	4.2	4.2
disagree somewhat	6	8.2	8.3	12.5
not sure	23	31.5	31.9	44.4
agree somewhat	29	39.7	40.3	84.7
agree totally	11	15.1	15.3	100.0
Total	72	98.6	100.0	
Missing System	1	1.4		
Total	73	100.0		

**1. The computer-based "on-screen exercise" version of this material inspired me to think about the material I had previously covered**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	1	1.4	1.4	1.4
disagree somewhat	14	19.2	19.2	20.5
not sure	16	21.9	21.9	42.5
agree somewhat	30	41.1	41.1	83.6
agree totally	12	16.4	16.4	100.0
Total	73	100.0	100.0	

**1. The computer-based feedback from the "on-screen exercise" version of this material helped me check that I was really learning**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	1	1.4	1.4	1.4
disagree somewhat	13	17.8	17.8	19.2
not sure	25	34.2	34.2	53.4
agree somewhat	23	31.5	31.5	84.9
agree totally	11	15.1	15.1	100.0
Total	73	100.0	100.0	

**1. The computer-based "on-screen exercise" version of this material allowed me to demonstrate my competency at the activity concerned**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	6	8.2	8.5	8.5
disagree somewhat	16	21.9	22.5	31.0
not sure	26	35.6	36.6	67.6
agree somewhat	18	24.7	25.4	93.0
agree totally	5	6.8	7.0	100.0
Total	71	97.3	100.0	
Missing System	2	2.7		
Total	73	100.0		

**1. The computer-based "on-screen exercise" version of this material made me curious to see the outcomes from my decisions**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	4	5.5	5.5	5.5
disagree somewhat	12	16.4	16.4	21.9
not sure	30	41.1	41.1	63.0
agree somewhat	22	30.1	30.1	93.2
agree totally	5	6.8	6.8	100.0
Total	73	100.0	100.0	

**A 4.10.3 1999 / 00 Semester 2 SHS Controlled Investigation (N=73) (continued)**

1. The computer-based "on-screen exercise" version of this material, which allowed me to feel as though I was really there in the scenario

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	3	4.1	4.2	4.2
disagree somewhat	14	19.2	19.4	23.6
not sure	25	34.2	34.7	58.3
agree somewhat	19	26.0	28.4	84.7
agree totally	11	15.1	15.3	100.0
Total	72	98.6	100.0	
Missing				
System	1	1.4		
Total	73	100.0		

1. The computer-based "on-screen exercise" version of this material allowed me to choose which element of this computer-based material I looked at next

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	1	1.4	1.4	1.4
disagree somewhat	10	13.7	14.1	15.5
not sure	16	21.9	22.5	38.0
agree somewhat	18	24.7	25.4	63.4
agree totally	26	35.6	36.6	100.0
Total	71	97.3	100.0	
Missing				
System	2	2.7		
Total	73	100.0		

1. I had to think carefully before deciding what to look at next in this computer-based "on-screen exercise" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	14	19.2	20.9	20.9
disagree somewhat	14	19.2	20.9	41.8
not sure	22	30.1	32.8	74.6
agree somewhat	15	20.5	22.4	97.0
agree totally	2	2.7	3.0	100.0
Total	67	91.8	100.0	
Missing				
System	6	8.2		
Total	73	100.0		

1. I could use this computer-based "on-screen exercise" version of this material to check how the experts would do things

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	1	1.4	1.4	1.4
disagree somewhat	5	6.8	6.8	8.2
not sure	9	12.3	12.3	20.5
agree somewhat	31	42.5	42.5	63.0
agree totally	27	37.0	37.0	100.0
Total	73	100.0	100.0	

1. I could control the pace at which I worked through this computer-based "on-screen exercise" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	2	2.7	2.8	2.8
disagree somewhat	8	11.0	11.1	13.9
not sure	11	15.1	15.3	29.2
agree somewhat	22	30.1	30.6	59.7
agree totally	29	39.7	40.3	100.0
Total	72	98.6	100.0	
Missing				
System	1	1.4		
Total	73	100.0		

1. I could choose my own pathway through this computer-based "on-screen exercise" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	2	2.7	2.7	2.7
disagree somewhat	5	6.8	6.8	9.6
not sure	13	17.8	17.8	27.4
agree somewhat	27	37.0	37.0	64.4
agree totally	26	35.6	35.6	100.0
Total	73	100.0	100.0	

1. There was an element of humour in this computer-based "on-screen exercise" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	13	17.8	18.3	18.3
disagree somewhat	19	26.0	26.8	45.1
not sure	9	12.3	12.7	57.7
agree somewhat	17	23.3	23.9	81.7
agree totally	13	17.8	18.3	100.0
Total	71	97.3	100.0	
Missing				
System	2	2.7		
Total	73	100.0		

1. The humour element in this computer-based "on-screen exercise" version of this material increased my sense of engagement

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	13	17.8	20.0	20.0
disagree somewhat	12	16.4	18.5	38.5
not sure	15	20.5	23.1	61.5
agree somewhat	14	19.2	21.5	83.1
agree totally	11	15.1	16.9	100.0
Total	65	89.0	100.0	
Missing				
System	8	11.0		
Total	73	100.0		

1. The game element in this computer-based "on-screen exercise" version of this material increased my level of engagement

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	4	5.5	5.9	5.9
disagree somewhat	16	21.9	23.5	29.4
not sure	20	27.4	29.4	58.8
agree somewhat	20	27.4	29.4	88.2
agree totally	8	11.0	11.8	100.0
Total	68	93.2	100.0	
Missing				
System	5	6.8		
Total	73	100.0		

1. The context of this computer-based "on-screen exercise" version of this material was realistic in that it reflected real life situations

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	1	1.4	1.4	1.4
disagree somewhat	3	4.1	4.2	5.6
not sure	12	16.4	16.9	22.5
agree somewhat	28	35.6	36.6	59.2
agree totally	29	39.7	40.8	100.0
Total	71	97.3	100.0	
Missing				
System	2	2.7		
Total	73	100.0		

1. The context of this computer-based "on-screen exercise" version of this material was meaningful for me (I found I could relate to it)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	1	1.4	1.4	1.4
disagree somewhat	6	8.2	8.2	9.6
not sure	15	20.5	20.5	30.1
agree somewhat	31	42.5	42.5	72.6
agree totally	20	27.4	27.4	100.0
Total	73	100.0	100.0	

1. I find this computer-based "on-screen exercise" version of this material makes the situations and examples used realistic

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	2	2.7	2.7	2.7
disagree somewhat	5	6.8	6.8	9.6
not sure	10	13.7	13.7	23.3
agree somewhat	30	41.1	41.1	64.4
agree totally	26	35.6	35.6	100.0
Total	73	100.0	100.0	

**A 4.10.3 1999 / 00 Semester 2 SHS Controlled Investigation (N=73) (continued)**

1. I did not get lost when navigating through this computer-based "on-screen exercise" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	2	2.7	2.7	2.7
disagree somewhat	4	5.5	5.5	8.2
not sure	15	20.5	20.5	28.8
agree somewhat	28	38.4	38.4	67.1
agree totally	24	32.9	32.9	100.0
Total	73	100.0	100.0	

1. Whenever I got lost this computer-based "on-screen exercise" version of this material made it easy for me to find where I was

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	6	8.2	10.2	10.2
disagree somewhat	6	8.2	10.2	20.3
not sure	11	15.1	18.6	39.0
agree somewhat	23	31.5	39.0	78.0
agree totally	13	17.8	22.0	100.0
Total	59	80.8	100.0	
Missing System	14	19.2		
Total	73	100.0		

1. Text in this computer-based "on-screen exercise" version of this material was easy to read on screen

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree somewhat	3	4.1	5.0	5.0
not sure	10	13.7	16.7	21.7
agree somewhat	22	30.1	36.7	58.3
agree totally	25	34.2	41.7	100.0
Total	60	82.2	100.0	
Missing System	13	17.8		
Total	73	100.0		

1. This computer-based "on-screen exercise" version of this material made me want to keep on working beyond the time I had intended

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	7	9.8	9.9	9.9
disagree somewhat	14	19.2	19.7	29.6
not sure	23	31.5	32.4	62.0
agree somewhat	16	21.9	22.5	84.5
agree totally	11	15.1	15.5	100.0
Total	71	97.3	100.0	
Missing System	2	2.7		
Total	73	100.0		

1. Information was easy to find throughout this computer-based "on-screen exercise" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	1	1.4	1.4	1.4
disagree somewhat	9	12.3	12.7	14.1
not sure	14	19.2	19.7	33.8
agree somewhat	35	47.9	49.3	83.1
agree totally	12	16.4	16.9	100.0
Total	71	97.3	100.0	
Missing System	2	2.7		
Total	73	100.0		

1. The screen display for this computer-based "on-screen exercise" version of this material was not cluttered

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	1	1.4	1.4	1.4
disagree somewhat	2	2.7	2.9	4.3
not sure	12	16.4	17.1	21.4
agree somewhat	30	41.1	42.9	64.3
agree totally	25	34.2	35.7	100.0
Total	70	95.9	100.0	
Missing System	3	4.1		
Total	73	100.0		

1. I found the colours used in displaying this computer-based "on-screen exercise" version of this material were appropriate

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	2	2.7	2.7	2.7
disagree somewhat	4	5.5	5.5	8.2
not sure	10	13.7	13.7	21.9
agree somewhat	38	49.3	49.3	71.2
agree totally	21	28.8	28.8	100.0
Total	73	100.0	100.0	

1. The interface for this computer-based "on-screen exercise" version of this material was easy to use

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	2	2.7	2.8	2.8
disagree somewhat	2	2.7	2.8	5.6
not sure	17	23.3	23.9	29.6
agree somewhat	30	41.1	42.3	71.8
agree totally	20	27.4	28.2	100.0
Total	71	97.3	100.0	
Missing System	2	2.7		
Total	73	100.0		

1. I felt as though I was actively learning from this computer-based "on-screen exercise" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	1	1.4	1.4	1.4
disagree somewhat	8	11.0	11.0	12.3
not sure	14	19.2	19.2	31.5
agree somewhat	31	42.5	42.5	74.0
agree totally	19	26.0	26.0	100.0
Total	73	100.0	100.0	

1. The interface helped me to spot my errors when using this computer-based "on-screen exercise" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	2	2.7	2.9	2.9
disagree somewhat	11	15.1	16.2	19.1
not sure	19	26.0	27.9	47.1
agree somewhat	21	28.8	30.9	77.9
agree totally	15	20.5	22.1	100.0
Total	68	93.2	100.0	
Missing System	5	6.8		
Total	73	100.0		

**A 4.10.3 1999 / 00 Semester 2 SHS Controlled Investigation (N=73) (continued)**

1. The interface helped me to reason about what caused my errors when using this computer-based "on-screen exercise" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	1	1.4	1.6	1.6
disagree somewhat	15	20.5	23.4	25.0
not sure	18	24.7	28.1	53.1
agree somewhat	26	35.6	40.6	93.8
agree totally	4	5.5	6.3	100.0
Total	64	87.7	100.0	
Missing System	9	12.3		
Total	73	100.0		

1. This computer-based "on-screen exercise" version of this material helped me to correct any errors I made

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	3	4.1	4.3	4.3
disagree somewhat	11	15.1	15.9	20.3
not sure	22	30.1	31.9	52.2
agree somewhat	27	37.0	39.1	91.3
agree totally	6	8.2	8.7	100.0
Total	69	94.5	100.0	
Missing System	4	5.5		
Total	73	100.0		

1. This computer-based "on-screen exercise" version of this material allowed me to make use of what I already knew

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	1	1.4	1.4	1.4
disagree somewhat	6	8.2	8.2	9.6
not sure	22	30.1	30.1	39.7
agree somewhat	34	46.6	46.6	86.3
agree totally	10	13.7	13.7	100.0
Total	73	100.0	100.0	

1. This computer-based "on-screen exercise" version of this material allowed me to learn by thinking and reasoning

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree somewhat	9	12.3	12.3	12.3
not sure	20	27.4	27.4	39.7
agree somewhat	34	46.6	46.6	86.3
agree totally	10	13.7	13.7	100.0
Total	73	100.0	100.0	

1. This computer-based "on-screen exercise" version of this material encouraged me to improvise when trying to solve problems or take decisions

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	3	4.1	4.2	4.2
disagree somewhat	11	15.1	15.3	19.4
not sure	24	32.9	33.3	52.8
agree somewhat	26	35.6	36.1	88.9
agree totally	8	11.0	11.1	100.0
Total	72	98.6	100.0	
Missing System	1	1.4		
Total	73	100.0		

1. When using this computer-based "on-screen exercise" version of this material I had to identify problems then solve them

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	7	9.6	10.1	10.1
disagree somewhat	15	20.5	21.7	31.9
not sure	23	31.5	33.3	65.2
agree somewhat	17	23.3	24.6	89.9
agree totally	7	9.6	10.1	100.0
Total	69	94.5	100.0	
Missing System	4	5.5		
Total	73	100.0		

1. I had to sort out relevant from irrelevant when trying to solve problems or take decisions using this computer-based "on-screen exercise" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	3	4.1	4.7	4.7
disagree somewhat	21	28.8	32.8	37.5
not sure	19	26.0	29.7	67.2
agree somewhat	14	19.2	21.9	89.1
agree totally	7	9.6	10.9	100.0
Total	64	87.7	100.0	
Missing System	9	12.3		
Total	73	100.0		

1. This computer-based "on-screen exercise" version of this material allowed me to explore from a number of perspectives

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree somewhat	11	15.1	15.1	15.1
not sure	22	30.1	30.1	45.2
agree somewhat	29	39.7	39.7	84.9
agree totally	11	15.1	15.1	100.0
Total	73	100.0	100.0	

1. This computer-based "on-screen exercise" version of this material maintained the complexity of the real world

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	4	5.5	5.6	5.6
disagree somewhat	10	13.7	13.9	19.4
not sure	12	16.4	16.7	36.1
agree somewhat	25	34.2	34.7	70.8
agree totally	21	28.8	29.2	100.0
Total	72	98.6	100.0	
Missing System	1	1.4		
Total	73	100.0		

1. This computer-based "on-screen exercise" version of this material encouraged me to reflect on a range of learning when attempting to solve problems

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree somewhat	8	11.0	11.0	11.0
not sure	34	46.6	46.6	57.5
agree somewhat	21	28.8	28.8	86.3
agree totally	10	13.7	13.7	100.0
Total	73	100.0	100.0	

1. Assessment was integrated within this computer-based "on-screen exercise" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	6	8.2	10.2	10.2
disagree somewhat	15	20.5	25.4	35.6
not sure	15	20.5	25.4	61.0
agree somewhat	16	21.9	27.1	88.1
agree totally	7	9.6	11.9	100.0
Total	59	80.8	100.0	
Missing System	14	19.2		
Total	73	100.0		

1. This computer-based "on-screen exercise" version of this material offered the opportunity for me to defend my views / opinions developed

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	13	17.8	18.3	18.3
disagree somewhat	21	28.8	29.6	47.9
not sure	24	32.9	33.8	81.7
agree somewhat	8	11.0	11.3	93.0
agree totally	5	6.8	7.0	100.0
Total	71	97.3	100.0	
Missing System	2	2.7		
Total	73	100.0		

**A 4.10.3 1999 / 00 Semester 2 SHS Controlled Investigation (N=73) (continued)**

1. My understanding of the issues has changed having worked through this computer-"on-screen exercise" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	5	6.8	7.1	7.1
disagree somewhat	11	15.1	15.7	22.9
not sure	27	37.0	38.6	61.4
agree somewhat	20	27.4	28.6	90.0
agree totally	7	9.6	10.0	100.0
Total	70	95.9	100.0	
Missing				
System	3	4.1		
Total	73	100.0		

1. This computer-based "on-screen exercise" version of this material contained too much on-screen text

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally agree	1	1.4	1.5	1.5
not sure	9	12.3	13.6	15.2
disagree somewhat	15	20.5	22.7	37.9
disagree totally	41	56.2	62.1	100.0
Total	66	90.4	100.0	
Missing				
System	7	9.6		
Total	73	100.0		

1. I find myself wanting to read this computer-based "on-screen exercise" version of this material from a print out, rather than on-screen

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally agree	2	2.7	3.0	3.0
agree somewhat	3	4.1	4.5	7.6
not sure	9	12.3	13.6	21.2
disagree somewhat	14	19.2	21.2	42.4
disagree totally	38	52.1	57.6	100.0
Total	66	90.4	100.0	
Missing				
System	7	9.6		
Total	73	100.0		

1. I would have been better off reading a book than using this computer-based "on-screen exercise" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally agree	1	1.4	1.4	1.4
agree somewhat	2	2.7	2.9	4.3
not sure	5	6.8	7.1	11.4
disagree somewhat	20	27.4	28.6	40.0
disagree totally	42	57.5	60.0	100.0
Total	70	95.9	100.0	
Missing				
System	3	4.1		
Total	73	100.0		

1. I worked through all the elements of this computer-based "on-screen exercise" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	9	12.3	13.6	13.6
disagree somewhat	15	20.5	22.7	36.4
not sure	13	17.8	19.7	56.1
agree somewhat	15	20.5	22.7	78.8
agree totally	14	19.2	21.2	100.0
Total	66	90.4	100.0	
Missing				
System	7	9.6		
Total	73	100.0		

1. I was unsure what I should do when using the interactive elements of this computer-based "on-screen exercise" version of this material (ie the instructions were not clear)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
agree somewhat	9	12.3	13.0	13.0
not sure	9	12.3	13.0	26.1
disagree somewhat	17	23.3	24.6	50.7
disagree totally	34	46.6	49.3	100.0
Total	69	94.5	100.0	
Missing				
System	4	5.5		
Total	73	100.0		

1. The interactive elements in this computer-based "on-screen exercise" version of this material helped my understanding

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
disagree somewhat	6	8.2	8.6	8.6
not sure	20	27.4	28.6	37.1
agree somewhat	27	37.0	38.6	75.7
agree totally	17	23.3	24.3	100.0
Total	70	95.9	100.0	
Missing				
System	3	4.1		
Total	73	100.0		

1. My view of this computer-based "on-screen exercise" version of this material has been influenced by other computer-based material I've used

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	8	11.0	11.9	11.9
disagree somewhat	16	21.9	23.9	35.8
not sure	20	27.4	29.9	65.7
agree somewhat	16	21.9	23.9	89.6
agree totally	7	9.6	10.4	100.0
Total	67	91.8	100.0	
Missing				
System	6	8.2		
Total	73	100.0		

1. The look of the screen displays in this computer-based "on-screen exercise" version of this material helped motivate me

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	3	4.1	4.2	4.2
disagree somewhat	12	16.4	16.9	21.1
not sure	19	26.0	26.8	47.9
agree somewhat	29	39.7	40.8	88.7
agree totally	8	11.0	11.3	100.0
Total	71	97.3	100.0	
Missing				
System	2	2.7		
Total	73	100.0		

1. The presentation of this computer-based "on-screen exercise" version of this material is better than other computer-based material I've used

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	5	6.8	7.5	7.5
disagree somewhat	4	5.5	6.0	13.4
not sure	18	24.7	26.9	40.3
agree somewhat	25	34.2	37.3	77.6
agree totally	15	20.5	22.4	100.0
Total	67	91.8	100.0	
Missing				
System	6	8.2		
Total	73	100.0		



**A 4.10.3 1999 / 00 Semester 2 SHS Controlled Investigation (N=73) (continued)**

1. The presentation of this computer-based "on-screen exercise" version of this material is as good as other computer-based material I've used

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	8	11.0	13.6	13.6
disagree somewhat	14	19.2	23.7	37.3
not sure	16	21.9	27.1	64.4
agree somewhat	11	15.1	18.6	83.1
agree totally	10	13.7	16.9	100.0
Total	59	80.8	100.0	
Missing				
System	14	19.2		
Total	73	100.0		

1. The presentation of this computer-based "on-screen exercise" version of this material is not as good as other computer-based material I've used

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally agree	3	4.1	5.3	5.3
agree somewhat	4	5.5	7.0	12.3
not sure	7	9.6	12.3	24.6
disagree somewhat	13	17.8	22.8	47.4
disagree totally	30	41.1	52.6	100.0
Total	57	78.1	100.0	
Missing				
System	16	21.9		
Total	73	100.0		

1. The on-screen feedback provided helps me check I'm learning from this computer-based "on-screen exercise" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	4	5.5	5.6	5.6
disagree somewhat	13	17.8	18.1	23.6
not sure	29	39.7	40.3	63.9
agree somewhat	15	20.5	20.8	84.7
agree totally	11	15.1	15.3	100.0
Total	72	98.6	100.0	
Missing				
System	1	1.4		
Total	73	100.0		

1. I'm not sure whether I'm learning what I should from this computer-based "on-screen exercise" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally agree	1	1.4	1.5	1.5
agree somewhat	12	16.4	17.6	19.1
not sure	11	15.1	16.2	35.3
disagree somewhat	20	27.4	29.4	64.7
disagree totally	24	32.9	35.3	100.0
Total	68	93.2	100.0	
Missing				
System	5	6.8		
Total	73	100.0		

1. I found this computer-based "on-screen exercise" version of this material allowed me to practice doing the things I needed to do

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	2	2.7	2.8	2.8
disagree somewhat	9	12.3	12.5	15.3
not sure	31	42.5	43.1	58.3
agree somewhat	21	28.8	29.2	87.5
agree totally	9	12.3	12.5	100.0
Total	72	98.6	100.0	
Missing				
System	1	1.4		
Total	73	100.0		

1. I found this computer-based "on-screen exercise" version of this material engaging to the point where I kept trying to solve the problems or make the decisions

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	3	4.1	4.2	4.2
disagree somewhat	15	20.5	21.1	25.4
not sure	24	32.9	33.8	59.2
agree somewhat	20	27.4	28.2	87.3
agree totally	9	12.3	12.7	100.0
Total	71	97.3	100.0	
Missing				
System	2	2.7		
Total	73	100.0		

1. I found the on-screen feedback in this computer-based "on-screen exercise" version of this material made me actively think about my decisions

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	1	1.4	1.4	1.4
disagree somewhat	13	17.8	18.8	20.3
not sure	21	28.8	30.4	50.7
agree somewhat	24	32.9	34.8	85.5
agree totally	10	13.7	14.5	100.0
Total	69	94.5	100.0	
Missing				
System	4	5.5		
Total	73	100.0		

1. Having video clips increased my engagement with this computer-based "on-screen exercise" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	1	1.4	1.4	1.4
disagree somewhat	1	1.4	1.4	2.7
not sure	5	6.8	6.8	9.6
agree somewhat	31	42.5	42.5	52.1
agree totally	35	47.9	47.9	100.0
Total	73	100.0	100.0	

1. Having voice over material helped my understanding of this computer-based "on-screen exercise" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	1	1.4	1.4	1.4
disagree somewhat	4	5.5	5.5	6.8
not sure	3	4.1	4.1	11.0
agree somewhat	36	49.3	49.3	60.3
agree totally	29	39.7	39.7	100.0
Total	73	100.0	100.0	

1. Having voice over material increased my engagement with this computer-based "on-screen exercise" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	2	2.7	2.7	2.7
disagree somewhat	3	4.1	4.1	6.8
not sure	9	12.3	12.3	19.2
agree somewhat	34	46.6	46.6	65.8
agree totally	25	34.2	34.2	100.0
Total	73	100.0	100.0	

**A 4.10.3 1999 / 00 Semester 2 SHS Controlled Investigation (N=73) (continued)**

1. Hearing the voices of the characters in the scenario increased my engagement with this computer-based "on-screen exercise" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	2	2.7	2.7	2.7
disagree somewhat	2	2.7	2.7	5.5
not sure	7	9.6	9.6	15.1
agree somewhat	35	47.9	47.9	63.0
agree totally	27	37.0	37.0	100.0
Total	73	100.0	100.0	

1. Having high quality images helped my understanding of this computer-based "on-screen exercise" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	1	1.4	1.4	1.4
disagree somewhat	1	1.4	1.4	2.7
not sure	4	5.5	5.5	8.2
agree somewhat	29	39.7	39.7	47.9
agree totally	38	52.1	52.1	100.0
Total	73	100.0	100.0	

1. Having high quality images increased my engagement with this computer-based "on-screen exercise" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	2	2.7	2.8	2.8
disagree somewhat	1	1.4	1.4	4.2
not sure	6	8.2	6.3	12.5
agree somewhat	28	38.4	38.9	51.4
agree totally	35	47.9	48.6	100.0
Total	72	98.6	100.0	
Missing System	1	1.4		
Total	73	100.0		

1. The computer-based "on-screen text" version of this material offered me a challenge

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	17	23.3	25.4	25.4
disagree somewhat	20	27.4	29.9	55.2
not sure	19	26.0	28.4	83.6
agree somewhat	6	8.2	9.0	92.5
agree totally	5	6.8	7.5	100.0
Total	67	91.8	100.0	
Missing System	6	8.2		
Total	73	100.0		

1. I got the chance, within the computer-based "on-screen text" version of this material, to apply my learning to solving problems or taking decisions

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	22	30.1	30.1	30.1
disagree somewhat	22	30.1	30.1	60.3
not sure	16	21.9	21.9	82.2
agree somewhat	8	11.0	11.0	93.2
agree totally	5	6.8	6.8	100.0
Total	73	100.0	100.0	

1. I found the tasks set in the computer-based "on-screen text" version of this material interesting

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	23	31.5	32.9	32.9
disagree somewhat	23	31.5	32.9	65.7
not sure	13	17.8	18.6	84.3
agree somewhat	8	11.0	11.4	95.7
agree totally	3	4.1	4.3	100.0
Total	70	95.9	100.0	
Missing System	3	4.1		
Total	73	100.0		

1. The computer-based "on-screen text" version of this material inspired me to think about the material I had previously covered

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	12	16.4	17.1	17.1
disagree somewhat	26	35.6	37.1	54.3
not sure	20	27.4	28.6	82.9
agree somewhat	9	12.3	12.9	95.7
agree totally	3	4.1	4.3	100.0
Total	70	95.9	100.0	
Missing System	3	4.1		
Total	73	100.0		

1. The computer-based feedback from the "on-screen text" version of this material helped me check that I was really learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	21	28.8	30.0	30.0
disagree somewhat	23	31.5	32.9	62.9
not sure	15	20.5	21.4	84.3
agree somewhat	5	6.8	7.1	91.4
agree totally	6	8.2	8.6	100.0
Total	70	95.9	100.0	
Missing System	3	4.1		
Total	73	100.0		

1. The computer-based "on-screen text" version of this material allowed me to demonstrate my competency at the activity concerned

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	24	32.9	34.8	34.8
disagree somewhat	25	34.2	36.2	71.0
not sure	12	16.4	17.4	88.4
agree somewhat	4	5.5	5.8	94.2
agree totally	4	5.5	5.8	100.0
Total	69	94.5	100.0	
Missing System	4	5.5		
Total	73	100.0		

1. The computer-based "on-screen text" version of this material made me curious to see the outcomes from my decisions

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	17	23.3	24.3	24.3
disagree somewhat	29	39.7	41.4	65.7
not sure	12	16.4	17.1	82.9
agree somewhat	10	13.7	14.3	97.1
agree totally	2	2.7	2.9	100.0
Total	70	95.9	100.0	
Missing System	3	4.1		
Total	73	100.0		

1. The computer-based "on-screen text" version of this material, which allowed me to feel as though I was really there in the scenario

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	44	60.3	62.9	62.9
disagree somewhat	17	23.3	24.3	87.1
not sure	5	6.8	7.1	94.3
agree somewhat	2	2.7	2.9	97.1
agree totally	2	2.7	2.9	100.0
Total	70	95.9	100.0	
Missing System	3	4.1		
Total	73	100.0		

1. The computer-based "on-screen text" version of this material allowed me to choose which element of this computer-based material I looked at next

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	34	46.6	50.7	50.7
disagree somewhat	15	20.5	22.4	73.1
not sure	7	9.6	10.4	83.6
agree somewhat	10	13.7	14.9	98.5
agree totally	1	1.4	1.5	100.0
Total	67	91.8	100.0	
Missing System	6	8.2		
Total	73	100.0		

**A 4.10.3 1999 / 00 Semester 2 SHS Controlled Investigation (N=73) (continued)**

1. I had to think carefully before deciding what to look at next in this computer-based "on-screen text" version of this material

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	22	30.1	38.6	38.6
	disagree somewhat	14	19.2	24.6	63.2
	not sure	7	9.6	12.3	75.4
	agree somewhat	9	12.3	15.8	91.2
	agree totally	5	6.8	8.8	100.0
	Total	57	78.1	100.0	
Missing	System	16	21.9		
Total		73	100.0		

1. I could use this computer-based "on-screen text" version of this material to check how the experts would do things

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	22	30.1	31.4	31.4
	disagree somewhat	23	31.5	32.9	64.3
	not sure	13	17.8	18.8	82.9
	agree somewhat	5	6.8	7.1	90.0
	agree totally	7	9.6	10.0	100.0
	Total	70	95.9	100.0	
Missing	System	3	4.1		
Total		73	100.0		

1. I could control the pace at which I worked through this computer-based "on-screen text" version of this material

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	5	6.8	6.8	6.8
	disagree somewhat	8	11.0	11.0	17.8
	not sure	15	20.5	20.5	38.4
	agree somewhat	19	26.0	26.0	64.4
	agree totally	26	35.6	35.6	100.0
	Total	73	100.0	100.0	

1. I could choose my own pathway through this computer-based "on-screen text" version of this material

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	17	23.3	24.6	24.6
	disagree somewhat	13	17.8	18.8	43.5
	not sure	12	16.4	17.4	60.9
	agree somewhat	13	17.8	18.8	79.7
	agree totally	14	19.2	20.3	100.0
	Total	69	94.5	100.0	
Missing	System	4	5.5		
Total		73	100.0		

1. There was an element of humour in this computer-based "on-screen text" version of this material

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	51	69.9	75.0	75.0
	disagree somewhat	6	8.2	8.8	83.8
	not sure	7	9.6	10.3	94.1
	agree somewhat	3	4.1	4.4	98.5
	agree totally	1	1.4	1.5	100.0
	Total	68	93.2	100.0	
Missing	System	5	6.8		
Total		73	100.0		

1. The humour element in this computer-based "on-screen text" version of this material increased my sense of engagement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	40	54.8	71.4	71.4
	disagree somewhat	9	12.3	16.1	87.5
	not sure	4	5.5	7.1	94.6
	agree somewhat	2	2.7	3.6	98.2
	agree totally	1	1.4	1.8	100.0
	Total	58	76.7	100.0	
Missing	System	17	23.3		
Total		73	100.0		

1. The game element in this computer-based "on-screen text" version of this material increased my level of engagement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	37	50.7	62.7	62.7
	disagree somewhat	12	16.4	20.3	83.1
	not sure	6	8.2	10.2	93.2
	agree somewhat	3	4.1	5.1	98.3
	agree totally	1	1.4	1.7	100.0
	Total	59	80.8	100.0	
Missing	System	14	19.2		
Total		73	100.0		

1. The context of this computer-based "on-screen text" version of this material was realistic in that it reflected real life situations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	15	20.5	21.7	21.7
	disagree somewhat	10	13.7	14.5	36.2
	not sure	19	26.0	27.5	63.8
	agree somewhat	16	21.9	23.2	87.0
	agree totally	9	12.3	13.0	100.0
	Total	69	94.5	100.0	
Missing	System	4	5.5		
Total		73	100.0		

1. The context of this computer-based "on-screen text" version of this material was meaningful for me (I found I could relate to it)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	17	23.3	23.9	23.9
	disagree somewhat	19	26.0	26.8	50.7
	not sure	15	20.5	21.1	71.8
	agree somewhat	17	23.3	23.9	95.8
	agree totally	3	4.1	4.2	100.0
	Total	71	97.3	100.0	
Missing	System	2	2.7		
Total		73	100.0		

1. I find this computer-based "on-screen text" version of this material makes the situations and examples used realistic

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	27	37.0	38.0	38.0
	disagree somewhat	21	28.8	29.8	67.6
	not sure	12	16.4	16.9	84.5
	agree somewhat	7	9.6	9.9	94.4
	agree totally	4	5.5	5.8	100.0
	Total	71	97.3	100.0	
Missing	System	2	2.7		
Total		73	100.0		

**A 4.10.3 1999 / 00 Semester 2 SHS Controlled Investigation (N=73) (continued)**

1. I did not get lost when navigating through this computer-based "on-screen text" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	6	8.2	8.3	8.3
disagree somewhat	7	9.6	9.7	18.1
not sure	13	17.8	18.1	36.1
agree somewhat	17	23.3	23.6	59.7
agree totally	29	39.7	40.3	100.0
Total	72	98.6	100.0	
Missing				
System	1	1.4		
Total	73	100.0		

1. Whenever I got lost this computer-based "on-screen text" version of this material made it easy for me to find where I was

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	7	9.6	14.3	14.3
disagree somewhat	12	16.4	24.5	38.8
not sure	11	15.1	22.4	61.2
agree somewhat	11	15.1	22.4	83.7
agree totally	8	11.0	16.3	100.0
Total	49	67.1	100.0	
Missing				
System	24	32.9		
Total	73	100.0		

1. Text in this computer-based "on-screen text" version of this material was easy to read on screen

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	7	9.6	9.6	9.6
disagree somewhat	8	11.0	11.0	20.5
not sure	16	21.9	21.9	42.5
agree somewhat	16	21.9	21.9	64.4
agree totally	26	35.6	35.6	100.0
Total	73	100.0	100.0	

1. This computer-based "on-screen text" version of this material made me want to keep on working beyond the time I had intended

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	34	46.6	50.0	50.0
disagree somewhat	15	20.5	22.1	72.1
not sure	13	17.8	19.1	91.2
agree somewhat	3	4.1	4.4	95.6
agree totally	3	4.1	4.4	100.0
Total	68	93.2	100.0	
Missing				
System	5	6.8		
Total	73	100.0		

1. Information was easy to find throughout this computer-based "on-screen text" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	7	9.6	10.1	10.1
disagree somewhat	16	21.9	23.2	33.3
not sure	18	24.7	26.1	59.4
agree somewhat	19	26.0	27.5	87.0
agree totally	9	12.3	13.0	100.0
Total	69	94.5	100.0	
Missing				
System	4	5.5		
Total	73	100.0		

1. The screen display for this computer-based "on-screen text" version of this material was not cluttered

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	3	4.1	4.3	4.3
disagree somewhat	11	15.1	15.9	20.3
not sure	17	23.3	24.6	44.9
agree somewhat	19	26.0	27.5	72.5
agree totally	19	26.0	27.5	100.0
Total	69	94.5	100.0	
Missing				
System	4	5.5		
Total	73	100.0		

1. I found the colours used in displaying this computer-based "on-screen text" version of this material were appropriate

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	27	37.0	44.3	44.3
disagree somewhat	13	17.8	21.3	65.6
not sure	9	12.3	14.8	80.3
agree somewhat	6	8.2	9.8	90.2
agree totally	6	8.2	9.8	100.0
Total	61	83.6	100.0	
Missing				
System	12	16.4		
Total	73	100.0		

1. The interface for this computer-based "on-screen text" version of this material was easy to use

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	2	2.7	3.0	3.0
disagree somewhat	15	20.5	22.4	25.4
not sure	19	26.0	28.4	53.7
agree somewhat	18	24.7	26.9	80.6
agree totally	13	17.8	19.4	100.0
Total	67	91.8	100.0	
Missing				
System	6	8.2		
Total	73	100.0		

1. I felt as though I was actively learning from this computer-based "on-screen text" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	20	27.4	27.8	27.8
disagree somewhat	22	30.1	30.6	58.3
not sure	20	27.4	27.8	86.1
agree somewhat	6	8.2	8.3	94.4
agree totally	4	5.5	5.6	100.0
Total	72	98.6	100.0	
Missing				
System	1	1.4		
Total	73	100.0		

1. The interface helped me to spot my errors when using this computer-based "on-screen text" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	22	30.1	33.3	33.3
disagree somewhat	24	32.9	36.4	69.7
not sure	14	19.2	21.2	90.9
agree somewhat	4	5.5	6.1	97.0
agree totally	2	2.7	3.0	100.0
Total	66	90.4	100.0	
Missing				
System	7	9.6		
Total	73	100.0		

**A 4.10.3 1999 / 00 Semester 2 SHS Controlled Investigation (N=73) (continued)**

1. The interface helped me to reason about what caused my errors when using this computer-based "on-screen text" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	17	23.3	27.4	27.4
disagree somewhat	27	37.0	43.5	71.0
not sure	15	20.5	24.2	95.2
agree somewhat	2	2.7	3.2	98.4
agree totally	1	1.4	1.6	100.0
Total	62	84.9	100.0	
Missing	11	15.1		
System				
Total	73	100.0		

1. This computer-based "on-screen text" version of this material helped me to correct any errors I made

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	20	27.4	30.3	30.3
disagree somewhat	27	37.0	40.9	71.2
not sure	12	16.4	18.2	89.4
agree somewhat	6	8.2	9.1	98.5
agree totally	1	1.4	1.5	100.0
Total	66	90.4	100.0	
Missing	7	9.6		
System				
Total	73	100.0		

1. This computer-based "on-screen text" version of this material allowed me to make use of what I already knew

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	12	16.4	16.4	16.4
disagree somewhat	25	34.2	34.2	50.7
not sure	22	30.1	30.1	80.8
agree somewhat	9	12.3	12.3	93.2
agree totally	5	6.8	6.8	100.0
Total	73	100.0	100.0	

1. This computer-based "on-screen text" version of this material allowed me to learn by thinking and reasoning

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	13	17.8	17.8	17.8
disagree somewhat	22	30.1	30.1	47.9
not sure	24	32.9	32.9	80.8
agree somewhat	9	12.3	12.3	93.2
agree totally	5	6.8	6.8	100.0
Total	73	100.0	100.0	

1. This computer-based "on-screen text" version of this material encouraged me to improvise when trying to solve problems or take decisions

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	19	26.0	26.8	26.8
disagree somewhat	15	20.5	21.1	47.9
not sure	22	30.1	31.0	78.9
agree somewhat	10	13.7	14.1	93.0
agree totally	5	6.8	7.0	100.0
Total	71	97.3	100.0	
Missing	2	2.7		
System				
Total	73	100.0		

1. When using this computer-based "on-screen text" version of this material I had to identify problems then solve them

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	18	24.7	26.9	26.9
disagree somewhat	17	23.3	25.4	52.2
not sure	18	24.7	26.9	79.1
agree somewhat	7	9.6	10.4	89.6
agree totally	7	9.6	10.4	100.0
Total	67	91.8	100.0	
Missing	6	8.2		
System				
Total	73	100.0		

1. I had to sort out relevant from irrelevant when trying to solve problems or take decisions using this computer-based "on-screen text" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	21	28.8	31.3	31.3
disagree somewhat	21	28.8	31.3	62.7
not sure	13	17.8	19.4	82.1
agree somewhat	6	8.2	9.0	91.0
agree totally	6	8.2	9.0	100.0
Total	67	91.8	100.0	
Missing	6	8.2		
System				
Total	73	100.0		

1. This computer-based "on-screen text" version of this material allowed me to explore from a number of perspectives

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	25	34.2	34.7	34.7
disagree somewhat	25	34.2	34.7	69.4
not sure	13	17.8	18.1	87.5
agree somewhat	8	11.0	11.1	98.6
agree totally	1	1.4	1.4	100.0
Total	72	98.6	100.0	
Missing	1	1.4		
System				
Total	73	100.0		

1. This computer-based "on-screen text" version of this material maintained the complexity of the real world

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	13	17.8	18.3	18.3
disagree somewhat	24	32.9	33.8	52.1
not sure	21	28.8	29.6	81.7
agree somewhat	10	13.7	14.1	95.8
agree totally	3	4.1	4.2	100.0
Total	71	97.3	100.0	
Missing	2	2.7		
System				
Total	73	100.0		

1. This computer-based "on-screen text" version of this material encouraged me to reflect on a range of learning when attempting to solve problems

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	14	19.2	19.4	19.4
disagree somewhat	30	41.1	41.7	61.1
not sure	18	24.7	25.0	86.1
agree somewhat	6	8.2	8.3	94.4
agree totally	4	5.5	5.6	100.0
Total	72	98.6	100.0	
Missing	1	1.4		
System				
Total	73	100.0		

**A 4.10.3 1999 / 00 Semester 2 SHS Controlled Investigation (N=73) (continued)**

1. Assessment was integrated within this computer-based "on-screen text" version of this material

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	21	28.8	33.3	33.3
	disagree somewhat	23	31.5	36.5	69.8
	not sure	12	16.4	19.0	88.9
	agree somewhat	3	4.1	4.8	93.7
	agree totally	4	5.5	6.3	100.0
	Total	63	86.3	100.0	
Missing	System	10	13.7		
Total		73	100.0		

1. This computer-based "on-screen text" version of this material offered the opportunity for me to defend my views / opinions developed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	31	42.5	43.1	43.1
	disagree somewhat	21	28.8	29.2	72.2
	not sure	10	13.7	13.9	86.1
	agree somewhat	3	4.1	4.2	90.3
	agree totally	7	9.6	9.7	100.0
	Total	72	98.6	100.0	
Missing	System	1	1.4		
Total		73	100.0		

1. My understanding of the issues has changed having worked through this computer-"on-screen text" version of this material

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	29	39.7	40.3	40.3
	disagree somewhat	22	30.1	30.6	70.8
	not sure	18	21.9	22.2	93.1
	agree somewhat	4	5.5	5.6	98.6
	agree totally	1	1.4	1.4	100.0
	Total	72	98.6	100.0	
Missing	System	1	1.4		
Total		73	100.0		

1. This computer-based "on-screen text" version of this material contained too much on-screen text

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally agree	7	9.6	9.6	9.6
	agree somewhat	12	16.4	16.4	26.0
	not sure	23	31.5	31.5	57.5
	disagree somewhat	10	13.7	13.7	71.2
	disagree totally	21	28.8	28.8	100.0
	Total	73	100.0	100.0	

1. I find myself wanting to read this computer-based "on-screen text" version of this material from a print out, rather than on-screen

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally agree	9	12.3	12.5	12.5
	agree somewhat	18	21.9	22.2	34.7
	not sure	12	16.4	16.7	51.4
	disagree somewhat	14	19.2	19.4	70.8
	disagree totally	21	28.8	29.2	100.0
	Total	72	98.6	100.0	
Missing	System	1	1.4		
Total		73	100.0		

1. I would have been better off reading a book than using this computer-based "on-screen text" version of this material

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally agree	12	16.4	16.4	16.4
	agree somewhat	12	16.4	16.4	32.9
	not sure	23	31.5	31.5	64.4
	disagree somewhat	11	15.1	15.1	79.5
	disagree totally	15	20.5	20.5	100.0
	Total	73	100.0	100.0	

I worked through all the elements of this computer-based "on-screen text" version of this material

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	17	23.3	25.8	25.8
	disagree somewhat	14	19.2	21.2	47.0
	not sure	16	21.9	24.2	71.2
	agree somewhat	12	16.4	18.2	89.4
	agree totally	7	9.6	10.6	100.0
	Total	66	90.4	100.0	
Missing	System	7	9.6		
Total		73	100.0		

1. I was unsure what I should do when using the interactive elements of this computer-based "on-screen text" version of this material (ie the instructions were not clear)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally agree	3	4.1	4.6	4.6
	agree somewhat	10	13.7	15.4	20.0
	not sure	19	26.0	29.2	49.2
	disagree somewhat	17	23.3	26.2	75.4
	disagree totally	16	21.9	24.6	100.0
	Total	65	89.0	100.0	
Missing	System	8	11.0		
Total		73	100.0		

1. The interactive elements in this computer-based "on-screen text" version of this material helped my understanding

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	18	24.7	28.1	28.1
	disagree somewhat	18	24.7	28.1	56.3
	not sure	13	17.8	20.3	76.6
	agree somewhat	8	11.0	12.5	89.1
	agree totally	7	9.6	10.9	100.0
	Total	64	87.7	100.0	
Missing	System	9	12.3		
Total		73	100.0		

1. My view of this computer-based "on-screen text" version of this material has been influenced by other computer-based material I've used

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	8	11.0	11.8	11.8
	disagree somewhat	14	19.2	20.6	32.4
	not sure	14	19.2	20.6	52.9
	agree somewhat	15	20.5	22.1	75.0
	agree totally	17	23.3	25.0	100.0
	Total	68	93.2	100.0	
Missing	System	5	6.8		
Total		73	100.0		

**A 4.10.3 1999 / 00 Semester 2 SHS Controlled Investigation (N=73) (continued)**

1. The look of the screen displays in this computer-based "on-screen text" version of this material helped motivate me

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	31	42.5	45.6	45.6
disagree somewhat	17	23.3	25.0	70.6
not sure	12	16.4	17.6	88.2
agree somewhat	5	6.8	7.4	95.6
agree totally	3	4.1	4.4	100.0
Total	68	93.2	100.0	
Missing	System	5	6.8	
Total	73	100.0		

1. The presentation of this computer-based "on-screen text" version of this material is better than other computer-based material I've used

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	37	50.7	55.2	55.2
disagree somewhat	13	17.8	19.4	74.6
not sure	7	9.6	10.4	85.1
agree somewhat	7	9.6	10.4	95.5
agree totally	3	4.1	4.5	100.0
Total	67	91.8	100.0	
Missing	System	6	8.2	
Total	73	100.0		

1. The presentation of this computer-based "on-screen text" version of this material is as good as other computer-based material I've used

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	30	41.1	45.5	45.5
disagree somewhat	17	23.3	25.8	71.2
not sure	9	12.3	13.8	84.8
agree somewhat	5	6.8	7.6	92.4
agree totally	5	6.8	7.6	100.0
Total	66	90.4	100.0	
Missing	System	7	9.6	
Total	73	100.0		

1. The presentation of this computer-based "on-screen text" version of this material is not as good as other computer-based material I've used

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally agree	26	35.6	38.8	38.8
agree somewhat	16	21.9	23.9	62.7
not sure	9	12.3	13.4	76.1
disagree somewhat	9	12.3	13.4	89.6
disagree totally	7	9.6	10.4	100.0
Total	67	91.8	100.0	
Missing	System	6	8.2	
Total	73	100.0		

1. The on-screen feedback provided helps me check I'm learning from this computer-based "on-screen text" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	13	17.8	21.3	21.3
disagree somewhat	14	19.2	23.0	44.3
not sure	26	35.6	42.6	86.9
agree somewhat	7	9.6	11.5	98.4
agree totally	1	1.4	1.8	100.0
Total	61	83.6	100.0	
Missing	System	12	16.4	
Total	73	100.0		

1. I'm not sure whether I'm learning what I should from this computer-based "on-screen text" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally agree	7	9.6	9.7	9.7
agree somewhat	23	31.5	31.9	41.7
not sure	16	21.9	22.2	63.9
disagree somewhat	14	19.2	19.4	83.3
disagree totally	12	16.4	16.7	100.0
Total	72	98.6	100.0	
Missing	System	1	1.4	
Total	73	100.0		

1. I found this computer-based "on-screen text" version of this material allowed me to practice doing the things I needed to do

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	18	24.7	25.0	25.0
disagree somewhat	36	49.3	50.0	75.0
not sure	6	8.2	8.3	83.3
agree somewhat	9	12.3	12.5	95.8
agree totally	3	4.1	4.2	100.0
Total	72	98.6	100.0	
Missing	System	1	1.4	
Total	73	100.0		

1. I found this computer-based "on-screen text" version of this material engaging to the point where I kept trying to solve the problems or make the decisions

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	23	31.5	33.8	33.8
disagree somewhat	23	31.5	33.8	67.6
not sure	16	21.9	23.5	91.2
agree somewhat	5	6.8	7.4	98.5
agree totally	1	1.4	1.5	100.0
Total	68	93.2	100.0	
Missing	System	5	6.8	
Total	73	100.0		

1. I found the on-screen feedback in this computer-based "on-screen text" version of this material made me actively think about my decisions

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	18	24.7	26.9	26.9
disagree somewhat	27	37.0	40.3	67.2
not sure	15	20.5	22.4	89.6
agree somewhat	5	6.8	7.5	97.0
agree totally	2	2.7	3.0	100.0
Total	67	91.8	100.0	
Missing	System	6	8.2	
Total	73	100.0		

1. Having video clips increased my engagement with this computer-based "on-screen text" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	2	2.7	8.0	8.0
disagree somewhat	3	4.1	12.0	20.0
not sure	7	9.6	28.0	48.0
agree somewhat	9	12.3	36.0	84.0
agree totally	4	5.5	16.0	100.0
Total	25	34.2	100.0	
Missing	System	48	65.8	
Total	73	100.0		

**A 4.10.3 1999 / 00 Semester 2 SHS Controlled Investigation (N=73) (continued)**

1. Having voice over material helped my understanding of this computer-based "on-screen text" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	1	1.4	4.2	4.2
disagree somewhat	2	2.7	8.3	12.5
not sure	3	4.1	12.5	25.0
agree somewhat	12	16.4	50.0	75.0
agree totally	6	8.2	25.0	100.0
Total	24	32.9	100.0	
Missing				
System	49	67.1		
Total	73	100.0		

1. Having voice over material increased my engagement with this computer-based "on-screen text" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	3	4.1	12.0	12.0
disagree somewhat	1	1.4	4.0	16.0
not sure	5	6.8	20.0	36.0
agree somewhat	11	15.1	44.0	80.0
agree totally	5	6.8	20.0	100.0
Total	25	34.2	100.0	
Missing				
System	48	65.8		
Total	73	100.0		

1. Hearing the voices of the characters in the scenario increased my engagement with this computer-based "on-screen text" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	1	1.4	4.3	4.3
disagree somewhat	1	1.4	4.3	8.7
not sure	4	5.5	17.4	26.1
agree somewhat	11	15.1	47.8	73.9
agree totally	6	8.2	26.1	100.0
Total	23	31.5	100.0	
Missing				
System	50	68.5		
Total	73	100.0		

1. Having high quality images helped my understanding of this computer-based "on-screen text" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	3	4.1	11.5	11.5
disagree somewhat	2	2.7	7.7	19.2
not sure	7	9.6	26.9	46.2
agree somewhat	10	13.7	38.5	84.6
agree totally	4	5.5	15.4	100.0
Total	26	35.8	100.0	
Missing				
System	47	64.4		
Total	73	100.0		

1. Having high quality images increased my engagement with this computer-based "on-screen text" version of this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	3	4.1	11.1	11.1
disagree somewhat	1	1.4	3.7	14.8
not sure	7	9.6	25.9	40.7
agree somewhat	10	13.7	37.0	77.8
agree totally	6	8.2	22.2	100.0
Total	27	37.0	100.0	
Missing				
System	46	63.0		
Total	73	100.0		



**A 4.10.4 SHS 1999 / 00 Semester 2 Midpoint Q N=51**

(Note. class run over 2 Semesters)

**Sex**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid male	14	27.5	31.1	31.1
female	31	60.8	68.9	100.0
Total	45	88.2	100.0	
Missing System	6	11.8		
Total	51	100.0		

**. Making sure you remember things well.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very different	1	2.0	2.0	2.0
quite different	2	3.9	4.0	6.0
not so close	9	17.6	18.0	24.0
rather close	23	45.1	46.0	70.0
very close	15	29.4	30.0	100.0
Total	50	98.0	100.0	
Missing System	1	2.0		
Total	51	100.0		

**Developing as a person.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid quite different	2	3.9	4.0	4.0
not so close	8	15.7	16.0	20.0
rather close	15	29.4	30.0	50.0
very close	25	49.0	50.0	100.0
Total	50	98.0	100.0	
Missing System	1	2.0		
Total	51	100.0		

**Building up knowledge by acquiring facts and information**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not so close	2	3.9	4.0	4.0
rather close	15	29.4	30.0	34.0
very close	33	64.7	66.0	100.0
Total	50	98.0	100.0	
Missing System	1	2.0		
Total	51	100.0		

**Being able to use the information you've acquired.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid quite different	1	2.0	2.0	2.0
not so close	1	2.0	2.0	4.1
rather close	20	39.2	40.8	44.9
very close	27	52.9	55.1	100.0
Total	49	96.1	100.0	
Missing System	2	3.9		
Total	51	100.0		

**Understanding new material for yourself.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid quite different	2	3.9	4.0	4.0
not so close	7	13.7	14.0	18.0
rather close	18	35.3	36.0	54.0
very close	23	45.1	46.0	100.0
Total	50	98.0	100.0	
Missing System	1	2.0		
Total	51	100.0		

**Seeing things in a different and more meaningful way.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very different	1	2.0	2.0	2.0
quite different	3	5.9	6.0	8.0
not so close	13	25.5	26.0	34.0
rather close	15	29.4	30.0	64.0
very close	18	35.3	36.0	100.0
Total	50	98.0	100.0	
Missing System	1	2.0		
Total	51	100.0		

**I manage to find conditions for studying which allow me to get on with my work easily**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	3	5.9	6.1	6.1
disagree somewhat	11	21.6	22.4	28.6
unsure	1	2.0	2.0	30.6
agree somewhat	19	37.3	38.8	69.4
agree	15	29.4	30.6	100.0
Total	49	96.1	100.0	
Missing System	2	3.9		
Total	51	100.0		

**When working on an assignment, I'm keeping in mind how best to impress the marker**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	4	7.8	8.0	8.0
disagree somewhat	9	17.6	18.0	26.0
unsure	1	2.0	2.0	28.0
agree somewhat	26	51.0	52.0	80.0
agree	10	19.6	20.0	100.0
Total	50	98.0	100.0	
Missing System	1	2.0		
Total	51	100.0		

**Often I find myself wondering whether the work I am doing here is really worthwhile**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	6	11.8	12.0	12.0
disagree somewhat	15	29.4	30.0	42.0
unsure	4	7.8	8.0	50.0
agree somewhat	18	37.3	38.0	88.0
agree	6	11.8	12.0	100.0
Total	50	98.0	100.0	
Missing System	1	2.0		
Total	51	100.0		

**A 4.10.4 SHS 1999 / 00 Semester 2 Midpoint Q N=51  
(continued) (Note: class run over 2 Semesters)**

**I usually set out to understand for myself the meaning of what we have to learn**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	2	3.9	3.9	3.9
disagree somewhat	8	15.7	15.7	19.6
unsure	3	5.9	5.9	25.5
agree somewhat	23	45.1	45.1	70.6
agree	15	29.4	29.4	100.0
Total	51	100.0	100.0	

**I organise my study time carefully to make the best use of it**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	6	11.8	12.0	12.0
disagree somewhat	20	39.2	40.0	52.0
unsure	2	3.9	4.0	56.0
agree somewhat	15	29.4	30.0	86.0
agree	7	13.7	14.0	100.0
Total	50	98.0	100.0	
Missing System	1	2.0		
Total	51	100.0		

**I find I have to concentrate on just memorising a good deal of what I have to learn**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	7	13.7	13.7	13.7
disagree somewhat	11	21.6	21.6	35.3
unsure	5	9.8	9.8	45.1
agree somewhat	21	41.2	41.2	86.3
agree	7	13.7	13.7	100.0
Total	51	100.0	100.0	

**go over the work I've done carefully to check the reasoning and that it makes sense**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	1	2.0	2.0	2.0
disagree somewhat	7	13.7	13.7	15.7
unsure	2	3.9	3.9	19.6
agree somewhat	25	49.0	49.0	68.6
agree	16	31.4	31.4	100.0
Total	51	100.0	100.0	

**Often I feel I'm drowning in the sheer amount of material we're having to cope with**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	6	11.8	12.2	12.2
disagree somewhat	9	17.6	18.4	30.6
unsure	3	5.9	6.1	36.7
agree somewhat	17	33.3	34.7	71.4
agree	14	27.5	28.6	100.0
Total	49	96.1	100.0	
Missing System	2	3.9		
Total	51	100.0		

**I look at the evidence carefully and try to reach my own conclusion about what I'm studying**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	1	2.0	2.0	2.0
disagree somewhat	10	19.6	19.6	21.6
unsure	1	2.0	2.0	23.5
agree somewhat	26	51.0	51.0	74.5
agree	13	25.5	25.5	100.0
Total	51	100.0	100.0	

**It's important for me to feel that I'm doing as well as I really can on the courses here**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	2	3.9	3.9	3.9
unsure	2	3.9	3.9	7.8
agree somewhat	21	41.2	41.2	49.0
agree	26	51.0	51.0	100.0
Total	51	100.0	100.0	

**try to relate ideas I come across to those in other topics or other courses whenever possible**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree somewhat	7	13.7	13.7	13.7
agree somewhat	25	49.0	49.0	62.7
agree	19	37.3	37.3	100.0
Total	51	100.0	100.0	

**I tend to read very little beyond what is actually required to pass**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	2	3.9	4.0	4.0
disagree somewhat	15	29.4	30.0	34.0
unsure	1	2.0	2.0	36.0
agree somewhat	21	41.2	42.0	78.0
agree	11	21.6	22.0	100.0
Total	50	98.0	100.0	
Missing System	1	2.0		
Total	51	100.0		

**Regularly I find myself thinking about ideas from lectures when I'm doing other things**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	2	3.9	4.0	4.0
disagree somewhat	7	13.7	14.0	18.0
unsure	5	9.8	10.0	28.0
agree somewhat	23	45.1	48.0	74.0
agree	13	25.5	28.0	100.0
Total	50	98.0	100.0	
Missing System	1	2.0		
Total	51	100.0		

**I think I'm quite systematic and organised when it comes to revising for exams**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	6	11.8	11.8	11.8
disagree somewhat	16	31.4	31.4	43.1
unsure	2	3.9	3.9	47.1
agree somewhat	17	33.3	33.3	80.4
agree	10	19.6	19.6	100.0
Total	51	100.0	100.0	

**I look carefully at tutors' comments on course work to see how to get higher marks next time**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree somewhat	6	11.8	11.8	11.8
unsure	2	3.9	3.9	15.7
agree somewhat	19	37.3	37.3	52.9
agree	24	47.1	47.1	100.0
Total	51	100.0	100.0	

**A 4.10.4 SHS 1999 / 00 Semester 2 Midpoint Q N=51  
(continued) (Note: class run over 2 Semesters)**

There's not much of the work here that I find interesting or relevant

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	32	62.7	62.7	62.7
disagree somewhat	11	21.6	21.6	84.3
unsure	3	5.9	5.9	90.2
agree somewhat	4	7.8	7.8	98.0
agree	1	2.0	2.0	100.0
Total	51	100.0	100.0	

When I read an article or book, I try to find out for myself exactly what the author means

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	1	2.0	2.0	2.0
disagree somewhat	12	23.5	23.5	25.5
unsure	10	19.6	19.6	45.1
agree somewhat	16	31.4	31.4	76.5
agree	12	23.5	23.5	100.0
Total	51	100.0	100.0	

I'm pretty good at getting down to work whenever I need to

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	2	3.9	3.9	3.9
disagree somewhat	10	19.6	19.6	23.5
unsure	3	5.9	5.9	29.4
agree somewhat	21	41.2	41.2	70.6
agree	15	29.4	29.4	100.0
Total	51	100.0	100.0	

Much of what I'm studying makes little sense: It's like unrelated bits and pieces

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	23	45.1	45.1	45.1
disagree somewhat	17	33.3	33.3	78.4
unsure	5	9.8	9.8	88.2
agree somewhat	6	11.8	11.8	100.0
Total	51	100.0	100.0	

I think about what I want to get out of this course to keep my studying well focused

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	1	2.0	2.0	2.0
disagree somewhat	3	5.9	5.9	7.8
unsure	2	3.9	3.9	11.8
agree somewhat	24	47.1	47.1	58.8
agree	21	41.2	41.2	100.0
Total	51	100.0	100.0	

When I'm working on a new topic, I try to see in my own mind how all the ideas fit together

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	1	2.0	2.0	2.0
disagree somewhat	3	5.9	5.9	7.8
unsure	3	5.9	5.9	13.7
agree somewhat	27	52.9	52.9	66.7
agree	17	33.3	33.3	100.0
Total	51	100.0	100.0	

I often worry about whether I'll ever be able to cope with the work properly

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	7	13.7	13.7	13.7
disagree somewhat	6	11.8	11.8	25.5
unsure	1	2.0	2.0	27.5
agree somewhat	25	49.0	49.0	76.5
agree	12	23.5	23.5	100.0
Total	51	100.0	100.0	

Often I find myself questioning things I hear in lectures or read in books

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	2	3.9	3.9	3.9
disagree somewhat	10	19.6	19.6	23.5
unsure	4	7.8	7.8	31.4
agree somewhat	22	43.1	43.1	74.5
agree	13	25.5	25.5	100.0
Total	51	100.0	100.0	

I feel that I'm getting on well, and this helps me put more effort into the work

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	4	7.8	7.8	7.8
disagree somewhat	10	19.6	19.6	27.5
unsure	3	5.9	5.9	33.3
agree somewhat	21	41.2	41.2	74.5
agree	13	25.5	25.5	100.0
Total	51	100.0	100.0	

I concentrate on learning just those bits of information I have to know to pass

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	6	11.8	11.8	11.8
disagree somewhat	13	25.5	25.5	37.3
unsure	1	2.0	2.0	39.2
agree somewhat	25	49.0	49.0	88.2
agree	6	11.8	11.8	100.0
Total	51	100.0	100.0	

I find that studying academic topics can be quite exciting at times

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	1	2.0	2.0	2.0
disagree somewhat	8	15.7	15.7	17.6
unsure	4	7.8	7.8	25.5
agree somewhat	26	51.0	51.0	76.5
agree	12	23.5	23.5	100.0
Total	51	100.0	100.0	

I'm good at following up some of the reading suggested by lecturers or tutors

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	8	15.7	15.7	15.7
disagree somewhat	28	54.9	54.9	70.6
unsure	2	3.9	3.9	74.5
agree somewhat	12	23.5	23.5	98.0
agree	1	2.0	2.0	100.0
Total	51	100.0	100.0	

**A 4.10.4 SHS 1999 / 00 Semester 2 Midpoint Q N=51  
(continued) (Note: class run over 2 Semesters)**

I keep in mind who is going to mark an assignment and what they're likely to be looking for

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	4	7.8	7.8	7.8
disagree somewhat	12	23.5	23.5	31.4
unsure	1	2.0	2.0	33.3
agree somewhat	19	37.3	37.3	70.6
agree	15	29.4	29.4	100.0
Total	51	100.0	100.0	

When I look back, I sometimes wonder why I ever decided to come here

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	27	52.9	54.0	54.0
disagree somewhat	8	15.7	16.0	70.0
unsure	4	7.8	8.0	78.0
agree somewhat	8	15.7	16.0	94.0
agree	3	5.9	6.0	100.0
Total	50	98.0	100.0	
Missing System	1	2.0		
Total	51	100.0		

When I am reading, I stop from time to time to reflect on what I am trying to learn from it

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	1	2.0	2.0	2.0
disagree somewhat	8	15.7	15.7	17.6
unsure	3	5.9	5.9	23.5
agree somewhat	26	51.0	51.0	74.5
agree	13	25.5	25.5	100.0
Total	51	100.0	100.0	

work steadily through the term or semester, rather than leave it all until the last minute

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	5	9.8	10.0	10.0
disagree somewhat	21	41.2	42.0	52.0
unsure	4	7.8	8.0	60.0
agree somewhat	15	29.4	30.0	90.0
agree	5	9.8	10.0	100.0
Total	50	98.0	100.0	
Missing System	1	2.0		
Total	51	100.0		

I'm not really sure what's important in lectures so I try to get down all I can

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	10	19.6	19.6	19.6
disagree somewhat	14	27.5	27.5	47.1
unsure	1	2.0	2.0	49.0
agree somewhat	17	33.3	33.3	82.4
agree	9	17.6	17.6	100.0
Total	51	100.0	100.0	

Idea in course books or articles often set me off on long chains of thought of my own

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	4	7.8	8.0	8.0
disagree somewhat	18	35.3	36.0	44.0
unsure	4	7.8	8.0	52.0
agree somewhat	17	33.3	34.0	86.0
agree	7	13.7	14.0	100.0
Total	50	98.0	100.0	
Missing System	1	2.0		
Total	51	100.0		

Before starting work on an assignment or exam question, I think first how best to tackle it.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree somewhat	2	3.9	3.9	3.9
agree somewhat	19	37.3	37.3	41.2
agree	30	58.8	58.8	100.0
Total	51	100.0	100.0	

I often seem to panic if I get behind with my work

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	4	7.8	7.8	7.8
disagree somewhat	8	15.7	15.7	23.5
unsure	1	2.0	2.0	25.5
agree somewhat	19	37.3	37.3	62.7
agree	18	37.3	37.3	100.0
Total	51	100.0	100.0	

When I read, I examine the details carefully to see how they fit in with what's being said

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree somewhat	11	21.6	22.0	22.0
unsure	3	5.9	6.0	28.0
agree somewhat	26	51.0	52.0	80.0
agree	10	19.6	20.0	100.0
Total	50	98.0	100.0	
Missing System	1	2.0		
Total	51	100.0		

I put a lot of effort into studying because I'm determined to do well

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree somewhat	11	21.6	21.6	21.6
unsure	3	5.9	5.9	27.5
agree somewhat	26	51.0	51.0	78.4
agree	11	21.6	21.6	100.0
Total	51	100.0	100.0	

I gear my studying closely to just what seems to be required for assignments and exams

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	2	3.9	4.0	4.0
disagree somewhat	7	13.7	14.0	18.0
unsure	4	7.8	8.0	26.0
agree somewhat	26	51.0	52.0	78.0
agree	11	21.6	22.0	100.0
Total	50	98.0	100.0	
Missing System	1	2.0		
Total	51	100.0		

Some of the ideas I come across on the course I find really gripping

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree somewhat	7	13.7	14.3	14.3
unsure	6	11.8	12.2	26.5
agree somewhat	23	45.1	46.9	73.5
agree	13	25.5	26.5	100.0
Total	49	96.1	100.0	
Missing System	2	3.9		
Total	51	100.0		

**A 4.10.4 SHS 1999 / 00 Semester 2 Midpoint Q N=51**  
**(continued) (Note: class run over 2 Semesters)**

I usually plan out my week's work in advance, either on paper or in my head

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	11	21.6	21.6	21.6
disagree somewhat	9	17.6	17.6	39.2
unsure	2	3.9	3.9	43.1
agree somewhat	23	45.1	45.1	88.2
agree	6	11.8	11.8	100.0
Total	51	100.0	100.0	

I keep an eye open for what lecturers seem to think is important and concentrate on that

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	1	2.0	2.0	2.0
disagree somewhat	9	17.6	17.6	19.6
unsure	1	2.0	2.0	21.6
agree somewhat	30	58.8	58.8	80.4
agree	10	19.6	19.6	100.0
Total	51	100.0	100.0	

I'm not really interested in this course, but I have to take it for other reasons

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	38	74.5	74.5	74.5
disagree somewhat	8	15.7	15.7	90.2
unsure	1	2.0	2.0	92.2
agree somewhat	3	5.9	5.9	98.0
agree	1	2.0	2.0	100.0
Total	51	100.0	100.0	

Before tackling a problem or assignment, I first try to work out what lies behind it

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	1	2.0	2.0	2.0
disagree somewhat	7	13.7	13.7	15.7
unsure	3	5.9	5.9	21.6
agree somewhat	29	56.9	56.9	78.4
agree	11	21.6	21.6	100.0
Total	51	100.0	100.0	

I generally make good use of my time during the day

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	7	13.7	13.7	13.7
disagree somewhat	15	29.4	29.4	43.1
unsure	6	11.8	11.8	54.9
agree somewhat	17	33.3	33.3	88.2
agree	6	11.8	11.8	100.0
Total	51	100.0	100.0	

I often have trouble in making sense of the things I have to remember

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	9	17.6	18.0	18.0
disagree somewhat	20	39.2	40.0	58.0
unsure	1	2.0	2.0	60.0
agree somewhat	18	31.4	32.0	92.0
agree	4	7.8	8.0	100.0
Total	50	98.0	100.0	
Missing System	1	2.0		
Total	51	100.0		

I like to play around with ideas of my own even if they don't get me very far

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	4	7.8	7.8	7.8
disagree somewhat	15	29.4	29.4	37.3
unsure	3	5.9	5.9	43.1
agree somewhat	22	43.1	43.1	86.3
agree	7	13.7	13.7	100.0
Total	51	100.0	100.0	

When I finish a piece of work, I check it through to see if it really meets the requirements

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree somewhat	8	11.8	12.0	12.0
agree somewhat	24	47.1	48.0	60.0
agree	20	39.2	40.0	100.0
Total	50	98.0	100.0	
Missing System	1	2.0		
Total	51	100.0		

Often I lie awake worrying about work I think I won't be able to do

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	12	23.5	23.5	23.5
disagree somewhat	14	27.5	27.5	51.0
unsure	2	3.9	3.9	54.9
agree somewhat	12	23.5	23.5	78.4
agree	11	21.6	21.6	100.0
Total	51	100.0	100.0	

It's important for me to be able to follow the argument, or to see the reason behind things

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	1	2.0	2.0	2.0
disagree somewhat	4	7.8	8.0	10.0
unsure	1	2.0	2.0	12.0
agree somewhat	28	51.0	52.0	64.0
agree	18	35.3	36.0	100.0
Total	50	98.0	100.0	
Missing System	1	2.0		
Total	51	100.0		

I don't find it at all difficult to motivate myself

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	6	11.8	12.0	12.0
disagree somewhat	21	41.2	42.0	54.0
unsure	2	3.9	4.0	58.0
agree somewhat	14	27.5	28.0	86.0
agree	7	13.7	14.0	100.0
Total	50	98.0	100.0	
Missing System	1	2.0		
Total	51	100.0		

I like to be told precisely what to do in essays or other assignments

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	2	3.9	3.9	3.9
disagree somewhat	4	7.8	7.8	11.8
agree somewhat	15	29.4	29.4	41.2
agree	30	58.8	58.8	100.0
Total	51	100.0	100.0	

**A 4.10.4 SHS 1999 / 00 Semester 2 Midpoint Q N=51  
(continued) (Note: class run over 2 Semesters)**

sometimes get 'hooked' on academic topics and feel I would like to keep on studying them

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	4	7.8	7.8	7.8
disagree somewhat	11	21.6	21.6	29.4
unsure	7	13.7	13.7	43.1
agree somewhat	18	35.3	35.3	78.4
agree	11	21.6	21.6	100.0
Total	51	100.0	100.0	

lecturers who tell us exactly what to put down in our notes

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid dislike to some extent	1	2.0	2.0	2.0
unsure	1	2.0	2.0	3.9
like to some extent	16	31.4	31.4	35.3
definitely like	33	64.7	64.7	100.0
Total	51	100.0	100.0	

lecturers who encourage us to think for ourselves and show us how they themselves think

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid definitely dislike	1	2.0	2.0	2.0
dislike to some extent	5	9.8	9.8	11.8
unsure	1	2.0	2.0	13.7
like to some extent	23	45.1	45.1	58.6
definitely like	21	41.2	41.2	100.0
Total	51	100.0	100.0	

exams which allow me to show that I've thought about the course material for myself.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid definitely dislike	4	7.8	7.8	7.8
dislike to some extent	7	13.7	13.7	21.6
unsure	4	7.8	7.8	29.4
like to some extent	25	49.0	49.0	78.4
definitely like	11	21.6	21.6	100.0
Total	51	100.0	100.0	

exams or tests which need only the material provided in our lecture notes.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid definitely dislike	2	3.9	3.9	3.9
dislike to some extent	8	15.7	15.7	19.6
unsure	3	5.9	5.9	25.5
like to some extent	14	27.5	27.5	52.9
definitely like	24	47.1	47.1	100.0
Total	51	100.0	100.0	

courses in which it's made very clear just which books we have to read.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid dislike to some extent	3	5.9	5.9	5.9
unsure	1	2.0	2.0	7.8
like to some extent	14	27.5	27.5	35.3
definitely like	33	64.7	64.7	100.0
Total	51	100.0	100.0	

courses where we're encouraged to read around the subject a lot for ourselves

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid definitely dislike	3	5.9	5.9	5.9
dislike to some extent	18	35.3	35.3	41.2
like to some extent	23	45.1	45.1	86.3
definitely like	7	13.7	13.7	100.0
Total	51	100.0	100.0	

books which challenge you and provide explanations which go beyond the lectures

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid definitely dislike	1	2.0	2.0	2.0
dislike to some extent	11	21.6	21.6	23.5
unsure	1	2.0	2.0	25.5
like to some extent	22	43.1	43.1	68.6
definitely like	16	31.4	31.4	100.0
Total	51	100.0	100.0	

books which give you definite facts and information which can easily be learned

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid dislike to some extent	1	2.0	2.0	2.0
like to some extent	17	33.3	33.3	35.3
definitely like	33	64.7	64.7	100.0
Total	51	100.0	100.0	

how well do you think you have been doing in your assessed work overall, so far?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not so well	5	9.8	10.0	10.0
below average	6	11.8	12.0	22.0
about average	10	19.6	20.0	42.0
above average	13	25.5	26.0	68.0
quite well	14	27.5	28.0	96.0
more than well	2	3.9	4.0	100.0
Total	50	98.0	100.0	
Missing System	1	2.0		
Total	51	100.0		

**A 4.10.5 SHS 1999 / 00 Semester 2 Exit Q N=34**

(Note. class run over 2 Semesters)

**Sex**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	11	32.4	37.9	37.9
	female	18	52.9	62.1	100.0
	Total	29	85.3	100.0	
Missing	System	5	14.7		
Total		34	100.0		

**Electronic Book**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not motivating	1	2.9	3.0	3.0
	partly motivating	13	38.2	39.4	42.4
	motivating	12	35.3	36.4	78.8
	more than motivating	6	17.6	18.2	97.0
	highly motivating	1	2.9	3.0	100.0
	Total	33	97.1	100.0	
Missing	System	1	2.9		
Total		34	100.0		

**Game Approach**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not motivating	1	2.9	2.9	2.9
	motivating	9	26.5	26.5	29.4
	more than motivating	16	47.1	47.1	76.5
	highly motivating	8	23.5	23.5	100.0
	Total	34	100.0	100.0	

**Simulated Environment**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	partly motivating	3	8.8	9.1	9.1
	motivating	4	11.8	12.1	21.2
	more than motivating	18	52.9	54.5	75.8
	highly motivating	8	23.5	24.2	100.0
	Total	33	97.1	100.0	
Missing	System	1	2.9		
Total		34	100.0		

**Combination of Electronic Book, Computer Game and Simulated Environment**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not motivating	1	2.9	3.0	3.0
	partly motivating	1	2.9	3.0	6.1
	motivating	2	5.9	6.1	12.1
	more than motivating	14	41.2	42.4	54.5
	highly motivating	15	44.1	45.5	100.0
	Total	33	97.1	100.0	
Missing	System	1	2.9		
Total		34	100.0		

**1 your opinion which of the above environment best describes this computer-based material?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Electronic Book	1	2.9	4.2	4.2
	Game Approach	1	2.9	4.2	8.3
	Simulated Environment	5	14.7	20.8	29.2
	Combination of Electronic Book, Comp Game and Simulated Env	17	50.0	70.8	100.0
	Total	24	70.6	100.0	
Missing	System	10	29.4		
Total		34	100.0		

**I would have been better reading a book**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	13	38.2	38.2	38.2
	disagree	11	32.4	32.4	70.6
	agree	7	20.6	20.6	91.2
	more than agree	2	5.9	5.9	97.1
	agree totally	1	2.9	2.9	100.0
	Total	34	100.0	100.0	

**I worked through all elements of the material**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	5	14.7	15.2	15.2
	disagree	13	38.2	39.4	54.5
	agree	6	17.6	18.2	72.7
	more than agree	8	23.5	24.2	97.0
	agree totally	1	2.9	3.0	100.0
	Total	33	97.1	100.0	
Missing	System	1	2.9		
Total		34	100.0		

**The interactive table setting exercise helped me to learn the setting layout**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	2	5.9	6.3	6.3
	disagree	4	11.8	12.5	18.8
	agree	11	32.4	34.4	53.1
	more than agree	12	35.3	37.5	90.6
	agree totally	3	8.8	9.4	100.0
	Total	32	94.1	100.0	
Missing	System	2	5.9		
Total		34	100.0		

**The interactive table setting exercise gave enough feedback**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	5	14.7	15.2	15.2
	disagree	6	17.6	18.2	33.3
	agree	10	29.4	30.3	63.6
	more than agree	7	20.6	21.2	84.8
	agree totally	5	14.7	15.2	100.0
	Total	33	97.1	100.0	
Missing	System	1	2.9		
Total		34	100.0		

**A 4.10.5 SHS 1999 / 00 Semester 2 Exit Q N=34**  
(Note: class run over 2 Semesters)

The interactive table setting exercise was not essential so I focused on other material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	3	8.8	9.1	9.1
disagree	10	29.4	30.3	39.4
agree	7	20.6	21.2	60.6
more than agree	12	35.3	36.4	97.0
agree totally	1	2.9	3.0	100.0
Total	33	97.1	100.0	
Missing System	1	2.9		
Total	34	100.0		

I found the visual elements (look) of the screen display motivating

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	3	8.8	8.8	8.8
agree	10	29.4	29.4	38.2
more than agree	17	50.0	50.0	88.2
agree totally	4	11.8	11.8	100.0
Total	34	100.0	100.0	

The video clips of Caillein Gillespie were central to the material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	1	2.9	2.9	2.9
disagree	7	20.6	20.6	23.5
agree	12	35.3	35.3	58.8
more than agree	11	32.4	32.4	91.2
agree totally	3	8.8	8.8	100.0
Total	34	100.0	100.0	

The video clips of Caillein Gillespie increased my depth of thought

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	5	14.7	14.7	14.7
disagree	5	14.7	14.7	29.4
agree	11	32.4	32.4	61.8
more than agree	10	29.4	29.4	91.2
agree totally	3	8.8	8.8	100.0
Total	34	100.0	100.0	

The Mathew Algie video clips were central to the material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	3	8.8	9.4	9.4
disagree	7	20.6	21.9	31.3
agree	14	41.2	43.8	75.0
more than agree	6	17.6	18.8	93.8
agree totally	2	5.9	6.3	100.0
Total	32	94.1	100.0	
Missing System	2	5.9		
Total	34	100.0		

The Mathew Algie video clips of increased my depth of thought

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	3	8.8	9.4	9.4
disagree	8	23.5	25.0	34.4
agree	12	35.3	37.5	71.9
more than agree	8	23.5	25.0	96.9
agree totally	1	2.9	3.1	100.0
Total	32	94.1	100.0	
Missing System	2	5.9		
Total	34	100.0		

The interactive maps increased my depth of thought

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	3	8.8	9.4	9.4
disagree	13	38.2	40.6	50.0
agree	8	23.5	25.0	75.0
more than agree	6	17.6	18.8	93.8
agree totally	2	5.9	6.3	100.0
Total	32	94.1	100.0	
Missing System	2	5.9		
Total	34	100.0		

I was unsure what to do with the interactive maps

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	5	14.7	16.1	16.1
disagree	4	11.8	12.9	29.0
agree	8	23.5	25.8	54.8
more than agree	8	23.5	25.8	80.6
agree totally	6	17.6	19.4	100.0
Total	31	91.2	100.0	
Missing System	3	8.8		
Total	34	100.0		

I skimmed the material, rather than look at it all, in order to save time

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	1	2.9	3.0	3.0
disagree	5	14.7	15.2	18.2
agree	9	26.5	27.3	45.5
more than agree	11	32.4	33.3	78.8
agree totally	7	20.6	21.2	100.0
Total	33	97.1	100.0	
Missing System	1	2.9		
Total	34	100.0		

I skimmed the non-central material, rather than look at it all, in order to save time

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	3	8.8	9.1	9.1
disagree	1	2.9	3.0	12.1
agree	8	23.5	24.2	36.4
more than agree	12	35.3	36.4	72.7
agree totally	9	26.5	27.3	100.0
Total	33	97.1	100.0	
Missing System	1	2.9		
Total	34	100.0		

I revisited material when I found other things related to it

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	5	14.7	16.1	16.1
agree	6	17.6	19.4	35.5
more than agree	15	44.1	48.4	83.9
agree totally	5	14.7	16.1	100.0
Total	31	91.2	100.0	
Missing System	3	8.8		
Total	34	100.0		

My view of this material has been influenced by other multi-media material I've used

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	4	11.8	13.3	13.3
disagree	7	20.6	23.3	36.7
agree	8	23.5	26.7	63.3
more than agree	7	20.6	23.3	86.7
agree totally	4	11.8	13.3	100.0
Total	30	88.2	100.0	
Missing System	4	11.8		
Total	34	100.0		



**A 4.10.5 SHS 1999 / 00 Semester 2 Exit Q N=34**  
(Note. class run over 2 Semesters)

**This material was more motivating than some lectures I've experienced**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	1	2.9	3.1	3.1
	disagree	3	8.8	9.4	12.5
	agree	5	14.7	15.6	28.1
	more than agree	12	35.3	37.5	65.6
	agree totally	11	32.4	34.4	100.0
	Total	32	94.1	100.0	
Missing	System	2	5.9		
Total		34	100.0		

**This material was more motivating than most lectures I've experienced**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	3	8.8	9.7	9.7
	disagree	6	17.6	19.4	29.0
	agree	11	32.4	35.5	64.5
	more than agree	8	23.5	25.8	90.3
	agree totally	3	8.8	9.7	100.0
	Total	31	91.2	100.0	
Missing	System	3	8.8		
Total		34	100.0		

**This material was more motivating than the best lectures I've experienced**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	12	35.3	37.5	37.5
	disagree	10	29.4	31.3	68.8
	agree	5	14.7	15.6	84.4
	more than agree	1	2.9	3.1	87.5
	agree totally	4	11.8	12.5	100.0
	Total	32	94.1	100.0	
Missing	System	2	5.9		
Total		34	100.0		

**The time flexibility was more important to me than the quality of the presentation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	3	8.8	9.4	9.4
	disagree	7	20.6	21.9	31.3
	agree	12	35.3	37.5	68.8
	more than agree	6	17.6	18.8	87.5
	agree totally	4	11.8	12.5	100.0
	Total	32	94.1	100.0	
Missing	System	2	5.9		
Total		34	100.0		

**The presentation of this multi-media material was not as good as others I've experienced**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	6	17.6	18.8	18.8
	disagree	15	44.1	46.9	65.6
	agree	5	14.7	15.6	81.3
	more than agree	5	14.7	15.6	96.9
	agree totally	1	2.9	3.1	100.0
	Total	32	94.1	100.0	
Missing	System	2	5.9		
Total		34	100.0		

**The presentation of this multi-media material was as good as others I've experienced**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	4	11.8	13.8	13.8
	agree	11	32.4	37.9	51.7
	more than agree	10	29.4	34.5	86.2
	agree totally	4	11.8	13.8	100.0
	Total	29	85.3	100.0	
Missing	System	5	14.7		
Total		34	100.0		

**The presentation of this multi-media material was better than others I've experienced**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	3	8.8	10.0	10.0
	agree	12	35.3	40.0	50.0
	more than agree	9	26.5	30.0	80.0
	agree totally	6	17.6	20.0	100.0
	Total	30	88.2	100.0	
Missing	System	4	11.8		
Total		34	100.0		

**This material contained too much text**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	3	8.8	9.1	9.1
	disagree	16	47.1	48.5	57.6
	agree	10	29.4	30.3	87.9
	more than agree	4	11.8	12.1	100.0
	Total	33	97.1	100.0	
Missing	System	1	2.9		
Total		34	100.0		

**I found myself wanting to read this material from the Metablock-Book rather than on screen**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	6	17.6	18.2	18.2
	disagree	14	41.2	42.4	60.6
	agree	5	14.7	15.2	75.8
	more than agree	6	17.6	18.2	93.9
	agree totally	2	5.9	6.1	100.0
	Total	33	97.1	100.0	
Missing	System	1	2.9		
Total		34	100.0		

**I was not sure whether I was learning what I should have from this computer based material**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	totally disagree	3	8.8	9.4	9.4
	disagree	5	14.7	15.6	25.0
	agree	11	32.4	34.4	59.4
	more than agree	10	29.4	31.3	90.6
	agree totally	3	8.8	9.4	100.0
	Total	32	94.1	100.0	
Missing	System	2	5.9		
Total		34	100.0		

**A 4.10.5 SHS 1999 / 00 Semester 2 Exit Q N=34**  
(Note class run over 2 Semesters)

The on-screen feedback given for the interactive exercises helped me check my learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	2	5.9	6.5	6.5
disagree	6	17.6	19.4	25.8
agree	15	44.1	48.4	74.2
more than agree	7	20.6	22.6	96.8
agree totally	1	2.9	3.2	100.0
Total	31	91.2	100.0	
Missing				
System	3	8.8		
Total	34	100.0		

I found the multiple choice tests helpful to check my learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	1	2.9	3.6	3.6
disagree	7	20.6	25.0	28.6
agree	8	23.5	28.6	57.1
more than agree	10	29.4	35.7	92.9
agree totally	2	5.9	7.1	100.0
Total	28	82.4	100.0	
Missing				
System	6	17.6		
Total	34	100.0		

I felt quite isolated when working with this computer based material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	5	14.7	15.6	15.6
disagree	6	17.6	18.8	34.4
agree	12	35.3	37.5	71.9
more than agree	6	17.6	18.8	90.6
agree totally	3	8.8	9.4	100.0
Total	32	94.1	100.0	
Missing				
System	2	5.9		
Total	34	100.0		

I would have preferred to have more face to face contact with the class tutor

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
totally disagree	2	5.9	6.3	6.3
disagree	3	8.8	9.4	15.6
agree	11	32.4	34.4	50.0
more than agree	14	41.2	43.8	93.8
agree totally	2	5.9	6.3	100.0
Total	32	94.1	100.0	
Missing				
System	2	5.9		
Total	34	100.0		

Introduction Section Voice Over

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
not effective	2	5.9	6.5	6.5
less than effective	6	17.6	19.4	25.8
agree	14	41.2	45.2	71.0
more than effective	4	11.8	12.9	83.9
highly effective	5	14.7	16.1	100.0
Total	31	91.2	100.0	
Missing				
System	3	8.8		
Total	34	100.0		

Getting Started Section

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
not effective	1	2.9	3.1	3.1
less than effective	3	8.8	9.4	12.5
agree	15	44.1	46.9	59.4
more than effective	8	23.5	25.0	84.4
highly effective	5	14.7	15.6	100.0
Total	32	94.1	100.0	
Missing				
System	2	5.9		
Total	34	100.0		

VR Scene of Restaurant & Bar

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
not effective	1	2.9	3.1	3.1
less than effective	7	20.6	21.9	25.0
agree	7	20.6	21.9	46.9
more than effective	10	29.4	31.3	78.1
highly effective	7	20.6	21.9	100.0
Total	32	94.1	100.0	
Missing				
System	2	5.9		
Total	34	100.0		

Restaurant Seating Plan

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
not effective	1	2.9	3.2	3.2
less than effective	6	17.6	19.4	22.6
agree	8	23.5	25.8	48.4
more than effective	12	35.3	38.7	87.1
highly effective	4	11.8	12.9	100.0
Total	31	91.2	100.0	
Missing				
System	3	8.8		
Total	34	100.0		

Restaurant Table Plan

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
not effective	1	2.9	3.1	3.1
less than effective	3	8.8	9.4	12.5
agree	7	20.6	21.9	34.4
more than effective	16	47.1	50.0	84.4
highly effective	5	14.7	15.6	100.0
Total	32	94.1	100.0	
Missing				
System	2	5.9		
Total	34	100.0		

Function Space Management System

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
not effective	2	5.9	6.3	6.3
less than effective	9	26.5	28.1	34.4
agree	13	38.2	40.6	75.0
more than effective	6	17.6	18.8	93.8
highly effective	2	5.9	6.3	100.0
Total	32	94.1	100.0	
Missing				
System	2	5.9		
Total	34	100.0		

**A 4.10.5 SHS 1999 / 00 Semester 2 Exit Q N=34**  
(Note: class run over 2 Semesters)

**Interactive Table Setting Exercise**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than effective	2	5.9	6.3	6.3
	agree	9	26.5	28.1	34.4
	more than effective	16	47.1	50.0	84.4
	highly effective	5	14.7	15.6	100.0
	Total	32	94.1	100.0	
Missing	System	2	5.9		
Total		34	100.0		

**Directory of Tea, Coffee & Light Beverages**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	2	5.9	6.3	6.3
	less than effective	6	17.6	18.8	25.0
	agree	6	17.6	18.8	43.8
	more than effective	14	41.2	43.8	87.5
	highly effective	4	11.8	12.5	100.0
	Total	32	94.1	100.0	
Missing	System	2	5.9		
Total		34	100.0		

**Wine List**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	2	5.9	6.1	6.1
	less than effective	1	2.9	3.0	9.1
	agree	8	23.5	24.2	33.3
	more than effective	9	26.5	27.3	60.6
	highly effective	13	38.2	39.4	100.0
	Total	33	97.1	100.0	
Missing	System	1	2.9		
Total		34	100.0		

**Expert Video Clip (Callein Gillespie)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than effective	1	2.9	3.2	3.2
	agree	13	38.2	41.9	45.2
	more than effective	8	23.5	25.8	71.0
	highly effective	9	26.5	29.0	100.0
	Total	31	91.2	100.0	
Missing	System	3	8.8		
Total		34	100.0		

**Production Video Clip (Mathew Algie)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than effective	6	17.6	19.4	19.4
	agree	9	26.5	29.0	48.4
	more than effective	8	23.5	25.8	74.2
	highly effective	8	23.5	25.8	100.0
	Total	31	91.2	100.0	
Missing	System	3	8.8		
Total		34	100.0		

**Production Video Clip (Wine)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than effective	4	11.8	12.9	12.9
	agree	12	35.3	38.7	51.6
	more than effective	7	20.6	22.6	74.2
	highly effective	8	23.5	25.8	100.0
	Total	31	91.2	100.0	
Missing	System	3	8.8		
Total		34	100.0		

**Screen Display of Serving Setting for Tea / Coffee - Packaging / Label**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	2	5.9	6.5	6.5
	less than effective	3	8.8	9.7	16.1
	agree	14	41.2	45.2	61.3
	more than effective	10	29.4	32.3	83.5
	highly effective	2	5.9	6.5	100.0
	Total	31	91.2	100.0	
Missing	System	3	8.8		
Total		34	100.0		

**Screen Display of Serving Setting for Wine - Packaging / Label**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	2	5.9	6.3	6.3
	less than effective	2	5.9	6.3	12.5
	agree	14	41.2	43.8	56.3
	more than effective	12	35.3	37.5	93.8
	highly effective	2	5.9	6.3	100.0
	Total	32	94.1	100.0	
Missing	System	2	5.9		
Total		34	100.0		

**Screen Display of Navigable Map for Wine**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	2	5.9	6.7	6.7
	less than effective	4	11.8	13.3	20.0
	agree	11	32.4	36.7	56.7
	more than effective	8	23.5	26.7	83.3
	highly effective	5	14.7	16.7	100.0
	Total	30	88.2	100.0	
Missing	System	4	11.8		
Total		34	100.0		

**Screen Text / Voice Over of Pronunciation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than effective	3	8.8	10.0	10.0
	agree	11	32.4	36.7	46.7
	more than effective	8	23.5	26.7	73.3
	highly effective	8	23.5	26.7	100.0
	Total	30	88.2	100.0	
Missing	System	4	11.8		
Total		34	100.0		

**Metablock-Book materials**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than effective	2	5.9	6.3	6.3
	agree	12	35.3	37.5	43.8
	more than effective	12	35.3	37.5	81.3
	highly effective	6	17.6	18.8	100.0
	Total	32	94.1	100.0	
Missing	System	2	5.9		
Total		34	100.0		

**Pull Down Menus**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than effective	5	14.7	15.6	15.6
	agree	7	20.6	21.9	37.5
	more than effective	12	35.3	37.5	75.0
	highly effective	8	23.5	25.0	100.0
	Total	32	94.1	100.0	
Missing	System	2	5.9		
Total		34	100.0		

**A 4.10.5 SHS 1999 / 00 Semester 2 Exit Q N=34**  
 (Note: class run over 2 Semesters)

**Clickable Screen Areas**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not effective	1	2.9	3.1	3.1
	agree	8	23.5	25.0	28.1
	more than effective	15	44.1	46.9	75.0
	highly effective	8	23.5	25.0	100.0
	Total	32	94.1	100.0	
Missing	System	2	5.9		
Total		34	100.0		

**Hand Tool in Navigable Map**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than effective	6	17.6	18.8	18.8
	agree	8	23.5	25.0	43.8
	more than effective	11	32.4	34.4	78.1
	highly effective	7	20.6	21.9	100.0
	Total	32	94.1	100.0	
Missing	System	2	5.9		
Total		34	100.0		

**Arrow Pointer in VR Restaurant & Bar**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than effective	2	5.9	6.3	6.3
	agree	11	32.4	34.4	40.6
	more than effective	15	44.1	46.9	87.5
	highly effective	4	11.8	12.5	100.0
	Total	32	94.1	100.0	
Missing	System	2	5.9		
Total		34	100.0		

**Click to view Wines / Beverages Settings and packaging / labels**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	11	32.4	34.4	34.4
	more than effective	13	38.2	40.6	75.0
	highly effective	8	23.5	25.0	100.0
	Total	32	94.1	100.0	
Missing	System	2	5.9		
Total		34	100.0		

**Click to view dishes Settings**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than effective	1	2.9	3.1	3.1
	agree	8	23.5	25.0	28.1
	more than effective	9	26.5	28.1	56.3
	highly effective	14	41.2	43.8	100.0
	Total	32	94.1	100.0	
Missing	System	2	5.9		
Total		34	100.0		

## Appendix 5: Results By Batch DMLE

### A.5.1: DMLE Open Responses Semester 1 1998 to 1999

A.5.1 DMLE Open Responses Sem 1 98 to 99 (N=7)	Total	Total %
relevance	3	43%
computer aids info retrieval	1	14%
feedback explanation important	1	14%
graphics aid learning	1	14%
offers practice	1	14%
self management important	1	14%
novelty value adds interest	1	14%
interactivity important	3	43%
feedback on demand important	4	57%
exercises aided learning	4	57%
pace flexibility	1	14%
hard copy wanted	1	14%
human contact important	1	14%
ease of use important	4	57%
fun / humour positive	1	14%
challenge	2	29%
eye strain / fatigue	1	14%
malfunctions have negative effect	2	29%
too much text has negative effect	2	29%
breaks in text important	1	14%
simulations added interest	1	14%
simulations aided learning	1	14%
video aided learning	1	14%
video did not add interest	1	14%

### A.5.2: DMLE Open Responses Semester 1 1999 to 2000

A.5.2 DMLE Open Responses Sem 1 1999 to 2000 (N=7)	Total	Total %
relevance (rel)	7	100%
computer aids info retrieval (cair)	3	43%
computer aids learning (cal)	4	57%
could revisit info easily (rie)	2	29%
feedback explanation important (fe)	6	86%
multimedia important (mm)	5	71%
graphics aid learning (gal)	4	57%
give exemplars (ge)	2	29%
self management important (sm)	1	29%
interactivity important (I)	5	71%
feedback on demand important (fd)	3	43%
text valuable (tv)	2	43%
exercises aided learning (eal)	1	14%
pace flexibility (pf)	1	14%
exerciseshelp check learning (hcl)	2	43%
comfortable with computers (cf+)	6	86%
human contact important (hc)	1	14%
assessment motivates (am)	3	57%
time flexibility important (tf)	2	43%
Internet (net)	3	43%
ease of use important (eu)	5	100%
colour important ©	2	29%
better than book (bb+)	1	14%
computer adds interest (cai)	2	29%
experienced using computers (euc)	2	29%

<b>A.5.2 DMLE Open Responses Sem 1 1999 to 2000 (N=7) (continued)</b>	<b>Total</b>	<b>Total %</b>
text alone is boring (tab)	1	14%
games (g)	1	14%
variety in style of presentation (vsp)	2	29%
fun / humour positive (fh)	1	14%
variety important (v)	1	14%
challenge (ch)	4	57%
examples important - real life (eir)	3	43%
simple language helps (slh)	1	14%
malfunctions have negative effect (mne)	1	14%
too much text has negative effect (tmtn)	1	14%
content not satisfactory (cns)	1	29%
simulations added interest (sai)	4	57%
simulations aided learning (sal)	5	71%
visual display aided learning (visal)	1	14%
video aided learning (val)	3	43%
video did not add interest (vidai -ve)	4	86%
video added interest (vidai)	2	29%
prefer tutorial face to face (ptff)	3	43%
prefer academic learning face to face (palff)	2	29%
provoke learner thought and require decisions (pltrd)	1	14%
offer multiple levels of complexity (omlc)	4	57%
offer multiple attempts (oma)	1	14%
problem solving provoked thought (pspt)	7	100%
multiple choice would help check learning (mch)	3	43%

### **A.5.3: DMLE Open Responses Semester 1 2000 to 2001**

<b>A.5.3 DMLE Open Responses Sem 1 2000 to 2001 (N=32)</b>	<b>Total</b>	<b>Total %</b>
relevance	27	84%
computer aids info retrieval	2	6%
computer aids learning	11	34%
could revisit info easily	1	3%
feedback explanation important	11	34%
multimedia important	1	3%
graphics aid learning	2	6%
give exemplars	1	3%
offers practice	1	3%
self management important	2	6%
novelty value adds interest	2	6%
interactivity important	9	28%
feedback on demand important	7	22%
pace flexibility	1	3%
exerciseshelp check learning	1	3%
graphics add interest	1	3%
lack of location flexibility	6	19%
hard copy wanted	1	3%
human contact important	3	9%
assessment motivates	6	19%
time flexibility important	4	13%
ease of use important	16	50%
colour important	1	3%
better than book	20	63%
computer adds interest	14	44%
computer adds enjoyment	4	13%
experienced using computers	1	3%
would not want all classes / material on computer	5	16%

<b>A.5.3 DMLE Open Responses Sem 1 2000 to 2001 (N=32) (continued)</b>	<b>Total</b>	<b>Total %</b>
not better than practical labs	22	69%
text alone is boring	2	6%
games	16	50%
variety in style of presentation	1	3%
fun / humour positive	6	19%
variety important	6	19%
challenge	16	50%
examples important - real life	2	6%
simple language helps	1	3%
eye strain / fatigue	2	6%
malfunctions have negative effect	1	3%
too much text has negative effect	11	34%
engaged by computer-based material	7	22%
content not satisfactory	1	3%
not better than lecture	1	3%
better than case studies	18	56%
better than lecture	1	3%
simulations added interest	2	6%
simulations aided learning	29	91%
visual display added interest	7	22%
visual display aided learning	12	38%
video aided learning	10	31%
video did not add interest	3	9%
video added interest	7	22%
not better than case studies	1	3%
prefer tutorial face to face	3	9%
prefer academic learning face to face	1	3%
tutorial in computer use desired	2	6%
printed user manual desired	1	3%
problem solving provoked thought	13	41%
visual display aids learning	1	3%

#### **A.5.4: DMLE Learning Style Inventory Results Semester 1 1999 to 2000**

<b>A.5.4 DMLE Sem 1 99 to 00</b>	<b>(visual)</b>	<b>(auditory)</b>	<b>(tactile)</b>
<b>Subject</b>	<b>VPS 1</b>	<b>APS 1</b>	<b>TPS 1</b>
1	33	27	22
2	25	27	14
3	29	29	16
4	37	33	18
5	37	27	15
6	35	20	22
7	39	29	18
<b>Total</b>	<b>5</b>	<b>1</b>	
<b>Total %</b>	<b>71%</b>	<b>14%</b>	

### A 5.5 Case 3: DMLE: SPSS Frequency Tables for 5 Point Scale Responses

#### A.5.5.1 DMLE 1998 / 99 Semester 1 Single Questionnaire N=7

##### Sex

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid male	6	85.7	85.7	85.7
female	1	14.3	14.3	100.0
Total	7	100.0	100.0	

##### Text Elements of Program

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid less than effective	1	14.3	14.3	14.3
more than effective	5	71.4	71.4	85.7
highly effective	1	14.3	14.3	100.0
Total	7	100.0	100.0	

##### Simulation Elements of Program

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid effective	3	42.9	42.9	42.9
more than effective	3	42.9	42.9	85.7
highly effective	1	14.3	14.3	100.0
Total	7	100.0	100.0	

##### Feedback Given in Simulations

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid effective	3	42.9	42.9	42.9
more than effective	3	42.9	42.9	85.7
highly effective	1	14.3	14.3	100.0
Total	7	100.0	100.0	

##### Sound Elements of Simulations

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid less than effective	1	14.3	14.3	14.3
effective	5	71.4	71.4	85.7
more than effective	1	14.3	14.3	100.0
Total	7	100.0	100.0	

##### Picture Elements of Video Clips

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not effective	1	14.3	14.3	14.3
less than effective	1	14.3	14.3	28.6
effective	2	28.6	28.6	57.1
more than effective	3	42.9	42.9	100.0
Total	7	100.0	100.0	

##### Sound Elements of Video Clips

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid effective	4	57.1	57.1	57.1
more than effective	3	42.9	42.9	100.0
Total	7	100.0	100.0	

##### Visual Elements (look) of Program

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid less than effective	1	14.3	14.3	14.3
effective	2	28.6	28.6	42.9
more than effective	3	42.9	42.9	85.7
highly effective	1	14.3	14.3	100.0
Total	7	100.0	100.0	

##### I would have been better reading a book

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	2	28.6	28.6	28.6
disagree somewhat	4	57.1	57.1	85.7
agree	1	14.3	14.3	100.0
Total	7	100.0	100.0	

##### I worked through all elements of the material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree somewhat	1	14.3	14.3	14.3
agree	2	28.6	28.6	42.9
more than agree	4	57.1	57.1	100.0
Total	7	100.0	100.0	



**A.5.5.1 DMLE 1998 / 99 Semester 1 Single Questionnaire N=7 (continued)**

**The text helped me to understand the material**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree somewhat	1	14.3	14.3	14.3
more than agree	6	85.7	85.7	100.0
Total	7	100.0	100.0	

**The simulations helped me to understand the material**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree	2	28.6	28.6	28.6
more than agree	5	71.4	71.4	100.0
Total	7	100.0	100.0	

**The video clips helped me to understand the material**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree	3	42.9	42.9	42.9
more than agree	4	57.1	57.1	100.0
Total	7	100.0	100.0	

**The sound element helped me to understand the material**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree somewhat	2	28.6	28.6	28.6
agree	3	42.9	42.9	71.4
more than agree	2	28.6	28.6	100.0
Total	7	100.0	100.0	

**The text elements were not essential so I focused on other material**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree somewhat	4	57.1	57.1	57.1
agree	3	42.9	42.9	100.0
Total	7	100.0	100.0	

**The simulations were not essential so I focused on other material**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree somewhat	6	85.7	85.7	85.7
agree	1	14.3	14.3	100.0
Total	7	100.0	100.0	

**The video clips were not essential so I focused on other material**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree somewhat	4	57.1	57.1	57.1
agree	2	28.6	28.6	85.7
more than agree	1	14.3	14.3	100.0
Total	7	100.0	100.0	

**The feedback elements were not essential so I focused on other material**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	1	14.3	14.3	14.3
disagree somewhat	4	57.1	57.1	71.4
agree	2	28.6	28.6	100.0
Total	7	100.0	100.0	

**The learning summaries increased my depth of thought**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	1	14.3	14.3	14.3
agree	2	28.6	28.6	42.9
more than agree	4	57.1	57.1	100.0
Total	7	100.0	100.0	

**The notepad exercises increased my depth of thought**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree somewhat	1	14.3	14.3	14.3
agree	4	57.1	57.1	71.4
more than agree	2	28.6	28.6	100.0
Total	7	100.0	100.0	

**I skimmed the material rather than cover it all, in order to save time**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree somewhat	2	28.6	28.6	28.6
agree	2	28.6	28.6	57.1
more than agree	2	28.6	28.6	85.7
agree totally	1	14.3	14.3	100.0
Total	7	100.0	100.0	

**I revisited the material when I found other things related to it**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree somewhat	1	14.3	14.3	14.3
agree	3	42.9	42.9	57.1
more than agree	2	28.6	28.6	85.7
agree totally	1	14.3	14.3	100.0
Total	7	100.0	100.0	

**My view of this material has been influenced by other multi-media material I've used**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	1	14.3	14.3	14.3
disagree somewhat	2	28.6	28.6	42.9
agree	1	14.3	14.3	57.1
more than agree	1	14.3	14.3	71.4
agree totally	2	28.6	28.6	100.0
Total	7	100.0	100.0	

**This material is more motivating than some lectures I've experienced**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree	1	14.3	14.3	14.3
more than agree	5	71.4	71.4	85.7
agree totally	1	14.3	14.3	100.0
Total	7	100.0	100.0	

**This material is more motivating than most lectures I've experienced**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree somewhat	1	14.3	14.3	14.3
more than agree	5	71.4	71.4	85.7
agree totally	1	14.3	14.3	100.0
Total	7	100.0	100.0	

**This material is more motivating than the best lectures I've experienced**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree somewhat	3	42.9	42.9	42.9
agree	1	14.3	14.3	57.1
more than agree	2	28.6	28.6	85.7
agree totally	1	14.3	14.3	100.0
Total	7	100.0	100.0	

**A.5.5.1 DMLE 1998 / 99 Semester 1 Single  
Questionnaire N=7 (continued)**

The content is more important to me than the quality of the presentation

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree somewhat	2	28.6	28.6	28.6
agree	3	42.9	42.9	71.4
more than agree	2	28.6	28.6	100.0
Total	7	100.0	100.0	

The presentation of this multi-media material is as good as others I've experienced

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree	4	57.1	57.1	57.1
more than agree	3	42.9	42.9	100.0
Total	7	100.0	100.0	

The material contained too much text

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	2	28.6	28.6	28.6
disagree somewhat	3	42.9	42.9	71.4
agree	1	14.3	14.3	85.7
more than agree	1	14.3	14.3	100.0
Total	7	100.0	100.0	

I find myself wanting to read the text material from a print out rather than on screen

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree somewhat	2	28.6	28.6	28.6
agree	3	42.9	42.9	71.4
more than agree	1	14.3	14.3	85.7
agree totally	1	14.3	14.3	100.0
Total	7	100.0	100.0	

I'm not sure whether I'm learning what I should from this computer based material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	1	14.3	14.3	14.3
disagree somewhat	2	28.6	28.6	42.9
agree	2	28.6	28.6	71.4
more than agree	2	28.6	28.6	100.0
Total	7	100.0	100.0	

The on-screen feedback helps me check I'm learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree	3	42.9	42.9	42.9
more than agree	3	42.9	42.9	85.7
agree totally	1	14.3	14.3	100.0
Total	7	100.0	100.0	

I would find multiple choice tests helpful to check my learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree somewhat	1	14.3	14.3	14.3
agree	1	14.3	14.3	28.6
more than agree	5	71.4	71.4	100.0
Total	7	100.0	100.0	

I would find more tutor input helpful

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree	2	28.6	28.6	28.6
more than agree	4	57.1	57.1	85.7
agree totally	1	14.3	14.3	100.0
Total	7	100.0	100.0	

I would prefer working alone with this computer based material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree somewhat	2	28.6	28.6	28.6
agree	2	28.6	28.6	57.1
more than agree	2	28.6	28.6	85.7
agree totally	1	14.3	14.3	100.0
Total	7	100.0	100.0	

I prefer team working with this computer based material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree	4	57.1	57.1	57.1
agree totally	3	42.9	42.9	100.0
Total	7	100.0	100.0	

I would prefer to have more tutor input

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree	3	42.9	42.9	42.9
more than agree	4	57.1	57.1	100.0
Total	7	100.0	100.0	

**A.5.5.2 DMLE 1999 / 00 Semester 1**  
**Single Questionnaire N=7**

**Sex**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid male	5	71.4	71.4	71.4
female	2	28.6	28.6	100.0
Total	7	100.0	100.0	

**Text Elements of Program**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid more than effective	5	71.4	71.4	71.4
highly effective	2	28.6	28.6	100.0
Total	7	100.0	100.0	

**Simulation Elements of Program**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid effective	2	28.6	28.6	28.6
more than effective	2	28.6	28.6	57.1
highly effective	3	42.9	42.9	100.0
Total	7	100.0	100.0	

**Feedback Given in Simulations**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid less than effective	1	14.3	14.3	14.3
effective	2	28.6	28.6	42.9
more than effective	2	28.6	28.6	71.4
highly effective	2	28.6	28.6	100.0
Total	7	100.0	100.0	

**Sound Elements of Simulations**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not effective	1	14.3	14.3	14.3
less than effective	2	28.6	28.6	42.9
effective	2	28.6	28.6	71.4
more than effective	1	14.3	14.3	85.7
highly effective	1	14.3	14.3	100.0
Total	7	100.0	100.0	

**Picture Elements of Video Clips**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not effective	1	14.3	14.3	14.3
less than effective	2	28.6	28.6	42.9
effective	3	42.9	42.9	85.7
more than effective	1	14.3	14.3	100.0
Total	7	100.0	100.0	

**Sound Elements of Video Clips**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not effective	1	14.3	14.3	14.3
less than effective	2	28.6	28.6	42.9
effective	3	42.9	42.9	85.7
more than effective	1	14.3	14.3	100.0
Total	7	100.0	100.0	

**Visual Elements (look) of Program**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid more than effective	5	71.4	71.4	71.4
highly effective	2	28.6	28.6	100.0
Total	7	100.0	100.0	

**I would have been better reading a book**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	3	42.9	42.9	42.9
disagree somewhat	3	42.9	42.9	85.7
agree	1	14.3	14.3	100.0
Total	7	100.0	100.0	

**I worked through all elements of the material**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid more than agree	5	71.4	71.4	71.4
agree totally	2	28.6	28.6	100.0
Total	7	100.0	100.0	

**The text helped me to understand the material**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid more than agree	5	71.4	71.4	71.4
agree totally	2	28.6	28.6	100.0
Total	7	100.0	100.0	

**The simulations helped me to understand the material**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid more than agree	3	42.9	42.9	42.9
agree totally	4	57.1	57.1	100.0
Total	7	100.0	100.0	

**The video clips helped me to understand the material**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	1	14.3	14.3	14.3
disagree somewhat	2	28.6	28.6	42.9
agree	1	14.3	14.3	57.1
more than agree	1	14.3	14.3	71.4
agree totally	2	28.6	28.6	100.0
Total	7	100.0	100.0	

**The sound element helped me to understand the material**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	1	14.3	16.7	16.7
disagree somewhat	2	28.6	33.3	50.0
agree	1	14.3	18.7	66.7
more than agree	1	14.3	18.7	83.3
agree totally	1	14.3	18.7	100.0
Total	6	85.7	100.0	
Missing System	1	14.3		
Total	7	100.0		

**The text elements were not essential so I focused on other material**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	3	42.9	42.9	42.9
disagree somewhat	3	42.9	42.9	85.7
agree	1	14.3	14.3	100.0
Total	7	100.0	100.0	

**The simulations were not essential so I focused on other material**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	3	42.9	42.9	42.9
disagree somewhat	3	42.9	42.9	85.7
agree totally	1	14.3	14.3	100.0
Total	7	100.0	100.0	

**A.5.5.2 DMLE 1999 / 00 Semester 1 Single Questionnaire N=7 (continued)**

The video clips were not essential so I focused on other material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	2	28.6	33.3	33.3
disagree somewhat	1	14.3	16.7	50.0
more than agree	1	14.3	16.7	66.7
agree totally	2	28.6	33.3	100.0
Total	6	85.7	100.0	
Missing System	1	14.3		
Total	7	100.0		

The feedback elements were not essential so I focused on other material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	3	42.9	42.9	42.9
disagree somewhat	3	42.9	42.9	85.7
agree	1	14.3	14.3	100.0
Total	7	100.0	100.0	

I found the visual elements (look) of the windows motivating

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree	2	28.6	28.6	28.6
more than agree	1	14.3	14.3	42.9
agree totally	4	57.1	57.1	100.0
Total	7	100.0	100.0	

The learning summaries increased my depth of thought

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	1	14.3	14.3	14.3
agree	1	14.3	14.3	28.6
more than agree	3	42.9	42.9	71.4
agree totally	2	28.6	28.6	100.0
Total	7	100.0	100.0	

The notepad exercises increased my depth of thought

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	1	14.3	14.3	14.3
agree	1	14.3	14.3	28.6
more than agree	4	57.1	57.1	85.7
agree totally	1	14.3	14.3	100.0
Total	7	100.0	100.0	

I skimmed the material rather than cover it all, in order to save time

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	1	14.3	14.3	14.3
disagree somewhat	2	28.6	28.6	42.9
agree	3	42.9	42.9	85.7
more than agree	1	14.3	14.3	100.0
Total	7	100.0	100.0	

I revisited the material when I found other things related to it

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree somewhat	2	28.6	28.6	28.6
agree	3	42.9	42.9	71.4
agree totally	2	28.6	28.6	100.0
Total	7	100.0	100.0	

My view of this material has been influenced by other multi-media material I've used

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	3	42.9	42.9	42.9
agree	1	14.3	14.3	57.1
more than agree	2	28.6	28.6	85.7
agree totally	1	14.3	14.3	100.0
Total	7	100.0	100.0	

This material is more motivating than some lectures I've experienced

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid more than agree	5	71.4	71.4	71.4
agree totally	2	28.6	28.6	100.0
Total	7	100.0	100.0	

This material is more motivating than most lectures I've experienced

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree somewhat	2	28.6	28.6	28.6
more than agree	5	71.4	71.4	100.0
Total	7	100.0	100.0	

This material is more motivating than the best lectures I've experienced

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	3	42.9	42.9	42.9
disagree somewhat	1	14.3	14.3	57.1
agree	1	14.3	14.3	71.4
more than agree	2	28.6	28.6	100.0
Total	7	100.0	100.0	

The content is more important to me than the quality of the presentation

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	1	14.3	14.3	14.3
disagree somewhat	3	42.9	42.9	57.1
agree	2	28.6	28.6	85.7
agree totally	1	14.3	14.3	100.0
Total	7	100.0	100.0	

The presentation of this multi-media material is as good as others I've experienced

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree somewhat	1	14.3	14.3	14.3
agree	2	28.6	28.6	42.9
more than agree	3	42.9	42.9	85.7
agree totally	1	14.3	14.3	100.0
Total	7	100.0	100.0	

The material contained too much text

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	2	28.6	28.6	28.6
disagree somewhat	4	57.1	57.1	85.7
more than agree	1	14.3	14.3	100.0
Total	7	100.0	100.0	

**A.5.5.2 DMLE 1999 / 00 Semester 1 Single Questionnaire N=7 (continued)**

I find myself wanting to read the text material from a print out rather than on screen

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	1	14.3	14.3	14.3
disagree somewhat	1	14.3	14.3	28.6
agree	2	28.6	28.6	57.1
more than agree	2	28.6	28.6	85.7
agree totally	1	14.3	14.3	100.0
Total	7	100.0	100.0	

I'm not sure whether I'm learning what I should from this computer based material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	2	28.6	28.6	28.6
disagree somewhat	2	28.6	28.6	57.1
agree	2	28.6	28.6	85.7
more than agree	1	14.3	14.3	100.0
Total	7	100.0	100.0	

The on-screen feedback helps me check I'm learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree	2	28.6	28.6	28.6
more than agree	2	28.6	28.6	57.1
agree totally	3	42.9	42.9	100.0
Total	7	100.0	100.0	

I would find multiple choice tests helpful to check my learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	2	28.6	28.6	28.6
agree	2	28.6	28.6	57.1
more than agree	2	28.6	28.6	85.7
agree totally	1	14.3	14.3	100.0
Total	7	100.0	100.0	

I would find more tutor input helpful

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	2	28.6	28.6	28.6
disagree somewhat	2	28.6	28.6	57.1
agree	2	28.6	28.6	85.7
agree totally	1	14.3	14.3	100.0
Total	7	100.0	100.0	

I would prefer working alone with this computer based material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	5	71.4	71.4	71.4
disagree somewhat	2	28.6	28.6	100.0
Total	7	100.0	100.0	

I prefer team working with this computer based material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid more than agree	1	14.3	14.3	14.3
agree totally	6	85.7	85.7	100.0
Total	7	100.0	100.0	

I would prefer to have more tutor input

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	1	14.3	14.3	14.3
disagree somewhat	1	14.3	14.3	28.6
agree	3	42.9	42.9	71.4
more than agree	1	14.3	14.3	85.7
agree totally	1	14.3	14.3	100.0
Total	7	100.0	100.0	

Electronic Book (text shown on screen)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid less than liked	2	28.6	28.6	28.6
liked	1	14.3	14.3	42.9
more than liked	4	57.1	57.1	100.0
Total	7	100.0	100.0	

Game approach where points are scored for correct answers

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid liked	2	28.6	28.6	28.6
more than liked	2	28.6	28.6	57.1
greatly liked	3	42.9	42.9	100.0
Total	7	100.0	100.0	

Simulated Environment (e.g. Office Scene with sources of information and tasks to be undertaken)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid liked	1	14.3	14.3	14.3
more than liked	2	28.6	28.6	42.9
greatly liked	4	57.1	57.1	100.0
Total	7	100.0	100.0	

Combination of Electronic Book, Computer Game and Simulated Environment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid more than liked	3	42.9	42.9	42.9
greatly liked	4	57.1	57.1	100.0
Total	7	100.0	100.0	

Graphics Used

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid effective	1	14.3	16.7	16.7
more than effective	3	42.9	50.0	66.7
highly effective	2	28.6	33.3	100.0
Total	6	85.7	100.0	
Missing System	1	14.3		
Total	7	100.0		

Colours Used

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid effective	1	14.3	14.3	14.3
more than effective	3	42.9	42.9	57.1
highly effective	3	42.9	42.9	100.0
Total	7	100.0	100.0	

**A.5.5.2 DMLE 1999 / 00 Semester 1 Single Questionnaire N=7 (continued)**

**Scenarios Used**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid effective	1	14.3	14.3	14.3
more than effective	3	42.9	42.9	57.1
highly effective	3	42.9	42.9	100.0
Total	7	100.0	100.0	

**Text Used**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid less than effective	1	14.3	14.3	14.3
effective	1	14.3	14.3	28.6
more than effective	3	42.9	42.9	71.4
highly effective	2	28.6	28.6	100.0
Total	7	100.0	100.0	

**Videos Used**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not effective	1	14.3	14.3	14.3
less than effective	2	28.6	28.6	42.9
effective	3	42.9	42.9	85.7
highly effective	1	14.3	14.3	100.0
Total	7	100.0	100.0	

**Tasks Specified**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid effective	3	42.9	42.9	42.9
more than effective	4	57.1	57.1	100.0
Total	7	100.0	100.0	

**Feedback Given**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid effective	1	14.3	14.3	14.3
more than effective	3	42.9	42.9	57.1
highly effective	3	42.9	42.9	100.0
Total	7	100.0	100.0	

**Relevance of Exercise to Subject**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid more than effective	2	28.6	28.6	28.6
highly effective	5	71.4	71.4	100.0
Total	7	100.0	100.0	

**Difficulty Level of Exercises**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid effective	3	42.9	50.0	50.0
more than effective	1	14.3	16.7	66.7
highly effective	2	28.6	33.3	100.0
Total	6	85.7	100.0	
Missing System	1	14.3		
Total	7	100.0		

**I would have been better reading a book**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	5	71.4	71.4	71.4
disagree somewhat	1	14.3	14.3	85.7
agree	1	14.3	14.3	100.0
Total	7	100.0	100.0	

**I worked through all elements of the material**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree somewhat	1	14.3	14.3	14.3
agree	2	28.6	28.6	42.9
more than agree	3	42.9	42.9	85.7
agree totally	1	14.3	14.3	100.0
Total	7	100.0	100.0	

**The interactive exercises helped me to understand the material**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree somewhat	1	14.3	14.3	14.3
more than agree	4	57.1	57.1	71.4
agree totally	2	28.6	28.6	100.0
Total	7	100.0	100.0	

**The interactive exercises were not essential so I focused on other material**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	3	42.9	42.9	42.9
disagree somewhat	3	42.9	42.9	85.7
agree	1	14.3	14.3	100.0
Total	7	100.0	100.0	

**I found the visual elements (look) of the screen displays motivating**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree	3	42.9	42.9	42.9
more than agree	1	14.3	14.3	57.1
agree totally	3	42.9	42.9	100.0
Total	7	100.0	100.0	

**The Skidman exercise increased my depth of thought**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	1	14.3	14.3	14.3
disagree somewhat	1	14.3	14.3	28.6
agree	1	14.3	14.3	42.9
more than agree	2	28.6	28.6	71.4
agree totally	2	28.6	28.6	100.0
Total	7	100.0	100.0	

**The Mondo exercise increased my depth of thought**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree somewhat	1	14.3	14.3	14.3
agree	1	14.3	14.3	28.6
more than agree	3	42.9	42.9	71.4
agree totally	2	28.6	28.6	100.0
Total	7	100.0	100.0	

**I skimmed the material rather than cover it all, in order to save time**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	2	28.6	28.6	28.6
disagree somewhat	2	28.6	28.6	57.1
agree	2	28.6	28.6	85.7
more than agree	1	14.3	14.3	100.0
Total	7	100.0	100.0	

**I revisited the material when I found other things related to it**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	2	28.6	28.6	28.6
agree	3	42.9	42.9	71.4
more than agree	1	14.3	14.3	85.7
agree totally	1	14.3	14.3	100.0
Total	7	100.0	100.0	

**A.5.5.2 DMLE 1999 / 00 Semester 1 Single Questionnaire N=7 (continued)**

**My view of this material has been influenced by other multi-media material I've used**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	3	42.9	42.9	42.9
disagree somewhat	1	14.3	14.3	57.1
agree	1	14.3	14.3	71.4
more than agree	1	14.3	14.3	85.7
agree totally	1	14.3	14.3	100.0
Total	7	100.0	100.0	

**This material is more motivating than some lectures I've experienced**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid more than agree	5	71.4	71.4	71.4
agree totally	2	28.6	28.6	100.0
Total	7	100.0	100.0	

**This material is more motivating than some lectures I've experienced**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree somewhat	1	14.3	14.3	14.3
agree	2	28.6	28.6	42.9
more than agree	4	57.1	57.1	100.0
Total	7	100.0	100.0	

**This material is more motivating than some lectures I've experienced**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	4	57.1	57.1	57.1
agree	1	14.3	14.3	71.4
more than agree	2	28.6	28.6	100.0
Total	7	100.0	100.0	

**The content is more important to me than the quality of the presentation**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	1	14.3	14.3	14.3
disagree somewhat	2	28.6	28.6	42.9
agree	1	14.3	14.3	57.1
more than agree	2	28.6	28.6	85.7
agree totally	1	14.3	14.3	100.0
Total	7	100.0	100.0	

**The presentation of this multi-media material is as good as others I've experienced**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree somewhat	1	14.3	14.3	14.3
agree	2	28.6	28.6	42.9
more than agree	3	42.9	42.9	85.7
agree totally	1	14.3	14.3	100.0
Total	7	100.0	100.0	

**The material contained too much text**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	2	28.6	28.6	28.6
disagree somewhat	5	71.4	71.4	100.0
Total	7	100.0	100.0	

**I find myself wanting to read the text material from a print out rather than on screen**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	1	14.3	14.3	14.3
disagree somewhat	2	28.6	28.6	42.9
agree	3	42.9	42.9	85.7
agree totally	1	14.3	14.3	100.0
Total	7	100.0	100.0	

**I'm not sure whether I'm learning what I should from this computer based material**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	1	14.3	14.3	14.3
disagree somewhat	4	57.1	57.1	71.4
more than agree	2	28.6	28.6	100.0
Total	7	100.0	100.0	

**The on-screen feedback helps me check I'm learning**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree somewhat	1	14.3	14.3	14.3
agree	2	28.6	28.6	42.9
more than agree	2	28.6	28.6	71.4
agree totally	2	28.6	28.6	100.0
Total	7	100.0	100.0	

**I would find multiple choice tests helpful to check my learning**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	2	28.6	28.6	28.6
disagree somewhat	1	14.3	14.3	42.9
agree	1	14.3	14.3	57.1
more than agree	2	28.6	28.6	85.7
agree totally	1	14.3	14.3	100.0
Total	7	100.0	100.0	

**I would find more tutor input helpful**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	1	14.3	14.3	14.3
disagree somewhat	2	28.6	28.6	42.9
agree	2	28.6	28.6	71.4
more than agree	2	28.6	28.6	100.0
Total	7	100.0	100.0	

**I felt quite isolated when working with this computer based material**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	4	57.1	57.1	57.1
disagree somewhat	3	42.9	42.9	100.0
Total	7	100.0	100.0	

**I would have preferred working on my own with this material**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid totally disagree	3	42.9	42.9	42.9
disagree somewhat	2	28.6	28.6	71.4
agree	1	14.3	14.3	85.7
agree totally	1	14.3	14.3	100.0
Total	7	100.0	100.0	

**A.5.5.2 DMLE 1999 / 00 Semester 1 Single Questionnaire N=7 (continued)**

I learned more by working in a team with this material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree	1	14.3	14.3	14.3
more than agree	2	28.6	28.6	42.9
agree totally	4	57.1	57.1	100.0
Total	7	100.0	100.0	

1. Can remember more about a subject through the lecture method with information, explanations and discussion.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid sometimes	4	57.1	57.1	57.1
often	3	42.9	42.9	100.0
Total	7	100.0	100.0	

2. Prefer information to be written on the chalkboard, with the use of visual aids and assigned readings.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	1	14.3	14.3	14.3
sometimes	4	57.1	57.1	71.4
often	2	28.6	28.6	100.0
Total	7	100.0	100.0	

3. Like to write things down or to take notes for visual review.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid sometimes	2	28.6	28.6	28.6
often	5	71.4	71.4	100.0
Total	7	100.0	100.0	

4. Prefer to use posters, models, or actual practice & some activities in class.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	1	14.3	14.3	14.3
sometimes	3	42.9	42.9	57.1
often	3	42.9	42.9	100.0
Total	7	100.0	100.0	

5. Require explanations of diagrams, graphs, or visual directions.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	1	14.3	14.3	14.3
sometimes	4	57.1	57.1	71.4
often	2	28.6	28.6	100.0
Total	7	100.0	100.0	

6. Enjoy working with my hands or making things.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	1	14.3	14.3	14.3
often	6	85.7	85.7	100.0
Total	7	100.0	100.0	

7. Am skillful with & enjoy developing & making graphs & charts.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	2	28.6	28.6	28.6
sometimes	2	28.6	28.6	57.1
often	3	42.9	42.9	100.0
Total	7	100.0	100.0	

8. Can tell if sounds match when presented with pairs of sounds.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	2	28.6	28.6	28.6
sometimes	1	14.3	14.3	42.9
often	4	57.1	57.1	100.0
Total	7	100.0	100.0	

9. Remember best by writing things down several times.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	3	42.9	42.9	42.9
sometimes	2	28.6	28.6	71.4
often	2	28.6	28.6	100.0
Total	7	100.0	100.0	

10. Can understand and follow directions on maps.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid sometimes	3	42.9	42.9	42.9
often	4	57.1	57.1	100.0
Total	7	100.0	100.0	

11. Do better at academic subjects by listening to lectures & tapes.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	1	14.3	14.3	14.3
sometimes	5	71.4	71.4	85.7
often	1	14.3	14.3	100.0
Total	7	100.0	100.0	

12. Play with coins or keys in pockets.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	3	42.9	42.9	42.9
sometimes	4	57.1	57.1	100.0
Total	7	100.0	100.0	

13. Learn to spell better by repeating the words out loud than by writing the word on papers.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	6	85.7	85.7	85.7
sometimes	1	14.3	14.3	100.0
Total	7	100.0	100.0	

14. Can better understand a news article by reading about it in the paper than by listening to the radio.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	3	42.9	42.9	42.9
sometimes	1	14.3	14.3	57.1
often	3	42.9	42.9	100.0
Total	7	100.0	100.0	

15. Chew gum, smoke, or snack during studies.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	3	42.9	42.9	42.9
sometimes	1	14.3	14.3	57.1
often	3	42.9	42.9	100.0
Total	7	100.0	100.0	



**A.5.5.2 DMLE 1999 / 00 Semester 1 Single Questionnaire N=7 (continued)**

**16. Feel the best way to remember is to picture it in your head.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid sometimes	2	28.6	28.6	28.6
often	5	71.4	71.4	100.0
Total	7	100.0	100.0	

**17. Learn spelling by "finger spelling" words. (i.e. drawing letters in the air)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	7	100.0	100.0	100.0

**18. Would rather listen to a good lecture or speech than read about the same material in a textbook.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid sometimes	1	14.3	14.3	14.3
often	6	85.7	85.7	100.0
Total	7	100.0	100.0	

**19. Am good at working and solving jigsaw puzzles and mazes.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	2	28.6	28.6	28.6
sometimes	2	28.6	28.6	57.1
often	3	42.9	42.9	100.0
Total	7	100.0	100.0	

**20. Grip objects in hands during learning period.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	3	42.9	50.0	50.0
sometimes	1	14.3	16.7	66.7
often	2	28.6	33.3	100.0
Total	6	85.7	100.0	
Missing System	1	14.3		
Total	7	100.0		

**21. Prefer listening to the news on the radio rather than reading about it in the newspaper.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	3	42.9	50.0	50.0
sometimes	1	14.3	16.7	66.7
often	2	28.6	33.3	100.0
Total	6	85.7	100.0	
Missing System	1	14.3		
Total	7	100.0		

**22. Obtain information on an interesting subject by reading relevant materials.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	1	14.3	14.3	14.3
sometimes	3	42.9	42.9	57.1
often	3	42.9	42.9	100.0
Total	7	100.0	100.0	

**23. Feel very comfortable touching others, hugging, handshaking.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid sometimes	3	42.9	42.9	42.9
often	4	57.1	57.1	100.0
Total	7	100.0	100.0	

**24. Follow oral directions better than written ones.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	3	42.9	42.9	42.9
sometimes	4	57.1	57.1	100.0
Total	7	100.0	100.0	

## Appendix 6: Results By Batch Case 4 HBS

### A.6: HBS Open Responses

A.6: HBS Open Responses	Totals	Total %
<b>Semester 1 1999 to 2000 (N = 17)</b>		
relevance	12	71%
ease of use important	6	35%
would not want all classes / material on computer	5	29%
games	3	18%
computer aids info retrieval	1	6%
feedback explanation important	1	6%
offers practice	1	6%
interactivity important	1	6%
feedback on demand important	1	6%
time flexibility important	1	6%
fun / humour positive	1	6%
examples important - real life	1	6%
content not satisfactory	1	6%
simulations added interest	1	6%

## Appendix 7: Results By Batch Case 5 Woolwich MNE

### A.7.1: Woolwich Learning Styles Semester 1 to 2 1999 / 2000

A.7.1: Woolwich Learning Styles Semester 1 to 2 1999 / 2000	VPS 1	APS 1	TPS 1
Subject			
1	27	29	29
2	33	19	21
3	26	26	20
4	37	19	24
5	31	25	27
Total	3		
Total %	60%		

### A.7.2: Woolwich ASSIST Approach to Learning Semester 1 to 2 1999 / 2000

A.7.2: Woolwich ASSIST Semester 1 to 2 1999 / 2000	Deep Approach	DA	Strategic Approach	Strategic Approach Adjusted	SA	Surface Apathetic Approach	SAA
	(sm+ri+ue+ii)		(os+tm+aad+ach+me)	(os+tm+aad+ach+me) x 0.8		(lp+um+sb+ff)	
Subject 1	57		93	74	1	37	
Subject 2	64	1	54	43		41	
Subject 3	45		56	45		52	1
Subject 4	70	1	67	54		39	
Subject 5	53	1	52	42		46	
Total N		3		Total N	1	Total N	1
Total %		60%		Total %	20%	Total %	20%

### A.7.3: Woolwich ASSIST Preferences for different types of course and teaching Semester 1 to 2 1999 / 2000

A.7.3 Woolwich ASSIST Semester 1 to 2 1999 / 2000	Supporting Understanding (related to deep approach)	Transmitting Information (related to surface approach)
Subject 1	9	20
Subject 2	19	16
Subject 3	0	0
Subject 4	19	16
Subject 5	19	14
Total N	3	1
Total %	60%	20%

#### A.7.4: Woolwich Preferred Computer Environment Semester 1 to 2 1999 / 2000

A.7.4: Woolwich Preferred Computer Environment Semester 1 to 2 1999 / 2000	Total N at 4 to 5 Level	Total %
Electronic Book	0	0%
Game Approach	2	40%
Simulated Environment	3	60%
Combination of Electronic Book, Computer Game and Simulated Environment	3	60%

#### A.7.5: Woolwich Open Responses First Questionnaire Semester 1 to 2 1999 / 2000 to Semester 2 1999 / 2000

A.7.5: Woolwich Open Responses First Questionnaire Semester 1 to 2 1999 to Semester 2 1999 to 2000	Total	Total %
relevance	5	100%
feedback explanation important	5	100%
graphics aid learning	2	40%
offers practice	4	80%
self management important	1	20%
feedback on demand important	5	100%
exercises aided learning	3	60%
pace flexibility	2	40%
hard copy wanted	1	20%
human contact important	1	20%
ease of use important	1	20%
simple language helps	1	20%
text valuable	3	60%
too much text has negative effect	1	20%
recall (text) alone boring	1	20%
simulations aided learning	2	40%
offered multiple attempts	4	80%
problem solving provoked thought	4	80%
make exercises more complex	3	60%
more exercises wanted	3	60%
demonstrations valuable	1	20%
assessment motivates	5	100%
prefer academic learning (lectures) face to face	3	60%
visual display aids learning	2	40%
examples important real life	3	60%
give exemplars	1	20%
not better than a book	2	40%
too many windows	1	20%

#### A.7.6: Woolwich Open Responses Second Questionnaire Semester 1 to 2 1999 / 2000 to Semester 2 1999 / 2000

A.7.6: Woolwich Open Responses Second Questionnaire Semester 1 to 2 1999 to Semester 2 1999 to 2000	Total	Total %
relevance	2	100%
feedback explanation important	2	100%
graphics aid learning	2	100%
offers practice	2	100%
feedback on demand important	2	100%

<b>A.7.6: Woolwich Open Responses Second Questionnaire Semester 1 to 2 1999 to Semester 2 1999 to 2000 (continued)</b>	<b>Total</b>	<b>Total %</b>
exercises aided learning	1	50%
pace flexibility	1	50%
ease of use important	1	50%
simple language helps	1	50%
text valuable	2	100%
too much text has negative effect	1	50%
breaks in text important	1	50%
simulations aided learning	2	100%
offered multiple attempts	2	100%
problem solving provoked thought	2	100%
make exercises more complex	1	50%
more exercises / simulations wanted	1	50%
demonstrations valuable	1	50%
assessment motivates	2	100%
visual display aids learning	1	50%
examples important real life	2	100%
revisit information easily	1	50%
variety important	1	50%
personal control important	1	50%

#### **A.7.7: Woolwich Open Responses Third Questionnaire Semester 2 1999 /2000**

<b>A.7.7: Woolwich Open Responses Third Questionnaire Semester 2 1999 to 2000</b>	<b>Total</b>	<b>Total %</b>
computer aids info retrieval	4	80%
feedback explanation important	4	80%
graphics aid learning	4	80%
offers practice	4	80%
interactivity important	1	20%
feedback on demand important	3	60%
exercises aided learning	4	80%
pace flexibility	3	60%
hard copy wanted	3	60%
ease of use important	4	80%
fun / humour positive	1	20%
simple language helps	4	80%
text valuable	4	80%
too much text has negative effect	3	60%
simulations aided learning	4	80%
offered multiple attempts	4	80%
problem solving provoked thought	2	40%
make exercises more complex	4	80%
demonstrations valuable	2	40%
assessment motivates	4	80%
examples important real life	4	80%
too many windows	3	60%
revisit information easily	1	20%
variety important	1	20%
personal control important	4	80%
not all classes on computer	4	80%
(lack of) location flexibility	1	20%

## Appendix 8: Questionnaires Used in Case 1 SEI "Introduction to Entrepreneurship"

(Note: Original layout sizes have been adjusted in order to reduce overall volume of the appendices required.)

### A8.1 Questionnaire 1 SEI Entrance Semester 2 1996 to 1997

Name \_\_\_\_\_ Date \_\_\_\_\_

If you have not yet studied this course material, you may think it inappropriate to say anything at all about your understanding of the topics below before working through the material. However completing this form will give baseline data for describing any changes in confidence levels which may be found following use of the multimedia materials.

Therefore please indicate by ticking in the relevant box, how confident you feel about your understanding of the concepts, or development of skills, listed below.

Topic	Very Confident	Confident	Some Confidence	Little Confidence	No Confidence
Skills & Entrepreneurial Characteristics required to run a business					
Business Ideas and Opportunities					
Team Building					
Market Research					
Getting Into Business					
The Business Plan					
Business Finance					
Protecting Intellectual Property					
Products & Business Strategy					
Business Funding					
Idea Assessment					
Business Survival Strategies					

Comments:

### A8.2 Questionnaire 2 SEI Exit Semester 2 1996 to 1997

Name \_\_\_\_\_ Date \_\_\_\_\_

If you have not yet studied this course material, you may think it inappropriate to say anything at all about your understanding of the topics below before working through the material. However completing this form will give baseline data for describing any changes in confidence levels which may be found following use of the multimedia materials. If you have now studied some of the course material your input will enable a description to be generated regarding any changes in confidence levels at this stage.

Therefore please indicate by ticking in the relevant box, how confident you feel about your understanding of the concepts, or development of skills, listed below.

Topic	Very Confident	Confident	Some Confidence	Little Confidence	No Confidence
Skills & Entrepreneurial Characteristics required to run a business					
Business Ideas and Opportunities					
Team Building					
Market Research					
Getting Into Business					
The Business Plan					
Business Finance					
Protecting Intellectual Property					
Products & Business Strategy					
Business Funding					
Idea Assessment					
Business Survival Strategies					

Comments:

Multimedia Module Diary Name \_\_\_\_\_ Date \_\_\_\_\_

Please give details of your learning activities for the units covered to date and any comments you may have on their effectiveness. Learning activities include anything which you feel has had an effect on your understanding of the subject. If you did any of the learning activities more than once please rate the effectiveness of each time separately.

**Effectiveness (1 not effective, 5 very effective)**

<b>Induction Sessions</b>						
Session 1	Effectiveness	1	2	3	4	5
Session 2	Effectiveness	1	2	3	4	5

Did you request Tutorial Support in the last week?	Y / N					
	Effectiveness	1	2	3	4	5

Did you make use of any of the following resources in your own time?

Self Study Sessions: Computer Lab. – Multimedia Units: _____						
How long did you spend? _____ (Up to: 1hr / 2hr / 3hr / 4hr / 5hr)						
Did you work alone? Y / N / Both						
How many people did you work with? _____						
Separate PCs / Same PC? _____						
	Effectiveness	1	2	3	4	5

<b>A Reference Book</b> How long did you spend? _____ Which book? _____						
What material did you cover? (e.g. Marketing, Finance) _____						
	Effectiveness	1	2	3	4	5

<b>Other Source (Please specify)</b> _____						
	Effectiveness	1	2	3	4	5

Did you do any of the following this week?

<b>Look over your personal notes</b>						
How long did you spend? _____						
What material did you cover? (e.g. Marketing, Finance) _____						
	Effectiveness	1	2	3	4	5

**Speak to Tutor (outwith lecture / lab)**

How long did you spend? \_\_\_\_\_

What about \_\_\_\_\_

Effectiveness 1 2 3 4 5  
 Effectiveness (1 not effective, 5 very effective)

**Talk to friends**

Were you: Giving help / Discussing / Getting help

How long did you spend? \_\_\_\_\_

What material did you cover? (e.g. Marketing, Finance) \_\_\_\_\_

Effectiveness 1 2 3 4 5  
 Effectiveness (1 not effective, 5 very effective)

Please rate the following elements of the multimedia module in terms of your learning experience:

	Effectiveness (1 not effective, 5 very effective)				
Windows containing general text relating to subject:	1	2	3	4	5
Hypertext links to related material:	1	2	3	4	5
Button links to text windows:	1	2	3	4	5
Interactive Exercises	1	2	3	4	5
Notepad Exercises	1	2	3	4	5
Personal Learning Point Summaries:	1	2	3	4	5
Decision Explorer Facility:	1	2	3	4	5
Visual Elements of Windows:	1	2	3	4	5
Visual Elements of Interactive Exercises:	1	2	3	4	5
What would have increased your motivation when using this material?					
_____					
What would have made this material easier for you to learn?					
_____					
What changes would you suggest for future versions of this module					
_____					
Which parts of this module lived up to your expectations and in what way was this achieved?					
_____					
Which parts of this module did not live up to your expectations and why was this so?					
_____					
Any other comments? (Please continue overleaf)					
_____					



### A8.3 Questionnaire 3 SEI Entrance Semester 1 1997 to 1998

#### Z1.104 Confidence Log (Entrance)

Name \_\_\_\_\_  
 (PLEASE PRINT IN BLOCK CAPITALS)

Date \_\_\_\_\_

If you have not yet studied the material contained in this class, you may think it inappropriate to say anything at all about your understanding of the topics below before working through the material. However completing this form will give baseline data for describing any changes in confidence levels which may be found following use of the multimedia materials.

Therefore please indicate by ticking in the relevant box, how confident you feel about your understanding of the concepts, or development of skills, listed below.

Topic	No Confidence	Little Confidence	Some Confidence	Confident	Very Confident
Skills & Entrepreneurial Characteristics (required to run a business)					
Opportunity v Idea in Business					
Getting Into Business					
Team Building in Business					
Market Research					
The Business Plan					
Finance Issues					
Intellectual Property: Patents, and Legal Issues					
Strategic Marketing					
Funding					
The Investor's Viewpoint					
Survival Strategies for Business					

Additional Comments:

#### Z1.104 Research Questionnaire (Entrance)

Name \_\_\_\_\_

Date \_\_\_\_\_

The information gained from this research will be used for PhD research purposes and will, where appropriate, be used to improve the class concerned for student users. Please answer the following questions as accurately as possible:

Question	Response
How would you rate your current level of computer literacy?	
What do you find most interesting about using computers?	
What do you find least interesting about using computers?	
If you had to describe a learning situation in which you were highly motivated, what would it be?	
If you had to describe a learning situation in which you were not motivated to learn, what would it be?	
What level of experience do you have currently in using e-mail?	
What level of experience do you have currently in using the Internet?	
Please list the computing facilities on campus which you currently use.	

Question	Response
Please list any computing facilities which you currently access off campus.	
What software do you regularly use now, and for what purposes?	
Any other comments? (Please continue overleaf)	

*Thank you for completing this questionnaire.*

## A8.4 Questionnaire 4 SEI Exit Semester 1 1997 to 1998

### Z1.104 Confidence Log (Research: Exit)

Name \_\_\_\_\_

Date \_\_\_\_\_

(PLEASE PRINT IN BLOCK CAPITALS)

Please indicate your level of confidence, by ticking in the relevant box, for each of the concepts listed in the table below.

Topic	No Confidence	Little Confidence	Some Confidence	Confident	Very Confident
Skills & Entrepreneurial Characteristics (required to run a business)					
Opportunity v Idea in Business					
Team Building in Business					
Market Research & Sources					
Getting Into Business					
The Business Plan					
Financial Issues					
Patents, Strategy & Tactics					
Strategic Marketing					
Funding Issues					
Idea Assessment					
Survival Strategies					

Please state in your own words how you found your confidence affected by undertaking this module, offering where possible an explanation of why this was so and how this made you feel.

Given an ideal world, what would be your preferred way of learning using a computer as an aid?

*Thank you for completing this confidence log.*

## Z1.104 / 106 Questionnaire (Research : Exit)

Name \_\_\_\_\_  
 (PLEASE PRINT IN BLOCK CAPITALS)

Date \_\_\_\_\_

How would you rate the level of the content for each of the concepts covered in the module?  
 Please tick the appropriate box for each and give a comment of explanation.

Topic	Too Basic	Appropriate	Too Detailed	Comment:
Skills & Entrepreneurial Characteristics (required to run a business)				
Opportunity v Idea in Business				
Team Building in Business				
Market Research & Sources				
Getting Into Business				
The Business Plan				
Financial Issues				
Patents, Licences & Legal Issues				
Products, Strategy & Tactics				
Funding Issues				
Idea Assessment				
Survival Strategies				

The module makes use of a range of elements. Please rate each of these in terms of their effectiveness for your learning on a scale of 1 (not effective) - 5 (highly effective) and offer a comment of explanation.

Element	Effectiveness Rating (1 - 5)	Comment:
Main Text Windows		
Interactive Exercises		
Notepad Exercises		
Learning Summaries		
Problem Solving Exercises		
Business Plan Evaluation		

Suggestions for improvement of module elements:

The module makes use of a range of navigation elements. Please rate each of these in terms of their effectiveness for your use of the module on a scale of 1 (not effective) - 5 (highly effective) and offer a comment of explanation.

Element	Effectiveness Rating (1 - 5)	Comment:
Navigation Feet (green / red)		
Hypertext Links		
History Window		
Glossary Window		
Main Map (showing overview)		
Structure Map (showing contents)		
Button Links		

Suggestions for improvement of navigation elements:

The module makes use of a range of **self contained exercises**. Please rate the following elements of these, in terms of their **effectiveness for your use of the exercises**, on a scale of **1** (not effective) - **5** (highly effective) and offer a comment of explanation.

Exercise Element	Effectiveness Rating (1 - 5)	Comment:
Graphics Used		
Colours Used		
Scenarios Used		
Text Used		
Tasks Specified		
Feedback Given		
Relevance to Module		
Difficulty of Exercises		

Suggestions for improvement of interactive exercises:

Please answer the following questions as accurately as possible:

Question	Response
If you had to choose an aspect of the Z1.104 / 106 class which motivated you, what would it be?	
If you had to choose an aspect of the Z1.104 / 106 class which failed to motivate you, what would it be?	
How would you rate your level of computer literacy at the end of this module?	
What do you find most interesting about using computers and why?	
What do you find least interesting about using computers and why?	
What level of experience do you have currently in using e-mail?	
What level of experience do you have currently in using the Internet?	
Please list the computing facilities on campus which you currently use.	
Please list any computing facilities which you currently access off campus.	
What software do you regularly use now, and for what purposes?	
If the Z1.104 / 106 class were offered by a traditional class teaching method, or by the computer based method, which would you recommend to others and why?	
Would you still have taken this class if it had been offered by a non-computer based method. Why? / Why not?	

*Additional Comments:*

*Thank you for completing this questionnaire.*

## A8.5 Questionnaire 5 SEI Entrance Semester 2 1997 to 1998

### Z1.104 / 106 Confidence Log (Research: Entrance)

Name \_\_\_\_\_

Date \_\_\_\_\_

(PLEASE PRINT IN BLOCK CAPITALS)

Please indicate your level of confidence, by ticking in the relevant box, for each of the concepts listed in the table below.

Topic	No Confidence	Little Confidence	Some Confidence	Confident	Very Confident
Skills & Entrepreneurial Characteristics (required to run a business)					
Opportunity v Idea in Business					
Getting Into Business					
Team Building in Business					
Market Research & Sources					
The Business Plan					
Finance Issues					
Patents, Licences & Legal Issues					
Strategic Marketing					
Funding					
The Investor's Viewpoint					
Survival Strategies					

Please state in your own words how you **expect** your **confidence** to be affected by undertaking this module, offering where possible an explanation of why this will be so and how this will make you feel.

Given an ideal world, what would be your preferred way of learning using a computer as an aid?

*Thank you for completing this confidence log.*

### Z1.104 / 106 Research Questionnaire (Entrance)

Name \_\_\_\_\_

Date \_\_\_\_\_

(PLEASE PRINT IN BLOCK CAPITALS)

The information gained from this research will be used for PhD research purposes and will, where appropriate, be used to improve the class concerned for student users. Please answer the following questions as accurately as possible:

Question	Response
How would you rate your level of computer literacy at the start of this module?	
What do you find most interesting about using computers?	
What do you find least interesting about using computers?	
If you had to describe a learning situation in which you were highly motivated, what would it be?	
If you had to describe a learning situation in which you were not motivated to learn, what would it be?	
What level of experience do you have currently in using e-mail?	
What level of experience do you have currently in using the Internet?	
Please list the computing facilities on campus which you currently use.	
Please list any computing facilities which you currently access off campus.	
What software do you regularly use now, and for what purposes?	
Any other comments?(Please continue overleaf)	

*Thank you for completing this questionnaire.*

## **A8.6: SEI Initial Questions Bank for Interviews**

What have you found most enjoyable about this class so far?

What have you found least enjoyable about this class so far?

What have you found most engaging about this class so far?

What did you find effective in helping you learn in this class?

In what ways did this class meet your expectations?

In what ways did this class fail to meet your expectations?

Within this module you have accessed text, hypertext, graphics and interactive exercises. How did these elements affect your learning?

What changes would you suggest to the existing material, if any?

Did you cover the material in sequence or by your own route? Why?

Which elements of the material affected your depth of thought and how so?

How important was the quality of the presentation of the material for you and why?

Which learning experiences do you consider worked well for you, in this class, and why were these effective for you?

Which learning experiences do you consider did not work well for you, in this class, and why were these not effective for you?

How does this material compare with learning from traditional lectures? Why so?

Do you find the computer-based material more, or less motivating than lectures? Why so?

How does this material compare with reading a book?

Did you find some windows easier to read than others and, if so, why?

## A8.7 Questionnaire 6 SEI Midpoint Semester 2 1997 to 1998

### Z1.104 / 106 Confidence Log (Research: Mid-point)

Name \_\_\_\_\_

Date \_\_\_\_\_

(PLEASE PRINT IN BLOCK CAPITALS)

Please indicate your level of confidence, by ticking in the relevant box, for each of the concepts listed in the table below.

Topic	No Confidence	Little Confidence	Some Confidence	Confident	Very Confident
Skills & Entrepreneurial Characteristics (required to run a business)					
Opportunity v Idea in Business					
Getting Into Business					
Team Building in Business					
Market Research & Sources					
The Business Plan					
Finance Issues					
Patents, Licences & Legal Issues					
Strategic Marketing					
Funding					
The Investor's Viewpoint					
Survival Strategies					

Please state in your own words how you **expect** your confidence to be affected by undertaking this module, offering where possible an explanation of why this will be so and how this will make you feel.

Given an ideal world, what would be your preferred way of learning using a computer as an aid?

*Thank you for completing this confidence log.*

### Z1.104 / 106 Questionnaire (Research : Mid Point)

Name \_\_\_\_\_

Date \_\_\_\_\_

(PLEASE PRINT IN BLOCK CAPITALS)

How would you rate the level of the content for each of the concepts covered in the module?

Please tick the appropriate box for each and give a comment of explanation.

Topic	Too Basic	Appropriate	Too Detailed	Comment:
Skills & Entrepreneurial Characteristics (required to run a business)				
Opportunity v Idea in Business				
Getting Into Business				
Team Building in Business				
Market Research & Sources				
The Business Plan				
Finance Issues				
Patents, Licences & Legal Issues				
Strategic Marketing				
Funding				
The Investor's Viewpoint				
Survival Strategies				

The module makes use of a range of elements. Please rate each of these in terms of their **effectiveness** for your learning on a scale of 1 (not effective) - 5 (highly effective) and offer a comment of explanation.

Element	Effectiveness Rating (1 - 5)	Comment:
Main Text Windows		
Interactive Exercises		
Notepad Exercises		
Learning Summaries		
Problem Solving Exercises		
Business Plan Evaluation		

Suggestions for improvement of module elements:

The module makes use of a range of **navigation** elements. Please rate each of these in terms of their **effectiveness** for your use of the module on a scale of 1 (not effective) - 5 (highly effective) and offer a comment of explanation.

Element	Effectiveness Rating (1 - 5)	Comment:
Navigation Feet (green / red)		
Hypertext Links		
History Window		
Glossary Window		
Main Map (showing overview)		
Structure Map (showing contents)		
Button Links		

Suggestions for improvement of navigation elements:

The module makes use of a range of **self contained exercises**. Please rate the following elements of these, in terms of their **effectiveness** for your use of the exercises, on a scale of 1 (not effective) - 5 (highly effective) and offer a comment of explanation.

Exercise Element	Effectiveness Rating (1 - 5)	Comment:
Graphics Used		
Colours Used		
Scenarios Used		
Text Used		
Tasks Specified		
Feedback Given		
Relevance to Module		
Difficulty of Exercises		

Suggestions for improvement of interactive exercises:



**Please answer the following questions as accurately as possible:**

Question	Response
If you had to choose an aspect of the Z1.104 / 106 class which motivated you, what would it be?	
If you had to choose an aspect of the Z1.104 / 106 class which failed to motivate you, what would it be?	
How would you rate your level of computer literacy at the mid point of this module?	
What have you found most interesting about using computers for this module and why?	
What have you found least interesting about using computers for this module and why?	
What level of experience do you have currently in using e-mail?	
What level of experience do you have currently in using the Internet?	
Please list the computing facilities on campus which you currently use.	
Please list any computing facilities which you currently access off campus.	
What software do you regularly use now, and for what purposes?	
If the Z1.104 / 106 class were offered by a traditional class teaching method, or by the computer based method, which would you recommend to others and why?	
Would you still have taken this class if it had been offered by a non-computer based method. Why? / Why not?	

*Additional Comments:*

*Thank you for completing this questionnaire.*

## **A8.8 Questionnaire 7 SEI Exit Semester 2 1997 to 1998**

### **Z1.104 / 106 Confidence Log (Research: Exit)**

**Name** \_\_\_\_\_

**Date** \_\_\_\_\_

**(PLEASE PRINT IN BLOCK CAPITALS)**

Please indicate your level of confidence, by ticking in the relevant box, for each of the concepts listed in the table below.

Topic	No Confidence	Little Confidence	Some Confidence	Confident	Very Confident
Skills & Entrepreneurial Characteristics (required to run a business)					
Opportunity v Idea in Business					
Getting Into Business					
Team Building in Business					
Market Research & Sources					
The Business Plan					
Finance Issues					
Patents, Licences & Legal Issues					
Strategic Marketing					
Funding					
The Investor's Viewpoint					
Survival Strategies					

Please state in your own words how you found your confidence affected by undertaking this module, offering where possible an explanation of why this was so and how this made you feel.

--

Given an ideal world, what would be your preferred way of learning using a computer as an aid?

--

*Thank you for completing this confidence log.*

## Z1.104 / 106 Questionnaire (Research : Exit)

Name \_\_\_\_\_

Date \_\_\_\_\_

(PLEASE PRINT IN BLOCK CAPITALS)

How would you rate the level of the content for each of the concepts covered in the module?

Please tick the appropriate box for each and give a comment of explanation.

Topic	Too Basic	Appropriate	Too Detailed	Comment:
Skills & Entrepreneurial Characteristics (required to run a business)				
Opportunity v Idea in Business				
Getting Into Business				
Team Building in Business				
Market Research & Sources				
The Business Plan				
Finance Issues				
Patents, Licences & Legal Issues				
Strategic Marketing				
Funding				
The Investor's Viewpoint				
Survival Strategies				

The module makes use of a range of elements. Please rate each of these in terms of their effectiveness for your learning on a scale of 1 (not effective) - 5 (highly effective) and offer a comment of explanation.

Element	Effectiveness Rating (1 - 5)	Comment:
Main Text Windows		
Interactive Exercises		
Notepad Exercises		
Learning Summaries		
Problem Solving Exercises		
Business Plan Evaluation		

Suggestions for improvement of module elements:

The module makes use of a range of navigation elements. Please rate each of these in terms of their effectiveness for your use of the module on a scale of 1 (not effective) - 5 (highly effective) and offer a comment of explanation.

Element	Effectiveness Rating (1 - 5)	Comment:
Navigation Feet (green / red)		
Hypertext Links		
History Window		
Glossary Window		
Main Map (showing overview)		
Structure Map (showing contents)		
Button Links		

Suggestions for improvement of navigation elements:

The module makes use of a range of self contained exercises. Please rate the following elements of these, in terms of their effectiveness for your use of the exercises, on a scale of 1 (not effective) - 5 (highly effective) and offer a comment of explanation.

Exercise Element	Effectiveness Rating (1 - 5)	Comment:
Graphics Used		
Colours Used		
Scenarios Used		
Text Used		
Tasks Specified		
Feedback Given		
Relevance to Module		
Difficulty of Exercises		

Suggestions for improvement of interactive exercises:

Please answer the following questions as accurately as possible:

Question	Response
If you had to choose an aspect of the Z1.104 / 106 class which motivated you, what would it be?	
If you had to choose an aspect of the Z1.104 / 106 class which failed to motivate you, what would it be?	
How would you rate your level of computer literacy at the end of this module?	
What do you find most interesting about using computers and why?	
What do you find least interesting about using computers and why?	
What level of experience do you have currently in using e-mail?	
What level of experience do you have currently in using the Internet?	
Please list the computing facilities on campus which you currently use.	
Please list any computing facilities which you currently access off campus.	
What software do you regularly use now, and for what purposes?	
If the Z1.104 / 106 class were offered by a traditional class teaching method, or by the computer based method, which would you recommend to others and why?	
Would you still have taken this class if it had been offered by a non-computer based method. Why? / Why not?	

*Additional Comments:*

*Thank you for completing this questionnaire.*

**A8.9 Questionnaire 8 SEI Entrance Semester 1 1998 to 1999**

**Z1.104 / 106 (Research: Entrance)**

Name \_\_\_\_\_

Date \_\_\_\_\_

*(PLEASE PRINT IN BLOCK CAPITALS)*

*Please indicate your current level of confidence, by ticking in the relevant box, for each of the concepts listed in the Confidence Log below:*

Topic	No Confidence	Little Confidence	Some Confidence	Confident	Very Confident
Skills & Entrepreneurial Characteristics					
Opportunity v Idea in Business					
Getting Into Business					
Team Building in Business					
Market Research & Sources					
The Business Plan					
Finance Issues					
Patents, Licences & Legal Issues					
Strategic Marketing					
Funding					
The Investor's Viewpoint					
Survival Strategies					

*Please state in your own words how you expect your confidence to be affected by undertaking this module, offering where possible an explanation of why this will be so and how this will make you feel:*

- |   |
|---|
| a) in areas where you are currently less than confident |
| b) in areas where you are currently confident           |
| c) in areas where you are currently very confident      |

*Given an ideal world, what would be your preferred way of learning using a computer as an aid?*

--

*Please indicate your order of preference (1: least preferred to 4 most preferred) for the following options relating to computer based learning environments:*

Electronic Book (text shown on screen)	
Game approach where points are scored for correct answers	
Simulated Environment (e.g. Office Scene with sources of information and Tasks to be undertaken.)	
Combination of Electronic Book, Computer Game and Simulated Environment	

*Please answer the following questions as accurately as possible:*

Question	Response
How comfortable do you feel about the prospect of using a computer for learning this module? Please explain why this is so.	
What do you find most interesting about using computers? Please explain why this is so.	
What do you find least interesting about using computers? Please explain why this is so.	
If you had to describe a computer based learning situation in which you would be highly motivated, what would it be? Please explain why this is so.	
If you had to describe a computer based learning situation in which you would not be motivated to learn, what would it be? Please explain why this is so.	
How frequently do you currently use e-mail? For what purposes?	
How frequently do you currently use the Internet? For what purposes?	
Any other comments?(Please continue overleaf)	

*Thank you for completing this questionnaire.*

### **A8.10 Questionnaire 9 SEI Midpoint Semester 1 1998 to 1999**

#### **Z1.104 / 106 (Research: Mid-point)**

**Name** \_\_\_\_\_

**Date** \_\_\_\_\_

*(PLEASE PRINT IN BLOCK CAPITALS)*

*Please indicate your current level of confidence, by ticking in the relevant box, for each of the concepts listed in the Confidence Log below:*

Topic	No Confidence	Little Confidence	Some Confidence	Confident	Very Confident
Skills & Entrepreneurial Characteristics					
Opportunity v Idea in Business					
Getting Into Business					
Team Building in Business					
Market Research & Sources					
The Business Plan					
Finance Issues					
Patents, Licences & Legal Issues					
Strategic Marketing					
Funding					
The Investor's Viewpoint					
Survival Strategies					

*Please state in your own words how you have found your confidence to be affected by undertaking this module, offering where possible an explanation of why this will be so and how this will make you feel:*

a) in areas where you were initially less than confident

b) in areas where you were initially confident

c) in areas where you were initially very confident

*Given an ideal world, what would be your preferred way of learning using a computer as an aid?*

**Please indicate your order of preference (1: least preferred to 5 most preferred) for the following options relating to computer based learning environments:**

Electronic Book (text shown on screen)	
Game approach where points are scored for correct answers	
Simulated Environment (e.g. Office Scene with sources of information and Tasks to be undertaken.)	
Combination of Electronic Book, Computer Game and Simulated Environment	

**How would you rate the level of the content for each of the concepts covered in the module?  
Please tick the appropriate box for each and give a comment of explanation.**

Topic	Too Basic	Appropriate	Too Detailed	Comment:
Skills & Entrepreneurial Characteristics				
Opportunity v Idea in Business				
Getting Into Business				
Team Building in Business				
Market Research & Sources				
The Business Plan				
Finance Issues				
Patents, Licences & Legal Issues				
Strategic Marketing				
Funding				
The Investor's Viewpoint				
Survival Strategies				

**The module makes use of a range of elements. Please rate each of these in terms of their effectiveness for your learning on a scale of 1 (not effective) - 5 (highly effective) and offer a comment of explanation.**

Element	1	2	3	4	5	Comment:
Main Text Windows						
Interactive Exercises						
Notepad Exercises						
Learning Summaries						
Problem Solving Exercises						
Business Plan Evaluation						

**Suggestions for improvement of module elements:**

**The module makes use of a range of navigation elements. Please rate each of these in terms of their effectiveness for your use of the module on a scale of 1 (not effective) - 5 (highly effective) and offer a comment of explanation.**

Element	1	2	3	4	5	Comment:
Navigation Feet (green / red)						
Hypertext Links						
History Window						
Glossary Window						
Main Map (showing overview)						
Structure Map (showing contents)						
Button Links						

**Suggestions for improvement of navigation elements:**

**The module makes use of a range of self contained exercises. Please rate the following elements of these, in terms of their effectiveness for your use of the exercises, on a scale of 1 (not effective) - 5 (highly effective) and offer a comment of explanation.**

Exercise Element	1	2	3	4	5	Comment:
Graphics Used						
Colours Used						
Scenarios Used						
Text Used						
Tasks Specified						
Feedback Given						
Relevance to Module						
Difficulty of Exercises						

Suggestions for improvement of interactive exercises:

*Please answer the following questions as accurately as possible:*

Question	Response
How comfortable do you feel now about using a computer for completing this module? Please explain why this is so.	
What do you find most interesting about using a computer for this module? Please explain why this is so.	
What do you find least interesting about using a computer for this module? Please explain why this is so.	
If you had to describe a computer based learning situation in which you would be highly motivated now, what would it be? Please explain why this is so.	
If you had to describe a computer based learning situation in which you would not be motivated to learn now, what would it be? Please explain why this is so.	
How frequently do you currently use e-mail? For what purposes?	
How frequently do you currently use the Internet? For what purposes?	
Any other comments? (Please continue overleaf if necessary)	

*Thank you for completing this questionnaire.*

## A8.11 Questionnaire 10 SEI Exit Semester 1 1998 to 1999

### Z1.104 / 106 (Research: Exit)

Name \_\_\_\_\_

Date \_\_\_\_\_

*(PLEASE PRINT IN BLOCK CAPITALS)*

*Please indicate your current level of confidence, by ticking in the relevant box, for each of the concepts listed in the Confidence Log below:*

Topic	No Confidence	Little Confidence	Some Confidence	Confident	Very Confident
Skills & Entrepreneurial Characteristics					
Opportunity v Idea in Business					
Getting Into Business					
Team Building in Business					
Market Research & Sources					
The Business Plan					
Finance Issues					
Patents, Licences & Legal Issues					
Strategic Marketing					
Funding					
The Investor's Viewpoint					
Survival Strategies					

*Please state in your own words how you have found your confidence to be affected by undertaking this module, offering where possible an explanation of why this will be so and how this will make you feel:*

- |  |
|--|
| a) in areas where you were initially less than confident |
| b) in areas where you were initially confident           |
| c) in areas where you were initially very confident      |

**What changes would bring this module closer to your ideal for learning?**

*Please indicate your order of preference (1: least preferred to 5 most preferred) for the following options relating to computer based learning environments:*

Electronic Book (text shown on screen)	
Game approach where points are scored for correct answers	
Simulated Environment (e.g. Office Scene with sources of information and Tasks to be undertaken.)	
Combination of Electronic Book, Computer Game and Simulated Environment	

How would you rate the level of the content for each of the concepts covered in the module?  
Please tick the appropriate box for each and give a comment of explanation.

Topic	Too Basic	Appropriate	Too Detailed	Comment:
Skills & Entrepreneurial Characteristics				
Opportunity v Idea in Business				
Getting Into Business				
Team Building in Business				
Market Research & Sources				
The Business Plan				
Finance Issues				
Patents, Licences & Legal Issues				
Strategic Marketing				
Funding				
The Investor's Viewpoint				
Survival Strategies				

The module makes use of a range of elements. Please rate each of these in terms of their effectiveness for your learning on a scale of 1 (not effective) - 5 (highly effective) and offer a comment of explanation.

Element	1	2	3	4	5	Comment:
Main Text Windows						
Interactive Exercises						
Notepad Exercises						
Learning Summaries						
Problem Solving Exercises						
Business Plan Evaluation						

**Suggestions for improvement of module elements:**

The module makes use of a range of navigation elements. Please rate each of these in terms of their effectiveness for your use of the module on a scale of 1 (not effective) - 5 (highly effective) and offer a comment of explanation.



The module makes use of a range of **navigation** elements. Please rate each of these in terms of their **effectiveness for your use** of the module on a scale of 1 (not effective) - 5 (highly effective) and offer a comment of explanation.

Element	1	2	3	4	5	Comment:
Navigation Feet (green / red)						
Hypertext Links						
History Window						
Glossary Window						
Main Map (showing overview)						
Structure Map (showing contents)						
Button Links						

Suggestions for improvement of navigation elements:

The module makes use of a range of **self contained exercises**. Please rate the following elements of these, in terms of their **effectiveness for your use** of the exercises, on a scale of 1 (not effective) - 5 (highly effective) and offer a comment of explanation.

Exercise Element	1	2	3	4	5	Comment:
Graphics Used						
Colours Used						
Scenarios Used						
Text Used						
Tasks Specified						
Feedback Given						
Relevance to Module						
Difficulty of Exercises						

Suggestions for improvement of interactive exercises:

*Please answer the following questions as accurately as possible:*

Question	Response
How comfortable do you feel now about using a computer for completing this module? Please explain why this is so.	
What do you find most interesting about using a computer for this module? Please explain why this is so.	
What do you find least interesting about using a computer for this module? Please explain why this is so.	
If you had to describe a computer based learning situation in which you would be highly motivated now, what would it be? Please explain why this is so.	
If you had to describe a computer based learning situation in which you would not be motivated to learn now, what would it be? Please explain why this is so.	
How frequently do you currently use e-mail? For what purposes?	
How frequently do you currently use the Internet? For what purposes?	
Any other comments?	

*Thank you for completing this questionnaire.*

## A8.12 Questionnaire 11 SEI Entrance Semester 2 1998 to 1999

### Z1.104 / 106 (Research: Entrance)

Name \_\_\_\_\_

Date \_\_\_\_\_

*(PLEASE PRINT IN BLOCK CAPITALS)*

*Please indicate your current level of confidence, by ticking in the relevant box, for each of the concepts listed in the Confidence Log below:*

Topic	No Confidence	Little Confidence	Some Confidence	Confident	Very Confident
Skills & Entrepreneurial Characteristics					
Opportunity v Idea in Business					
Getting Into Business					
Team Building in Business					
Market Research & Sources					
The Business Plan					
Finance Issues					
Patents, Licences & Legal Issues					
Strategic Marketing					
Funding					
The Investor's Viewpoint					
Survival Strategies					

*Please state in your own words how you expect your confidence to be affected by undertaking this module, offering where possible an explanation of why this will be so and how this will make you feel:*

a) in areas where you are currently less than confident

b) in areas where you are currently confident

c) in areas where you are currently very confident

*Given an ideal world, what would be your preferred way of learning using a computer as an aid?*

--

*Please indicate your order of preference (1: least preferred to 4 most preferred) for the following options relating to computer based learning environments:*

Electronic Book (text shown on screen)	
Game approach where points are scored for correct answers	
Simulated Environment (e.g. Office Scene with sources of information and Tasks to be undertaken.)	
Combination of Electronic Book, Computer Game and Simulated Environment	

*Please answer the following questions as accurately as possible:*

Question	Response
How comfortable do you feel about the prospect of using a computer for learning this module? Please explain why this is so.	
What do you find most interesting about using computers? Please explain why this is so.	
What do you find least interesting about using computers? Please explain why this is so.	
If you had to describe a computer based learning situation in which you would be highly motivated, what would it be? Please explain why this is so.	
If you had to describe a computer based learning situation in which you would not be motivated to learn, what would it be? Please explain why this is so.	
How frequently do you currently use e-mail? For what purposes?	
How frequently do you currently use the Internet? For what purposes?	
Any other comments? (Please continue overleaf)	

*Thank you for completing this questionnaire.*

### **A8.13 Questionnaire 12 SEI Midpoint Semester 2 1998 to 1999**

#### **Z1.104 / 106 (Research: Mid-point)**

Name \_\_\_\_\_

Date \_\_\_\_\_

**(PLEASE PRINT IN BLOCK CAPITALS)**

*Please indicate your current level of confidence, by ticking in the relevant box, for each of the concepts listed in the Confidence Log below:*

Topic	No Confidence	Little Confidence	Some Confidence	Confident	Very Confident
Skills & Entrepreneurial Characteristics					
Opportunity v Idea in Business					
Getting Into Business					
Team Building in Business					
Market Research & Sources					
The Business Plan					
Finance Issues					
Patents, Licences & Legal Issues					
Strategic Marketing					
Funding					
The Investor's Viewpoint					
Survival Strategies					

*Please state in your own words how you have found your confidence to be affected by undertaking this module, offering where possible an explanation of why this will be so and how this will make you feel:*

- |  |
|--|
| a) in areas where you were initially less than confident |
| b) in areas where you were initially confident           |
| c) in areas where you were initially very confident      |

<i>Given an ideal world, what would be your preferred way of learning using a computer as an aid?</i>
---

**Please indicate your order of preference (1: least preferred to 5 most preferred) for the following options relating to computer based learning environments:**

Electronic Book (text shown on screen)	
Game approach where points are scored for correct answers	
Simulated Environment (e.g. Office Scene with sources of information and Tasks to be undertaken.)	
Combination of Electronic Book, Computer Game and Simulated Environment	

**How would you rate the level of the content for each of the concepts covered in the module?  
Please tick the appropriate box for each and give a comment of explanation.**

Topic	Too Basic	Appropriate	Too Detailed	Comment:
Skills & Entrepreneurial Characteristics				
Opportunity v Idea in Business				
Getting Into Business				
Team Building in Business				
Market Research & Sources				
The Business Plan				
Finance Issues				
Patents, Licences & Legal Issues				
Strategic Marketing				
Funding				
The Investor's Viewpoint				
Survival Strategies				

**The module makes use of a range of elements. Please rate each of these in terms of their effectiveness for your learning on a scale of 1 (not effective) - 5 (highly effective) and offer a comment of explanation.**

Element	1	2	3	4	5	Comment:
Main Text Windows						
Interactive Exercises						
Notepad Exercises						
Learning Summaries						
Problem Solving Exercises						
Business Plan Evaluation						

**Suggestions for improvement of module elements:**

**The module makes use of a range of navigation elements. Please rate each of these in terms of their effectiveness for your use of the module on a scale of 1 (not effective) - 5 (highly effective) and offer a comment of explanation.**

Element	1	2	3	4	5	Comment:
Navigation Feet (green / red)						
Hypertext Links						
History Window						
Glossary Window						
Main Map (showing overview)						
Structure Map (showing contents)						
Button Links						

**Suggestions for improvement of navigation elements:**

The module makes use of a range of **self contained exercises**. Please rate the following elements of these, in terms of their **effectiveness for your use** of the exercises, on a scale of **1** (not effective) - **5** (highly effective) and offer a comment of explanation.

Exercise Element	1	2	3	4	5	Comment:
Graphics Used						
Colours Used						
Scenarios Used						
Text Used						
Tasks Specified						
Feedback Given						
Relevance to Module						
Difficulty of Exercises						

**Suggestions for improvement of interactive exercises:**

*Please answer the following questions as accurately as possible:*

Question	Response
How comfortable do you feel now about using a computer for completing this module? Please explain why this is so.	
What do you find most interesting about using a computer for this module? Please explain why this is so.	
What do you find least interesting about using a computer for this module? Please explain why this is so.	
If you had to describe a computer based learning situation in which you would be highly motivated now, what would it be? Please explain why this is so.	
If you had to describe a computer based learning situation in which you would not be motivated to learn now, what would it be? Please explain why this is so.	
How frequently do you currently use e-mail? For what purposes?	
How frequently do you currently use the Internet? For what purposes?	
Any other comments? (Please continue overleaf if necessary)	

*Thank you for completing this questionnaire.*

**A8.14 Questionnaire 13 SEI Exit Semester 2 1998 to 1999**

**Z1.104 / 106 (Research: Exit)**

Name \_\_\_\_\_ Date \_\_\_\_\_

*(PLEASE PRINT IN BLOCK CAPITALS)*

*Please indicate your current level of confidence, by ticking in the relevant box, for each of the concepts listed in the Confidence Log below:*

Topic	No Confidence	Little Confidence	Some Confidence	Confident	Very Confident
Skills & Entrepreneurial Characteristics					
Opportunity v Idea in Business					
Getting Into Business					
Team Building in Business					
Market Research & Sources					
The Business Plan					
Finance Issues					
Patents, Licences & Legal Issues					
Strategic Marketing					
Funding					
The Investor's Viewpoint					
Survival Strategies					

*Please state in your own words how you have found your confidence to be affected by undertaking this module, offering where possible an explanation of why this will be so and how this will make you feel:*

- a) in areas where you were initially less than confident
- b) in areas where you were initially confident
- c) in areas where you were initially very confident

*What changes would bring this module closer to your ideal for learning?*

*Please indicate your order of preference (1: least preferred to 5 most preferred) for the following options relating to computer based learning environments:*

Electronic Book (text shown on screen)	
Game approach where points are scored for correct answers	
Simulated Environment (e.g. Office Scene with sources of information and Tasks to be undertaken.)	
Combination of Electronic Book, Computer Game and Simulated Environment	

How would you rate the level of the content for each of the concepts covered in the module?  
Please tick the appropriate box for each and give a comment of explanation.

Topic	Too Basic	Appropriate	Too Detailed	Comment:
Skills & Entrepreneurial Characteristics				
Opportunity v Idea in Business				
Getting Into Business				
Team Building in Business				
Market Research & Sources				
The Business Plan				
Finance Issues				
Patents, Licences & Legal Issues				
Strategic Marketing				
Funding				

Topic	Too Basic	Appropriate	Too Detailed	Comment:
The Investor's Viewpoint				
Survival Strategies				

The module makes use of a range of elements. Please rate each of these in terms of their effectiveness for your learning on a scale of 1 (not effective) - 5 (highly effective) and offer a comment of explanation.

Element	1	2	3	4	5	Comment:
Main Text Windows						
Interactive Exercises						
Notepad Exercises						
Learning Summaries						
Problem Solving Exercises						
Business Plan Evaluation						

Suggestions for improvement of module elements:

The module makes use of a range of navigation elements. Please rate each of these in terms of their effectiveness for your use of the module on a scale of 1 (not effective) - 5 (highly effective) and offer a comment of explanation.

Element	1	2	3	4	5	Comment:
Navigation Feet (green / red)						
Hypertext Links						
History Window						
Glossary Window						
Main Map (showing overview)						
Structure Map (showing contents)						
Button Links						

Suggestions for improvement of navigation elements:

The module makes use of a range of self contained exercises. Please rate the following elements of these, in terms of their effectiveness for your use of the exercises, on a scale of 1 (not effective) - 5 (highly effective) and offer a comment of explanation.

Exercise Element	1	2	3	4	5	Comment:
Graphics Used						
Colours Used						
Scenarios Used						
Text Used						
Tasks Specified						
Feedback Given						
Relevance to Module						
Difficulty of Exercises						

Suggestions for improvement of interactive exercises:

*Please answer the following questions as accurately as possible:*

Question	Response
How comfortable do you feel now about using a computer for completing this module? Please explain why this is so.	
What do you find most interesting about using a computer for this module? Please explain why this is so.	
What do you find least interesting about using a computer for this module? Please explain why this is so.	
If you had to describe a computer based learning situation in which you would be highly motivated now, what would it be? Please explain why this is so.	
If you had to describe a computer based learning situation in which you would not be motivated to learn now, what would it be? Please explain why this is so.	
How frequently do you currently use e-mail? For what purposes?	
How frequently do you currently use the Internet? For what purposes?	
Any other comments?	

*Thank you for completing this questionnaire.*

### **A8.15 Questionnaire 14 SEI Entrance Semester 1 1999 to 2000**

#### **Z1.104 / 106 (Research: Entrance)**

Name \_\_\_\_\_

Date \_\_\_\_\_

**(PLEASE PRINT IN BLOCK CAPITALS)**

*Please indicate your current level of confidence, by ticking in the relevant box, for each of the concepts listed in the Confidence Log below:*

Topic	No Confidence	Little Confidence	Some Confidence	Confident	Very Confident
Skills & Entrepreneurial Characteristics					
Opportunity v Idea in Business					
Getting Into Business					
Team Building in Business					
Market Research & Sources					
The Business Plan					
Finance Issues					
Patents, Licences & Legal Issues					
Strategic Marketing					
Funding					
The Investor's Viewpoint					
Survival Strategies					

*Please state in your own words how you expect your confidence to be affected by undertaking this module, offering where possible an explanation of why this will be so and how this will make you feel:*

a) in areas where you are currently less than confident
b) in areas where you are currently confident
c) in areas where you are currently very confident

*Given an ideal world, what would be your preferred way of learning using a computer as an aid?*

--

*Please indicate your preference (1: not liked to 5 greatly liked) for the following options relating to computer based learning environments:*



Type of Computer-Based Environment	1	2	3	4	5
Electronic Book (text shown on screen)					
Game approach where points are scored for correct answers					
Simulated Environment (e.g Office Scene with sources of information and Tasks to be undertaken )					
Combination of Electronic Book, Computer Game and Simulated Environment					

### Learning Style Inventory

(Adapted from Internet material by Jerry Cerny)

Note: The following evaluation is a short, quick way of assessing your learning style, answers are neither right or wrong. Please answer each question as honestly as you can.

Please tick the appropriate box after each statement:

Often	Seldom	Some Times	Often
1. Can remember more about a subject through the lecture method with information, explanations and discussion.			
2. Prefer information to be written on the chalkboard, with the use of visual aids and assigned readings.			
3. Like to write things down or to take notes for visual review.			
4. Prefer to use posters, models, or actual practice & some activities in class.			
5. Require explanations of diagrams, graphs, or visual directions.			
6. Enjoy working with my hands or making things.			
7. Am skillful with & enjoy developing & making graphs & charts.			
8. Can tell if sounds match when presented with pairs of sounds.			
9. Remember best by writing things down several times.			
10. Can understand and follow directions on maps.			
11. Do better at academic subjects by listening to lectures & tapes.			
12. Play with coins or keys in pockets.			
13. Learn to spell better by repeating the words out loud than by writing the word on papers.			
14. Can better understand a news article by reading about it in the paper than by listening to the radio.			
15. Chew gum, smoke, or snack during studies.			
16. Feel the best way to remember is to picture it in your head.			
17. Learn spelling by "finger spelling" words. (i.e. drawing letters in the air)			
18. Would rather listen to a good lecture or speech than read about the same material in a textbook.			
19. Am good at working and solving jigsaw puzzles and mazes.			
20. Grip objects in hands during learning period.			
21. Prefer listening to the news on the radio rather than reading about it in the newspaper.			
22. Obtain information on an interesting subject by reading relevant materials.			
23. Feel very comfortable touching others, hugging, handshaking.			
24. Follow oral directions better than written ones.			

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*Please answer the following questions as accurately as possible:*

Question	Response
How comfortable do you feel about the prospect of using a computer for learning this module? Please explain why this is so.	
What do you find most interesting about using computers? Please explain why this is so.	
What do you find least interesting about using computers? Please explain why this is so.	
If you had to describe a computer based learning situation in which you would be highly motivated, what would it be? Please explain why this is so.	
If you had to describe a computer based learning situation in which you would not be motivated to learn, what would it be? Please explain why this is so.	
How frequently do you currently use e-mail? For what purposes?	
How frequently do you currently use the Internet? For what purposes?	
Any other comments? (Please continue overleaf)	

*Thank you for completing this questionnaire.*

### **A8.16 Questionnaire 15 SEI Midpoint Semester 1 1999 to 2000**

#### **Z1.104 / 106 (Research: Mid-point)**

**Name** \_\_\_\_\_

**Date** \_\_\_\_\_

*(PLEASE PRINT IN BLOCK CAPITALS)*

*Please indicate your current level of confidence, by ticking in the relevant box, for each of the concepts listed in the Confidence Log below:*

Topic	No Confidence	Little Confidence	Some Confidence	Confident	Very Confident
Skills & Entrepreneurial Characteristics					
Opportunity v Idea in Business					
Getting Into Business					
Team Building in Business					
Market Research & Sources					
The Business Plan					
Finance Issues					
Patents, Licences & Legal Issues					
Strategic Marketing					
Funding					
The Investor's Viewpoint					
Survival Strategies					

*Please state in your own words, how you have found your confidence to be affected by undertaking this module, offering where possible an explanation of why this has been so and how this has made you feel:*

- |  |
|--|
| a) in areas where you were initially less than confident |
| b) in areas where you were initially confident           |
| c) in areas where you were initially very confident      |

<i>What could be changed about this computer-based material to bring it closer to your preferred way of learning using a computer as an aid?</i>
--

Please indicate your preference (1: not liked to 5 greatly liked) for the following options relating to computer based learning environments:

Type of Computer-Based Environment	1	2	3	4	5
Electronic Book (text shown on screen)					
Game approach where points are scored for correct answers					
Simulated Environment (e.g. Office Scene with sources of information and Tasks to be undertaken.)					
Combination of Electronic Book, Computer Game and Simulated Environment					

In your opinion, which of the above environments most appropriately describes this computer-based module?

How would you rate the level of the content for each of the concepts you have covered so far in the module?  
Please tick the appropriate box for each and give a comment of explanation.

Topic	Too Basic	Appropriate	Too Detailed	Comment:
Skills & Entrepreneurial Characteristics				
Opportunity v Idea in Business				
Getting Into Business				
Team Building in Business				
Market Research & Sources				
The Business Plan				
Finance Issues				
Patents, Licences & Legal Issues				
Strategic Marketing				
Funding				
The Investor's Viewpoint				
Survival Strategies				

The module makes use of a range of elements. Please rate each of these, you have used so far, in terms of their effectiveness for your learning on a scale of 1 (not effective) - 5 (highly effective) and offer a comment of explanation.

Element	1	2	3	4	5	Comment:
Main Text Windows						
Visual Elements (look) of Windows						
Interactive Exercises						
Visual Elements (look) of Interactive Exercises						
Notepad Exercises						
Learning Summaries						
Café Poirot Exercise						
Business Plan Evaluation						

Suggestions for improvement of module elements:

The module makes use of a range of navigation elements. Please rate each of these in terms of their effectiveness for your use of the module on a scale of 1 (not effective) - 5 (highly effective) and offer a comment of explanation.

Element	1	2	3	4	5	Comment:
Navigation Feet (green / red)						
Hypertext Links						
Button Links						
History Window						
Glossary Window						
Main Map (showing overview)						
Structure Map (showing contents)						

Suggestions for improvement of navigation elements:

Please state the names of other multi-media materials you have used (if applicable)	
Please state how often you have made use of email to contact the class tutor for this module	

The module makes use of a range of self-contained, interactive exercises. Please rate the following elements of these, in terms of their effectiveness for your use of the exercises, on a scale of 1 (not effective) - 5 (highly effective) and offer a comment of explanation.

Exercise Element	1	2	3	4	5	Comment:
Graphics Used						
Colours Used						
Scenarios Used						
Text Used						
Tasks Specified						
Feedback Given						
Relevance to Module						
Difficulty of Exercises						

Suggestions for improvement of interactive exercises:

Using a scale of 1 (totally disagree) to 5 (agree totally) please rate your learning in terms of the following statements:

	1	2	3	4	5	Comment
I would have been better reading a book						
I worked through all elements of the material						
The interactive exercises helped me to understand the material						
The interactive exercises were not essential so I focused on other material						
I found the visual elements (look) of the windows motivating						
The learning summaries increased my depth of thought						
The notepad exercises increased my depth of thought						
I skimmed the material, rather than read it all, in order to save time						
I revisited material when I found other things related to it						

Using a scale of 1 (totally disagree) to 5 (agree totally) please rate your experience in terms of the following statements:

	1	2	3	4	5	Comment
My view of this material has been influenced by other multi-media material I've used						
This material is more motivating than some lectures I've experienced						
This material is more motivating than most lectures I've experienced						
This material is more motivating than the best lectures I've experienced						
The time flexibility is more important to me than the quality of the presentation						
The presentation of this multi-media material is as good as others I've experienced						
This material contained too much text						
I find myself wanting to read this material from a print out rather than on screen						
I'm not sure whether I'm learning what I should from this computer based material						
The on-screen feedback given for the interactive exercises helps me check I'm learning						
I would find multiple choice tests helpful to check my learning						
I would find more tutor input helpful						
I feel quite isolated when working with this computer based material						
I find email communication useful for maintaining contact with the class tutor						
I would prefer to have more face to face contact with the class tutor						

Please complete the following section for the units you have just completed:

Unit Number:	1	2	3	4	5	6	7	8	9	10	11	12
Units Completed (Please tick to show units covered)												
Time Spent Per Unit (Please State to nearest 15mins)												
Date Unit Completed (Please State to nearest week)												

**Please complete the following section in your own words, for the units you have just completed:**

*The focus of the following questions is your learning and what helps you learn. This includes your motivation and achievement of learning outcomes.*

<b>Name two learning experiences you consider worked well for you, as you worked through this unit, and explain why the experience was effective for you:</b>
1a) Experience that worked well:
1b) Reason this worked for me:
2a) Experience that worked well
2b) Reason this worked for me:

<b>Name two learning experiences you consider did not work well for you, as you worked through this unit, and explain why the experience was not effective for you:</b>
1a) Experience that did not work well:
1b) Reason this did not work for me:
2a) Experience that did not work well:
2b) Reason this did not work for me:

**Please answer the following questions as accurately as possible:**

Question	Response
How comfortable do you feel now about using a computer for completing this module? Please explain why this is so.	
What have you found this material has allowed you to gain practice (repeated performance) in doing, or discover how to do? In what way might this have been improved?	
What have you found in this material that has simulated (mimicked) a real situation for you? In what way might this have been improved?	
What have you found in this material that has engaged you in finding solutions to issues, or problems? In what way might this have been improved?	
What have you found in this material that has really made you actively think? In what way might this have been improved?	
How frequently and for what purposes do you currently use email?	
How frequently and for what purposes do you currently use the Internet?	
Any other comments? (Please continue overleaf if necessary)	

### **Approaches and Study Skills Inventory**

This part of the questionnaire has been taken from the ASSIST material developed by Professor N. Entwistle of Edinburgh University. It has been designed to allow you to describe, in a systematic way, how you go about learning and studying. The technique involves asking you a substantial number of questions, which overlap to some extent, to provide good overall coverage of different ways of studying. Most of the items are based on comments made by other students. Please respond truthfully, so that your answers will accurately describe your actual ways of studying, and work your way through the questionnaire quite quickly.

**A. What is learning?**

*When you think about the term 'LEARNING', what does it mean to you?*

*Consider each of these statements carefully, and rate them in terms of how close they are to your own way of thinking about it*

Please tick the appropriate box after each statement:

Often	Very different	Quite different	Not so close	Rather close	Very close
a. Making sure you remember things well.					
b. Developing as a person.					
c. Building up knowledge by acquiring facts and information					
d. Being able to use the information you've acquired.					
e. Understanding new material for yourself.					
f. Seeing things in a different and more meaningful way.					

**B. Approaches to studying**

The next part of this questionnaire asks you to indicate your relative agreement or disagreement with comments about studying again made by other students. Please work through the comments, giving your **immediate** response. In deciding your answers, think in terms of **this particular class**. It is also very important that you answer **all** the questions: check you have.

*Try not to use unsure, unless you really have to, or if it cannot apply to you or your course.*

Please tick the appropriate box after each statement:

	Disagree	Disagree Somewhat	Unsure	Agree Somewhat	Agree
1. I manage to find conditions for studying which allow me to get on with my work easily					
2. When working on an assignment, I'm keeping in mind how best to impress the marker					
3. Often I find myself wondering whether the work I am doing here is really worthwhile					
4. I usually set out to understand for myself the meaning of what we have to learn					
5. I organise my study time carefully to make the best use of it					
6. I find I have to concentrate on just memorising a good deal of what I have to learn					
7. I go over the work I've done carefully to check the reasoning and that it makes sense					
8. Often I feel I'm drowning in the sheer amount of material we're having to cope with					
9. I look at the evidence carefully and try to reach my own conclusion about what I'm studying					
10. It's important for me to feel that I'm doing as well as I really can on the courses here					
11. I try to relate ideas I come across to those in other topics or other courses whenever possible					
12. I tend to read very little beyond what is actually required to pass					
13. Regularly I find myself thinking about ideas from lectures when I'm doing other things					
14. I think I'm quite systematic and organised when it comes to revising for exams					
15. I look carefully at tutors' comments on course work to see how to get higher marks next time					

	<b>Disagree</b>	<b>Disagree Somewhat</b>	<b>Unsure</b>	<b>Agree Somewhat</b>	<b>Agree</b>
16. There's not much of the work here that I find interesting or relevant					
17. When I read an article or book, I try to find out for myself exactly what the author means					
18. I'm pretty good at getting down to work whenever I need to					
19. Much of what I'm studying makes little sense: it's like unrelated bits and pieces					
20. I think about what I want to get out of this course to keep my studying well focused					
21. When I'm working on a new topic, I try to see in my own mind how all the ideas fit together					
22. I often worry about whether I'll ever be able to cope with the work properly					
23. Often I find myself questioning things I hear in lectures or read in books					
24. I feel that I'm getting on well, and this helps me put more effort into the work					
25. I concentrate on learning just those bits of information I have to know to pass					
26. I find that studying academic topics can be quite exciting at times					
27. I'm good at following up some of the reading suggested by lecturers or tutors					
28. I keep in mind who is going to mark an assignment and what they're likely to be looking for					
29. When I look back, I sometimes wonder why I ever decided to come here					
30. When I am reading, I stop from time to time to reflect on what I am trying to learn from it					
31. I work steadily through the term or semester, rather than leave it all until the last minute					
32. I'm not really sure what's important in lectures so I try to get down all I can					
33. Ideas in course books or articles often set me off on long chains of thought of my own					
34. Before starting work on an assignment or exam question, I think first how best to tackle it.					
35. I often seem to panic if I get behind with my work					
36. When I read, I examine the details carefully to see how they fit in with what's being said					
37. I put a lot of effort into studying because I'm determined to do well					
38. I gear my studying closely to just what seems to be required for assignments and exams					
39. Some of the ideas I come across on the course I find really gripping					
40. I usually plan out my week's work in advance, either on paper or in my head					
41. I keep an eye open for what lecturers seem to think is important and concentrate on that					
42. I'm not really interested in this course, but I have to take it for other reasons					
43. Before tackling a problem or assignment, I first try to work out what lies behind it					

	Disagree	Disagree Somewhat	Unsure	Agree Somewhat	Agree
44. I generally make good use of my time during the day					
45. I often have trouble in making sense of the things I have to remember					
46. I like to play around with ideas of my own even if they don't get me very far					
47. When I finish a piece of work, I check it through to see if it really meets the requirements					
48. Often I lie awake worrying about work I think I won't be able to do					
49. It's important for me to be able to follow the argument, or to see the reason behind things					
50. I don't find it at all difficult to motivate myself					
51. I like to be told precisely what to do in essays or other assignments					
52. I sometimes get 'hooked' on academic topics and feel I would like to keep on studying them					

**C. Preferences for different types of course and teaching**

*Try not to use unsure, unless you really have to, or if it cannot apply to you or your course.*

Please tick the appropriate box after each statement:

	Definitely Dislike	Dislike to Some Extent	Unsure	Like to Some Extent	Definitely Like
lecturers who tell us exactly what to put down in our notes					
b. lecturers who encourage us to think for ourselves and show us how they themselves think					
c. exams which allow me to show that I've thought about the course material for myself.					
d. exams or tests which need only the material provided in our lecture notes.					
e. courses in which it's made very clear just which books we have to read.					
f. courses where we're encouraged to read around the subject a lot for ourselves					
g. books which challenge you and provide explanations which go beyond the lectures					
h. books which give you definite facts and information which can easily be learned					

**Finally, how well do you think you have been doing in your assessed work overall, so far?**

*Please rate yourself objectively, based on the grades you have been obtaining*

<i>Rather Badly</i>		<i>Not so Well</i>		<i>About Average</i>		<i>Quite Well</i>		<i>Very Well</i>
1	2	3	4	5	6	7	8	9

*Thank you for completing this questionnaire.*



## A8.17 Questionnaire 16 SEI Exit Semester 1 1999 to 2000

### Z1.104 / 106 (Research: Exit Questionnaire)

Name \_\_\_\_\_  
(PLEASE PRINT IN BLOCK CAPITALS)

Date \_\_\_\_\_

Please indicate your current level of confidence, by ticking in the relevant box, for each of the concepts listed in the Confidence Log below:

Topic	No Confidence	Little Confidence	Some Confidence	Confident	Very Confident
Skills & Entrepreneurial Characteristics					
Opportunity v Idea in Business					
Getting Into Business					
Team Building in Business					
Market Research & Sources					
The Business Plan					
Finance Issues					
Patents, Licences & Legal Issues					
Strategic Marketing					
Funding					
The Investor's Viewpoint					
Survival Strategies					

Please state in your own words, how you have found your confidence to be affected by undertaking this module, offering where possible an explanation of why this has been so and how this has made you feel:

- |  |
|--|
| a) in areas where you were initially less than confident |
| b) in areas where you were initially confident           |
| c) in areas where you were initially very confident      |

What could be changed about this computer-based material to bring it closer to your preferred way of learning using a computer as an aid?
---

Please indicate your preference (1: not liked to 5 greatly liked) for the following options relating to computer based learning environments:

Type of Computer-Based Environment	1	2	3	4	5
Electronic Book (text shown on screen)					
Game approach where points are scored for correct answers					
Simulated Environment (e.g. Office Scene with sources of information and Tasks to be undertaken.)					
Combination of Electronic Book, Computer Game and Simulated Environment					

In your opinion, which of the above environments most appropriately describes this computer-based module?	
---	--

How would you rate the level of the content for each of the concepts you have covered so far in the module?  
Please tick the appropriate box for each and give a comment of explanation.

Topic	Too Basic	Appropriate	Too Detailed	Comment:
Skills & Entrepreneurial Characteristics				
Opportunity v Idea in Business				
Getting Into Business				
Team Building in Business				
Market Research & Sources				
The Business Plan				
Finance Issues				
Patents, Licences & Legal Issues				
Strategic Marketing				
Funding				
The Investor's Viewpoint				
Survival Strategies				

The module makes use of a range of elements. Please rate each of these, you have used so far, in terms of their effectiveness for your learning on a scale of 1 (not effective) - 5 (highly effective) and offer a comment of explanation.

Element	1	2	3	4	5	Comment:
Main Text Windows						
Visual Elements (look) of Windows						
Interactive Exercises						
Visual Elements (look) of Interactive Exercises						
Notepad Exercises						
Learning Summaries						
Café Poirot Exercise						
Business Plan Evaluation						

Suggestions for improvement of module elements:

The module makes use of a range of navigation elements. Please rate each of these in terms of their effectiveness for your use of the module on a scale of 1 (not effective) - 5 (highly effective) and offer a comment of explanation.

Element	1	2	3	4	5	Comment:
Navigation Feet (green / red)						
Hypertext Links						
Button Links						
History Window						
Glossary Window						
Main Map (showing overview)						
Structure Map (showing contents)						
Button Links						

Suggestions for improvement of navigation elements:

*Please state the names of other multi-media materials you have used (if applicable)*

*Please state how often you have made use of email to contact the class tutor for this module*

The module makes use of a range of **self-contained, interactive exercises**. Please rate the following elements of these, in terms of their **effectiveness for your use of the exercises**, on a scale of 1 (not effective) - 5 (highly effective) and offer a comment of explanation.

Exercise Element	1	2	3	4	5	Comment:
Graphics Used						
Colours Used						
Scenarios Used						
Text Used						
Tasks Specified						
Feedback Given						
Relevance to Module						
Difficulty of Exercises						

Suggestions for improvement of interactive exercises:

*Using a scale of 1 (totally disagree) to 5 (agree totally) please rate your learning in terms of the following statements:*

	1	2	3	4	5	Comment
I would have been better reading a book						
I worked through all elements of the material						
The interactive exercises helped me to understand the material						
The interactive exercises were not essential so I focused on other material						
I found the visual elements (look) of the windows motivating						
The learning summaries increased my depth of thought						
The notepad exercises increased my depth of thought						
I skimmed the material, rather than read it all, in order to save time						
I revisited material when I found other things related to it						

*Using a scale of 1 (totally disagree) to 5 (agree totally) please rate your experience in terms of the following statements:*

	1	2	3	4	5	Comment
My view of this material has been influenced by other multi-media material I've used						
This material is more motivating than some lectures I've experienced						
This material is more motivating than most lectures I've experienced						
This material is more motivating than the best lectures I've experienced						
The time flexibility is more important to me than the quality of the presentation						
The presentation of this multi-media material is as good as others I've experienced						
This material contained too much text						
I find myself wanting to read this material from a print out rather than on screen						
I'm not sure whether I'm learning what I should from this computer based material						
The on-screen feedback given for the interactive exercises helps me check I'm learning						
I would find multiple choice tests helpful to check my learning						
I would find more tutor input helpful						
I feel quite isolated when working with this computer based material						
I find email communication useful for maintaining contact with the class tutor						
I would prefer to have more face to face contact with the class tutor						

*Please complete the following section for the units you have just completed:*

Unit Number:	1	2	3	4	5	6	7	8	9	10	11	12
Units Completed (Please tick to show units covered)												
Time Spent Per Unit (Please State to nearest 15mins)												
Date Unit Completed (Please State to nearest week)												

*Please complete the following section in your own words, for the units you have just completed:*

The focus of the following questions is your learning and what helps you learn. This includes your motivation and achievement of learning outcomes.

<b>Name two learning experiences you consider worked well for you, as you worked through this unit, and explain why the experience was effective for you:</b>
1a) Experience that worked well:
1b) Reason this worked for me:
2a) Experience that worked well
2b) Reason this worked for me:

<b>Name two learning experiences you consider did not work well for you, as you worked through this unit, and explain why the experience was not effective for you:</b>
1a) Experience that did not work well:
1b) Reason this did not work for me:
2a) Experience that did not work well:
2b) Reason this did not work for me:

Please answer the following questions as accurately as possible:

Question	Response
Which part of this computer-based class did you find most motivating? Please explain why this was the case.	
Which part of this computer-based class did you find least motivating? Please explain why this was the case.	
What would you consider to be the most important thing you have learned in this class? Please explain why this was the case.	
What would make the material in this class more interesting for you? Please explain why this would be the case.	
What was the main value of this class for you? Please explain why this was the case.	
To what extent do you consider it likely, that you will make use of your learning from this class beyond your university course? Please explain how you expect this will be of use.	
What does this material allow you to practice doing or discover how to do? (e.g. tasks to complete, items to manipulate / new procedures, working practices)	
How much freedom do you have as to the number of times you try the same task and how does this affect your learning? (e.g. maximum number of attempts, unlimited )	
What level of feedback does this package offer on your attempts at the tasks involved, and how do you obtain this feedback? (e.g. told right / wrong, explanation of possible answers)	
How long do you have to wait for feedback on your attempts at the tasks involved and how does this affect your learning? (e.g. immediate, after three attempts)	
How could these practice sessions, your attempts at the tasks, be improved for you, and how would this improvement affect your learning? (e.g. allowed more / fewer attempts, offered more / less help before / during attempt)	
How could the feedback on your practice sessions, your attempts at the tasks, be improved for you, and how would this improvement affect your learning? (e.g. more detail of why particular responses are better than others)	
What does the simulation element of the package offer for your learning that other forms of presentation would not? (e.g. alternative courses of action and possible reaction, effects of particular stresses on materials)	
How might the simulation element of the package be improved for you, and how would this improvement affect your learning? (e.g. additional material included to allow other conditions to be simulated, different way of showing material - sound / video)	
How might the feedback for the simulation element of the package be improved for you, and how would this improvement affect your learning? (e.g. more visual change on screen as controls operated, on screen demonstration of outcomes showing "correct" and "incorrect" to highlight differences)	
How might the simulation material be made closer to reality and how would the change affect your learning? (e.g. use realistic images, make three dimensional, include sound, have real cases - facts and figures)	
In what ways does the package engage you in finding solutions to issues or problems? (e.g. requires design decisions to be made and shows effect on production and profit)	

Question	Response
What did attempting to solve the problems presented in the package help you learn? (e.g. discovered that some things affected others that previously I hadn't connected)	
How might the problem-solving element of the package be improved for you, and how would this improvement affect your learning? (e.g. provide an example of a similar problem and its solution before setting actual problem)	
What feedback does the package offer in the problem-solving element and how does this feedback affect your learning? (e.g. comparison offered between answer given and "correct" solution)	
How might this problem-solving feedback be improved for you, and how would the improvement affect your learning? (e.g. show range of possible solutions and compare with answer given to show where answer could be improved)	
How might the problem-solving element be made more interesting for you? (e.g. offer range of subject matter and range of problem complexity - user to choose)	
What made you actively think most in this material? (e.g. reading text from screen and reflecting on meaning, finding ways of solving problems set)	
Which part of this package got you most fully engaged, to the level where you felt you were really concentrating? (e.g. trying to understand authors viewpoint in text, watching video clip, manipulating simulation)	
Which part of the package entertained you most and made you feel that you were enjoying using the material? (e.g. getting feedback on answers and trying again, selecting which material to look at for information when trying to solve problems set)	
What parts of the package helped you to better understand material you already knew? (e.g. text giving outline of material, video showing material in real situation)	
What helped you most to increase your understanding, of the material which was new to you in the package? (e.g. text explaining material, voice over describing material, video of material, multiple choice tests)	
What could be offered in the package to help further improve your understanding of the subject area? (e.g. additional text / spoken comment/ video clips / multiple choice tests on material,	
What aspects of computer-based materials do you find particularly valuable for learning, as compared to other forms of learning materials?	
What impresses you most about the computer-based material compared to other learning materials?	
What gives you a positive frame of mind when you are using the computer-based material?	
What irritates you when using computer-based material?	
What is the best computer based material you have used and what made it so good?	
What is the worst computer based material you've used and what made it so bad?	
What helps you to be sure you are actually learning from computer based material?	
What types of assessment / test would you find helpful in letting you know how well you understood the computer-based material?	
What forms of learning material would you prefer to be offered in a face to face session, rather than computer based? Why so?	
What have you found in this material that has engaged you in finding solutions to issues, or problems? In what way might this have been improved?	
What have you found in this material that has really made you actively think? In what way might this have been improved?	
What have you found this material has allowed you to gain practice (repeated performance) in doing, or discover how to do? In what way might this have been improved?	
What have you found in this material that has simulated (mimicked) a real situation for you? In what way might this have been improved?	
Any other comments? (Please continue overleaf if necessary)	

*Thank you for completing this questionnaire.*

## A8.18 Questionnaire 17 SEI Entrance Semester 2 1999 to 2000

### Z1.104 / 106 (Research: Entrance)

Name \_\_\_\_\_  
(PLEASE PRINT IN BLOCK CAPITALS)

Date \_\_\_\_\_

#### Learning Style Inventory (Adapted from Internet material by Jerry Cerny)

**Note:** The following evaluation is a short, quick way of assessing your learning style, answers are neither right or wrong. Please answer each question as honestly as you can.

Please tick the appropriate box after each statement:

	Seldom	Some Times	Often
1. Can remember more about a subject through the lecture method with information, explanations and discussion.			
2. Prefer information to be written on the chalkboard, with the use of visual aids and assigned readings.			
3. Like to write things down or to take notes for visual review.			
4. Prefer to use posters, models, or actual practice & some activities in class.			
5. Require explanations of diagrams, graphs, or visual directions.			
6. Enjoy working with my hands or making things.			
7. Am skillful with & enjoy developing & making graphs & charts.			
8. Can tell if sounds match when presented with pairs of sounds.			
9. Remember best by writing things down several times.			
10. Can understand and follow directions on maps.			
11. Do better at academic subjects by listening to lectures & tapes.			
12. Play with coins or keys in pockets.			
13. Learn to spell better by repeating the words out loud than by writing the word on papers.			
14. Can better understand a news article by reading about it in the paper than by listening to the radio.			
15. Chew gum, smoke, or snack during studies.			
16. Feel the best way to remember is to picture it in your head.			
17. Learn spelling by "finger spelling" words. (i.e. drawing letters in the air)			
18. Would rather listen to a good lecture or speech than read about the same material in a textbook.			
19. Am good at working and solving jigsaw puzzles and mazes.			
20. Grip objects in hands during learning period.			
21. Prefer listening to the news on the radio rather than reading about it in the newspaper.			
22. Obtain information on an interesting subject by reading relevant materials.			
23. Feel very comfortable touching others, hugging, handshaking.			
24. Follow oral directions better than written ones.			

Inter-Universities North (c) 1998 Created by Dee Dee from NorCom Communications

*Please indicate your preference (1: not liked to 5 greatly liked) for the following options relating to computer based learning environments:*

Type of Computer-Based Environment	1	2	3	4	5
Electronic Book (text shown on screen)					
Game approach where points are scored for correct answers					
Simulated Environment (e.g. Office Scene with sources of information and Tasks to be undertaken.)					
Combination of Electronic Book, Computer Game and Simulated Environment					

*Please indicate your current level of confidence, by ticking in the relevant box, for each of the concepts listed in the Confidence Log below:*

Topic	No Confidence	Little Confidence	Some Confidence	Confident	Very Confident
Skills & Entrepreneurial Characteristics					
Opportunity v Idea in Business					
Getting Into Business					
Team Building in Business					
Market Research & Sources					
The Business Plan					
Finance Issues					
Patents, Licences & Legal Issues					
Strategic Marketing					
Funding					
The Investor's Viewpoint					
Survival Strategies					

*Please answer the following questions as accurately as possible:*

Question	Response
How comfortable do you feel about the prospect of using a computer for learning this module? Please explain why this is so.	
What do you find most interesting about using computers? Please explain why this is so.	
What do you find least interesting about using computers? Please explain why this is so.	
Any other comments? (Please continue overleaf)	

*Thank you for completing this questionnaire.*

## **A8.19 Controlled Investigation Instructions for SEI Case Study 1 Semester 2 1999 to 2000**

### **Strathclyde Entrepreneurship Initiative**

#### **Questionnaire Version A**

#### **Instructions**

<p>Go to the Computer-Based Material          Go to Unit One          Go to the Structure Map          Go to "Interview With An Entrepreneur"          Click the "Entrepreneur Interview" button          Follow the on-screen instructions for the exercise          Complete the first section (ie pages 1 - 3) of your questionnaire by ticking the appropriate boxes          Quit MENTOR and return to Windows          Go to the Web Browser Icon and open the application (i.e. Internet Explorer)          Access:              <a href="http://www.mansci.strath.ac.uk/interview.html">http://www.mansci.strath.ac.uk/interview.html</a>          Read the material on the webpage and consider the questions posed to the entrepreneurs          Rank the entrepreneurs (1 to 3 one being highest) according to the scores you gave their answers.          Complete the second section (ie pages 4 - 6) of your questionnaire by ticking the appropriate boxes          Quit all applications and return to Windows</p>
--

*Many thanks for assisting with this research*

## Strathclyde Entrepreneurship Initiative

### Questionnaire Version B

### Instructions

Go to the Web Browser Icon and open the application (i.e. Internet Explorer)

Access:

<http://www.mansci.strath.ac.uk/interview.html>

Read the material on the webpage and consider the questions posed to the entrepreneurs

Rank the entrepreneurs (1 to 3 one being highest) according to the scores you gave their answers.

Complete the first section (ie pages 1 - 3) of your questionnaire by ticking the appropriate boxes

Quit all applications and return to Windows

Go to the Computer-Based Material

Go to Unit One

Go to the Structure Map

Go to "Interview With An Entrepreneur"

Click the "Entrepreneur Interview" button

Follow the on-screen instructions for the exercise

Complete the second section (ie pages 4 - 6) of your questionnaire by ticking the appropriate boxes

Quit MENTOR and return to Windows

*Many thanks for assisting with this research*

## A8.20 Controlled Investigation Web Display for SEI Case Study 1 Semester 2 1999 to 2000

### Entrepreneur Interview

Evaluate responses given by three entrepreneurs in an interview. They each provide an answer to 5 questions posed. Read the questions and their response. Then use your judgement to award points for their answers.

Award points on a scale of 1 to 5 (5 being the highest) for the entrepreneur's answers to the questions. When you have completed your scoring you can check how your evaluation compares with the suggested ranking.

### Profiles of the Entrepreneurs

Catherine Jones

"I find most things take care of themselves. There is no point in worrying about what might be. It's better to deal directly with what is. If you're meant to succeed you will. I've taken this approach so far and it hasn't let me down yet."

Emily Thomson

"I try to look ahead in a way which allows me to predict likely events and legislate to cover such eventualities. I did a course on scenario planning and I try to use the technique when generating my strategic direction for the business."

George Brown

"I started this business on the basis of my own judgement and I run it on the same basis. We generally wait to see what the best deal is in any given month and we run with that. We can usually sway our customers in the direction we want them to go."

### Questions and Answers

#### Question 1 "How did you get started in business?"

Catherine Jones

"Well, there were all sorts of financial incentives available. It meant that I got money every month no matter what the business was doing at the time."

Emily Thomson

"I found myself in a situation where I was living on edge in a large organisation and wondering when the next "Right Sizing" would "Empower" me to be leisure enhanced. Sorry about the sarcasm, basically I was constantly under threat of redundancy. When I thought about things I decided that I wanted control of my situation, so I looked for advice, took it and started my business."

George Brown

"My father has been in this business for years. I got started as part of the family and worked at all aspects of the business. I'm now a director as is my father. He still has a say in the way things are run."



<b>Question 2 "What made you choose this type of business?"</b>
Catherine Jones "I'm very good at spotting money making opportunities. Everybody wants gnomes these days, so I decided I'd make them and sell them."
Emily Thomson "My background was in engineering and I had many contacts within the industry. The additional courses I had undertaken with a view to internal promotion also lent themselves to the consultancy business. It made sense to build upon the strengths I had and to set up in a business that was knowledge and skill intensive but did not demand huge investment of capital."
George Brown "It was the business my father had experience of. I have made my mark by introducing a new range of goods, which my father would not have taken on by himself."

<b>Question 3 "Why did you locate in this area?"</b>
Catherine Jones "This shop was available and it only takes me ten minutes to walk here in the morning. I know lots of the local people and they know which lane my shop's in so I don't need to advertise."
Emily Thomson "It made sense for me to work from home, so I located where I lived. All I needed was a telephone link and my desktop computer. I can communicate with clients easily by phone, fax and email. I can gather information from and advertise my services on the Internet. All of these things are available without the need to spend money on an office. I can just as easily visit any clients from here and I've re-designed part of the house so that clients who call perceive the environment to be suitably business like."
George Brown "We have always been in this area. It is where we are known and we live locally. Customers travel to get to us because we can offer the best deals."

<b>Question 4 "What were you looking for in your business partners and were these partners easy to find?"</b>
Catherine Jones "Finding a partner was no problem. I was spoilt for choice. All my mates were asking to be considered, but I had to consider what was best for the business. I figured Big Al was the best bet because he had the kind of approach that made sure nobody tried to bring back faulty goods, if you know what I mean. As I see it, once they've paid for the goods that's the end of it."
Emily Thomson "I knew that I had the engineering expertise and that I was capable of quickly analysing complex material and coming up with original solutions. I am also good at motivating teams. I suppose that means I'm a combination of Specialist, Shaper, Plant and Monitor Evaluator in the Belbin view of things. I figured I needed a salesperson who was diplomatic, loyal and a good organiser who could meet deadlines. Fortunately such an individual had recently been made redundant from the organisation I worked for at the time and she was more than happy to be part of my venture."
George Brown "We don't have partners outwith the family. It is very difficult to find people you can really trust in business. Although my dad and I don't take the same approach, at least we know we can trust each other. We do take on staff at a low level but we don't give them access to all our details."

<b>Question 5 "What were your goals when you started out and have these changed over time?"</b>
Catherine Jones "My goal was quite simple. I wanted to make as much money as possible, as quickly and easily as possible. I figured I couldn't really lose 'cos if I didn't sell much that month I still got my basic allowance. I've still got the same goal."
Emily Thomson "I suppose my goal was to become established in terms of reputation within the industry and to build my consultancy to the level where I could employ additional staff at a professional level of salary and job security. Ideally I wanted to show my previous employers that they had made the wrong decisions with their organisational change process by becoming more successful as a private consultancy than they would ever have permitted as an employee."
George Brown "I don't know what my dad's goals are these days. He just makes decisions and I find out later. My goals are to expand the range we stock and to get even better deals from our suppliers so that we can keep our low prices and increase our profit."

<b>Evaluation</b>
<p><b>Catherine Jones 3rd</b>            "This entrepreneur had an idea and considered it to be an opportunity. The answers given suggest a lack of real motivation or thought. The choice of location put personal convenience before business need and no thought was given to planning in the business sense. There is no indication of market segmentation or response to market need or demand. The approach to customers suggested here is likely to ensure that repeat custom is unlikely and any reputation is likely to be bad. A total disregard for market research and marketing generally is reflected in the answers given."</p>
<p><b>Emily Thomson 1st</b>            "This entrepreneur has clearly been highly motivated by personal circumstances. She has considered the available options and taken a positive approach and a calculated risk. The business has been built upon knowledge and expertise gained within a specialist area and consideration has been given to professional advice. The market sector has been clearly identified and existing networks were in place which could be used to advantage. A prudent approach had been taken to the start-up stage keeping overheads at a minimum. The initially problematic situation of redundancy and potential redundancy had been exploited positively as an opportunity."</p>
<p><b>George Brown 2nd</b>            "This entrepreneur really didn't start the business, rather he developed the business from an existing situation. He has shown some initiative by increasing the range of goods offered for sale. The ability to beat competitors on price is central to this business and the approach is not as positive as it might be. There is a clear suggestion of poor communication and lack of strategic planning."</p>

### A8.21 Controlled Investigation Questionnaire A SEI & SHS Semester 2 1999 to 2000

Name: \_\_\_\_\_ Date: \_\_\_\_\_ A  
 (na: not applicable, 1: totally disagree, 5: totally agree)

<b>Questions Relating to Computer-Based Exercise / Scenario Material</b>	<b>na</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. The computer-based "on-screen exercise" version of this material offered me a challenge						
2. I got the chance, within the computer-based "on-screen exercise" version of this material, to apply my learning to solving problems or taking decisions						
3. I found the tasks set in the computer-based "on-screen exercise" version of this material interesting						
4. The computer-based "on-screen exercise" version of this material inspired me to think about the material I had previously covered						
5. The computer-based feedback from the "on-screen exercise" version of this material helped me check that I was really learning						
6. The computer-based "on-screen exercise" version of this material allowed me to demonstrate my competency at the activity concerned						
7. The computer-based "on-screen exercise" version of this material made me curious to see the outcomes from my decisions						
8. The computer-based "on-screen exercise" version of this material, which allowed me to feel as though I was really there in the scenario						
9. The computer-based "on-screen exercise" version of this material allowed me to choose which element of this computer-based material I looked at next						
10. I had to think carefully before deciding what to look at next in this computer-based "on-screen exercise" version of this material						
11. I could use this computer-based "on-screen exercise" version of this material to check how the experts would do things						
12. I could control the pace at which I worked through this computer-based "on-screen exercise" version of this material						
13. I could choose my own pathway through this computer-based "on-screen exercise" version of this material						
14. There was an element of humour in this computer-based "on-screen exercise" version of this material						
15. The humour element in this computer-based "on-screen exercise" version of this material increased my sense of engagement						
16. The game element in this computer-based "on-screen exercise" version of this material increased my level of engagement						
17. The context of this computer-based "on-screen exercise" version of this material was realistic in that it reflected real life situations						

Questions Relating to Computer-Based Exercise / Scenario Material	na	1	2	3	4	5
18. The context of this computer-based "on-screen exercise" version of this material was meaningful for me (I found I could relate to it)						
19. I find this computer-based "on-screen exercise" version of this material makes the situations and examples used realistic						
20. I did not get lost when navigating through this computer-based "on-screen exercise" version of this material						
21. Whenever I got lost this computer-based "on-screen exercise" version of this material made it easy for me to find where I was						
22. Text in this computer-based "on-screen exercise" version of this material was easy to read on screen						
23. This computer-based "on-screen exercise" version of this material made me want to keep on working beyond the time I had intended						
24. Information was easy to find throughout this computer-based "on-screen exercise" version of this material						
25. The screen display for this computer-based "on-screen exercise" version of this material was not cluttered						
26. I found the colours used in displaying this computer-based "on-screen exercise" version of this material were appropriate						
27. The interface for this computer-based "on-screen exercise" version of this material was easy to use						
28. I felt as though I was actively learning from this computer-based "on-screen exercise" version of this material						
29. The interface helped me to spot my errors when using this computer-based "on-screen exercise" version of this material						
30. The interface helped me to reason about what caused my errors when using this computer-based "on-screen exercise" version of this material						
31. This computer-based "on-screen exercise" version of this material helped me to correct any errors I made						
32. This computer-based "on-screen exercise" version of this material allowed me to make use of what I already knew						
33. This computer-based "on-screen exercise" version of this material allowed me to learn by thinking and reasoning						
34. This computer-based "on-screen exercise" version of this material encouraged me to improvise when trying to solve problems or take decisions						
35. When using this computer-based "on-screen exercise" version of this material I had to identify problems then solve them						
36. I had to sort out relevant from irrelevant when trying to solve problems or take decisions using this computer-based "on-screen exercise" version of this material						
37. This computer-based "on-screen exercise" version of this material allowed me to explore from a number of perspectives						
38. This computer-based "on-screen exercise" version of this material maintained the complexity of the real world						
39. This computer-based "on-screen exercise" version of this material encouraged me to reflect on a range of learning when attempting to solve problems						
40. Assessment was integrated within this computer-based "on-screen exercise" version of this material						
41. This computer-based "on-screen exercise" version of this material offered the opportunity for me to defend my views / opinions developed						
42. My understanding of the issues has changed having worked through this computer-"on-screen exercise" version of this material						
43. This computer-based "on-screen exercise" version of this material contained too much on-screen text						
44. I find myself wanting to read this computer-based "on-screen exercise" version of this material from a print out, rather than on-screen						
45. I would have been better off reading a book than using this computer-based "on-screen exercise" version of this material						

<b>Questions Relating to Computer-Based Exercise / Scenario Material</b>	<b>na</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
46. I worked through all the elements of this computer-based "on-screen exercise" version of this material						
47. I was unsure what I should do when using the interactive elements of this computer-based "on-screen exercise" version of this material (ie the instructions were not clear)						
48. The interactive elements in this computer-based "on-screen exercise" version of this material helped my understanding						
49. My view of this computer-based "on-screen exercise" version of this material has been influenced by other computer-based material I've used						
50. The look of the screen displays in this computer-based "on-screen exercise" version of this material helped motivate me						
51. The presentation of this computer-based "on-screen exercise" version of this material is better than other computer-based material I've used						
52. The presentation of this computer-based "on-screen exercise" version of this material is as good as other computer-based material I've used						
53. The presentation of this computer-based "on-screen exercise" version of this material is not as good as other computer-based material I've used						
54. The on-screen feedback provided helps me check I'm learning from this computer-based "on-screen exercise" version of this material						
55. I'm not sure whether I'm learning what I should from this computer-based "on-screen exercise" version of this material						
56. I found this computer-based "on-screen exercise" version of this material allowed me to practice doing the things I needed to do						
57. I found this computer-based "on-screen exercise" version of this material engaging to the point where I kept trying to solve the problems or make the decisions						
58. I found the on-screen feedback in this computer-based "on-screen exercise" version of this material made me actively think about my decisions						
59. Having video clips increased my engagement with this computer-based "on-screen exercise" version of this material						
60. Having voice over material helped my understanding of this computer-based "on-screen exercise" version of this material						
61. Having voice over material increased my engagement with this computer-based "on-screen exercise" version of this material						
62. Hearing the voices of the characters in the scenario increased my engagement with this computer-based "on-screen exercise" version of this material						
63. Having high quality images helped my understanding of this computer-based "on-screen exercise" version of this material						
64. Having high quality images increased my engagement with this computer-based "on-screen exercise" version of this material						

Additional Comments relating to the "on-screen exercise" version of this material:

**Please turn to the next page and complete the questionnaire overleaf for the second mode of on-screen presentation provided.**

(na: not applicable, 1: totally disagree, 5: totally agree)

Questions Relating to Computer-Based Text / Scenario Material	na	1	2	3	4	5
1. The computer-based "on-screen text" version of this material offered me a challenge						
2. I got the chance, within the computer-based "on-screen text " version of this material, to apply my learning to solving problems or taking decisions						
3. I found the tasks set in the computer-based "on-screen text " version of this material interesting						
4. The computer-based "on-screen text " version of this material inspired me to think about the material I had previously covered						
5. The computer-based feedback from the "on-screen text " version of this material helped me check that I was really learning						
6. The computer-based "on-screen text " version of this material allowed me to demonstrate my competency at the activity concerned						
7. The computer-based "on-screen text " version of this material made me curious to see the outcomes from my decisions						
8. The computer-based "on-screen text " version of this material, which allowed me to feel as though I was really there in the scenario						
9. The computer-based "on-screen text " version of this material allowed me to choose which element of this computer-based material I looked at next						
10. I had to think carefully before deciding what to look at next in this computer-based "on-screen text " version of this material						
11. I could use this computer-based "on-screen text " version of this material to check how the experts would do things						
12. I could control the pace at which I worked through this computer-based "on-screen text " version of this material						
13. I could choose my own pathway through this computer-based "on-screen text " version of this material						
14. There was an element of humour in this computer-based "on-screen text " version of this material						
15. The humour element in this computer-based "on-screen text " version of this material increased my sense of engagement						
16. The game element in this computer-based "on-screen text " version of this material increased my level of engagement						
17. The context of this computer-based "on-screen text " version of this material was realistic in that it reflected real life situations						
18. The context of this computer-based "on-screen text " version of this material was meaningful for me (I found I could relate to it)						
19. I find this computer-based "on-screen text " version of this material makes the situations and examples used realistic						
20. I did not get lost when navigating through this computer-based "on-screen text " version of this material						
21. Whenever I got lost this computer-based "on-screen text " version of this material made it easy for me to find where I was						
22. Text in this computer-based "on-screen text " version of this material was easy to read on screen						
23. This computer-based "on-screen text " version of this material made me want to keep on working beyond the time I had intended						
24. Information was easy to find throughout this computer-based "on-screen text " version of this material						
25. The screen display for this computer-based "on-screen text " version of this material was not cluttered						
26. I found the colours used in displaying this computer-based "on-screen text " version of this material were appropriate						
27. The interface for this computer-based "on-screen text " version of this material was easy to use						

<b>Questions Relating to Computer-Based Text / Scenario Material</b>	<b>na</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
28. I felt as though I was actively learning from this computer-based "on-screen text " version of this material						
29. The interface helped me to spot my errors when using this computer-based "on-screen text " version of this material						
30. The interface helped me to reason about what caused my errors when using this computer-based "on-screen text " version of this material						
31. This computer-based "on-screen text " version of this material helped me to correct any errors I made						
32. This computer-based "on-screen text " version of this material allowed me to make use of what I already knew						
33. This computer-based "on-screen text " version of this material allowed me to learn by thinking and reasoning						
34. This computer-based "on-screen text " version of this material encouraged me to improvise when trying to solve problems or take decisions						
35. When using this computer-based "on-screen text " version of this material I had to identify problems then solve them						
36. I had to sort out relevant from irrelevant when trying to solve problems or take decisions using this computer-based "on-screen text " version of this material						
37. This computer-based "on-screen text " version of this material allowed me to explore from a number of perspectives						
38. This computer-based "on-screen text " version of this material maintained the complexity of the real world						
39. This computer-based "on-screen text " version of this material encouraged me to reflect on a range of learning when attempting to solve problems						
40. Assessment was integrated within this computer-based "on-screen text " version of this material						
41. This computer-based "on-screen text " version of this material offered the opportunity for me to defend my views / opinions developed						
42. My understanding of the issues has changed having worked through this computer-"on-screen text " version of this material						
43. This computer-based "on-screen text " version of this material contained too much on-screen text						
44. I find myself wanting to read this computer-based "on-screen text " version of this material from a print out, rather than on-screen						
45. I would have been better off reading a book than using this computer-based "on-screen text " version of this material						
46. I worked through all the elements of this computer-based "on-screen text " version of this material						
47. I was unsure what I should do when using the interactive elements of this computer-based "on-screen text " version of this material (ie the instructions were not clear)						
48. The interactive elements in this computer-based "on-screen text " version of this material helped my understanding						
49. My view of this computer-based "on-screen text " version of this material has been influenced by other computer-based material I've used						
50. The look of the screen displays in this computer-based "on-screen text " version of this material helped motivate me						
51. The presentation of this computer-based "on-screen text " version of this material is better than other computer-based material I've used						
52. The presentation of this computer-based "on-screen text " version of this material is as good as other computer-based material I've used						
53. The presentation of this computer-based "on-screen text " version of this material is not as good as other computer-based material I've used						
54. The on-screen feedback provided helps me check I'm learning from this computer-based "on-screen text " version of this material						

<b>Questions Relating to Computer-Based Text / Scenario Material</b>	<b>na</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
55. I'm not sure whether I'm learning what I should from this computer-based "on-screen text " version of this material						
56. I found this computer-based "on-screen text " version of this material allowed me to practice doing the things I needed to do						
57. I found this computer-based "on-screen text " version of this material engaging to the point where I kept trying to solve the problems or make the decisions						
58. I found the on-screen feedback in this computer-based "on-screen text " version of this material made me actively think about my decisions						
59. Having video clips increased my engagement with this computer-based "on-screen text " version of this material						
60. Having voice over material helped my understanding of this computer-based "on-screen text " version of this material						
61. Having voice over material increased my engagement with this computer-based "on-screen text " version of this material						
62. Hearing the voices of the characters in the scenario increased my engagement with this computer-based "on-screen text " version of this material						
63. Having high quality images helped my understanding of this computer-based "on-screen text " version of this material						
64. Having high quality images increased my engagement with this computer-based "on-screen text " version of this material						

Additional Comments relating to the "on-screen text" version of this material:

Your Overall Conclusion: Please state which of these modes of presentation you preferred and offer a brief explanation of why so.

*Thank you for completing this questionnaire.*

## A8.22 Questionnaire 18 SEI Midpoint Semester 2 1999 to 2000

### Research: Z1.106 Mid-Point Questionnaire

#### *Background Information and Guidelines:*

*This questionnaire has been compiled specifically for research purposes. The focus of this research is on the use of interactive technology within learning contexts and the extent to which the use of such technology is found helpful, or not, by the learners or users.*

*Please try to complete all sections and take the time to add comments of your own, in relation to your learning, as these are particularly relevant for this research*

#### **Personal Details:**

*(PLEASE PRINT IN BLOCK CAPITALS)*

Name:	
Course:	
Year of Study:	
Student Number:	
Term Time Tel. No.:	
Email:	

*Please answer the following questions as accurately as possible:*

<b>Question</b>	<b>Answer</b>
What impressed you most about this computer-based material?	
Which element of this computer-based material got you most fully engaged? (to the level where you felt you were really concentrating)	
What have you found least engaging about this computer-based material? (where your attention wandered)	
What did you find irritating or confusing in this computer-based material?	
Which elements of the computer-based material affected your depth of thought and how so? (i.e. made you think most)	
How could we make it easier for you to learn from this computer-based material?	
How could we ensure you learn what you should from this computer-based material?	
How did the interactive simulation parts of this computer-based material affect your learning?	
How did the visual / screen display, in this material, affect your learning?	
How did the lack of video clips, in this computer-based material affect your learning?	
Do you find the computer-based material more, or less, helpful for your learning than (traditional) lectures? Why so?	
Do you find the computer-based material more, or less, helpful for your learning than (class based) case-studies? Why so?	
Do you find the computer-based material more, or less, helpful for your learning than (academic) books? Why so?	
What forms of learning material would you prefer to be offered in a face to face session, rather than computer-based? Why so?	



## Approaches and Study Skills Inventory

This part of the questionnaire has been taken from the ASSIST material developed by Professor N. Entwistle of Edinburgh University. It has been designed to allow you to describe, in a systematic way, how you go about learning and studying. The technique involves asking you a substantial number of questions, which overlap to some extent, to provide good overall coverage of different ways of studying. Most of the items are based on comments made by other students. Please respond truthfully, so that your answers will accurately describe your actual ways of studying, and work your way through the questionnaire quite quickly.

### A. What is learning?

*When you think about the term 'LEARNING', what does it mean to you?*

*Consider each of these statements carefully, and rate them in terms of how close they are to your own way of thinking about it*

Please tick the appropriate box after each statement:

Often	Very different	Quite different	Not so close	Rather close	Very close
a. Making sure you remember things well.					
b. Developing as a person.					
c. Building up knowledge by acquiring facts and information					
d. Being able to use the information you've acquired.					
e. Understanding new material for yourself.					
f. Seeing things in a different and more meaningful way.					

### B. Approaches to studying

The next part of this questionnaire asks you to indicate your relative agreement or disagreement with comments about studying again made by other students. Please work through the comments, giving your immediate response. In deciding your answers, think in terms of this particular class. It is also very important that you answer all the questions: check you have.

*Try not to use unsure, unless you really have to, or if it cannot apply to you or your course.*

Please tick the appropriate box after each statement:

	Disagree	Disagree Somewhat	Unsure	Agree Somewhat	Agree
1. I manage to find conditions for studying which allow me to get on with my work easily					
2. When working on an assignment, I'm keeping in mind how best to impress the marker					
3. Often I find myself wondering whether the work I am doing here is really worthwhile					
4. I usually set out to understand for myself the meaning of what we have to learn					
5. I organise my study time carefully to make the best use of it					
6. I find I have to concentrate on just memorising a good deal of what I have to learn					
7. I go over the work I've done carefully to check the reasoning and that it makes sense					
8. Often I feel I'm drowning in the sheer amount of material we're having to cope with					
9. I look at the evidence carefully and try to reach my own conclusion about what I'm studying					

	Disagree	Disagree Somewhat	Unsure	Agree Somewhat	Agree
10. It's important for me to feel that I'm doing as well as I really can on the courses here					
11. I try to relate ideas I come across to those in other topics or other courses whenever possible					
12. I tend to read very little beyond what is actually required to pass					
13. Regularly I find myself thinking about ideas from lectures when I'm doing other things					
14. I think I'm quite systematic and organised when it comes to revising for exams					
15. I look carefully at tutors' comments on course work to see how to get higher marks next time					
16. There's not much of the work here that I find interesting or relevant					
17. When I read an article or book, I try to find out for myself exactly what the author means					
18. I'm pretty good at getting down to work whenever I need to					
19. Much of what I'm studying makes little sense: it's like unrelated bits and pieces					
20. I think about what I want to get out of this course to keep my studying well focused					
21. When I'm working on a new topic, I try to see in my own mind how all the ideas fit together					
22. I often worry about whether I'll ever be able to cope with the work properly					
23. Often I find myself questioning things I hear in lectures or read in books					
24. I feel that I'm getting on well, and this helps me put more effort into the work					
25. I concentrate on learning just those bits of information I have to know to pass					
26. I find that studying academic topics can be quite exciting at times					
27. I'm good at following up some of the reading suggested by lecturers or tutors					
28. I keep in mind who is going to mark an assignment and what they're likely to be looking for					
29. When I look back, I sometimes wonder why I ever decided to come here					
30. When I am reading, I stop from time to time to reflect on what I am trying to learn from it					
31. I work steadily through the term or semester, rather than leave it all until the last minute					
32. I'm not really sure what's important in lectures so I try to get down all I can					
33. Ideas in course books or articles often set me off on long chains of thought of my own					
34. Before starting work on an assignment or exam question, I think first how best to tackle it.					
35. I often seem to panic if I get behind with my work					
36. When I read, I examine the details carefully to see how they fit in with what's being said					

	Disagree	Disagree Somewhat	Unsure	Agree Somewhat	Agree
37. I put a lot of effort into studying because I'm determined to do well					
38. I gear my studying closely to just what seems to be required for assignments and exams					
39. Some of the ideas I come across on the course I find really gripping					
40. I usually plan out my week's work in advance, either on paper or in my head					
41. I keep an eye open for what lecturers seem to think is important and concentrate on that					
42. I'm not really interested in this course, but I have to take it for other reasons					
43. Before tackling a problem or assignment, I first try to work out what lies behind it					
44. I generally make good use of my time during the day					
45. I often have trouble in making sense of the things I have to remember					
46. I like to play around with ideas of my own even if they don't get me very far					
47. When I finish a piece of work, I check it through to see if it really meets the requirements					
48. Often I lie awake worrying about work I think I won't be able to do					
49. It's important for me to be able to follow the argument, or to see the reason behind things					
50. I don't find it at all difficult to motivate myself					
51. I like to be told precisely what to do in essays or other assignments					
52. I sometimes get 'hooked' on academic topics and feel I would like to keep on studying them					

**D. Preferences for different types of course and teaching**

Try not to use *unsure*, unless you really have to, or if it cannot apply to you or your course.

Please tick the appropriate box after each statement:

	Definitely Dislike	Dislike to Some Extent	Unsure	Like to Some Extent	Definitely Like
a. lecturers who tell us exactly what to put down in our notes					
b. lecturers who encourage us to think for ourselves and show us how they themselves think					
c. exams which allow me to show that I've thought about the course material for myself.					
d. exams or tests which need only the material provided in our lecture notes.					
e. courses in which it's made very clear just which books we have to read.					
f. courses where we're encouraged to read around the subject a lot for ourselves					
g. books which challenge you and provide explanations which go beyond the lectures					
h. books which give you definite facts and information which can easily be learned					

Finally, how well do you think you have been doing in your assessed work overall, so far?  
 Please rate yourself objectively, based on the grades you have been obtaining

<i>Rather Badly</i>	2	<i>Not so Well</i>	4	<i>About average</i>	6	<i>Quite Well</i>	8	<i>Very well</i>
1		3		5		7		9

Thank you for completing this questionnaire.

### A8.23 Questionnaire 19 SEI Exit Semester 2 1999 to 2000

#### Z1.106 (Research: Exit Questionnaire)

Name \_\_\_\_\_  
 (PLEASE PRINT IN BLOCK CAPITALS)

Date \_\_\_\_\_

**Table 1 Feedback on Midpoint Questionnaire Responses**

This table summarises some possible interpretations of the feedback obtained in the midpoint questionnaires.

Please offer your comments to either confirm that this is a true statement of your viewpoint, or to adjust the statement in order that it become a true statement of your viewpoint.

Feedback on Questionnaire	Your Comment on This Feedback?
The use of this computer-based material requires more self-discipline from learners than other, more traditional, classes. The material must therefore be made as interesting as possible to maintain motivation.	
Personal control over time and pace of learning is helpful. The current level of flexibility is limited to specific labs however and it would be of considerable help to learners if the material was accessible from other locations, including their own home.	
Repetition of material causes irritation for learners and should be avoided where possible. The links which lead to the same windows, should show the user that they have already looked at the window.	
It is boring and sore on the eyes to read large amounts of text on-screen. Text should be kept to a minimum and it should be made possible for users to print text screens if they wish.	
The interactive exercises make the material more interesting and increase learner engagement. The material should have more interactive exercises added.	
The interactive exercises allow revision and self-testing. The feedback in the exercises should be available after three tries and the user should always be clearly informed which parts of the exercise were successfully completed.	
The use of colour and humorous images helps break up the text material and adds a fun element, which is entertaining, and increases the interest and enjoyment level for the user.	
The use of video material is not "expected" as a requirement in university classes. However its use in this computer material would further increase interest and enjoyment levels, and enhance understanding.	
The material should be made as relevant as possible for the learner by using real life examples.	

Feedback on Questionnaire	Your Comment on This Feedback?
The material should set problem solving tasks for learners to explore. This helps learners think through the material and clarify what is important.	
To ensure learners actually learn what they should from the computer-based material requires assessed assignments. These may be computer-based multiple choice tests and / or written assignments.	
Opportunity for discussion is important and interaction with others is necessary for understanding of this material. This should take the form of group-based learning.	
The computer-based material should make use of text, video, talking head lectures and computer-linked discussions, as these things are helpful for learners.	
The computer-based material is not enough and lectures, tutorials, books, video and real people talking are required also.	

*Please indicate your current level of confidence, by ticking in the relevant box, for each of the concepts listed in the Confidence Log below:*

Topic	No Confidence	Little Confidence	Some Confidence	Confident	Very Confident
Skills & Entrepreneurial Characteristics					
Opportunity v Idea in Business					
Getting Into Business					
Team Building in Business					
Market Research & Sources					
The Business Plan					
Finance Issues					
Patents, Licences & Legal Issues					
Strategic Marketing					
Funding					
The Investor's Viewpoint					
Survival Strategies					

*Please indicate your preference (1: not liked to 5 greatly liked) for the following options relating to computer based learning environments:*

Type of Computer-Based Environment	1	2	3	4	5
Electronic Book (text shown on screen)					
Game approach where points are scored for correct answers					
Simulated Environment (e.g. Office Scene with sources of information and Tasks to be undertaken.)					
Combination of Electronic Book, Computer Game and Simulated Environment					

<i>In your opinion, which of the above environments most appropriately describes this computer-based module?</i>	
--	--

How would you rate the level of the content for each of the concepts you have covered so far in the module?  
Please tick the appropriate box for each and give a comment of explanation.

Topic	Too Basic	Appropriate	Too Detailed	Comment:
Skills & Entrepreneurial Characteristics				
Opportunity v Idea in Business				
Getting Into Business				
Team Building in Business				
Market Research & Sources				
The Business Plan				
Finance Issues				
Patents, Licences & Legal Issues				

Topic	Too Basic	Appropriate	Too Detailed	Comment:
Strategic Marketing				
Funding				
The Investor's Viewpoint				
Survival Strategies				

The module makes use of a range of elements. Please rate each of these, you have used so far, in terms of their effectiveness for your learning on a scale of 1 (not effective) - 5 (highly effective) and offer a comment of explanation.

Element	1	2	3	4	5	Comment:
Main Text Windows						
Visual Elements (look) of Windows						
Interactive Exercises						
Visual Elements (look) of Interactive Exercises						
Notepad Exercises						
Learning Summaries						
Café Poirot Exercise						
Business Plan Evaluation						

The module makes use of a range of navigation elements. Please rate each of these in terms of their effectiveness for your use of the module on a scale of 1 (not effective) - 5 (highly effective) and offer a comment of explanation.

Element	1	2	3	4	5	Comment:
Navigation Feet (green / red)						
Hypertext Links						
Button Links						
History Window						
Glossary Window						
Main Map (showing overview)						
Structure Map (showing contents)						

The module makes use of a range of self-contained, interactive exercises. Please rate the following elements of these, in terms of their effectiveness for your use of the exercises, on a scale of 1 (not effective) - 5 (highly effective) and offer a comment of explanation.

Exercise Element	1	2	3	4	5	Comment:
Graphics Used						
Colours Used						
Scenarios Used						
Text Used						
Tasks Specified						
Feedback Given						
Relevance to Module						
Difficulty of Exercises						

Using a scale of 1 (totally disagree) to 5 (agree totally) please rate your learning in terms of the following statements:

	1	2	3	4	5	Comment
I would have been better reading a book						
I worked through all elements of the material						
The interactive exercises helped me to understand the material						
The interactive exercises were not essential so I focused on other material						
I found the visual elements (look) of the windows motivating						
The learning summaries increased my depth of thought						
The notepad exercises increased my depth of thought						
I skimmed the material, rather than read it all, in order to save time						
I revisited material when I found other things related to it						

*Using a scale of 1 (totally disagree) to 5 (agree totally) please rate your experience in terms of the following statements:*

	1	2	3	4	5	Comment
My view of this material has been influenced by other multi-media material I've used						
This material was more motivating than some lectures I've experienced						
This material was more motivating than most lectures I've experienced						
This material was more motivating than the best lectures I've experienced						
The time flexibility was more important to me than the quality of the presentation						
The presentation of this multi-media material is was good as others I've experienced						
This material contained too much text						
I found myself wanting to read this material from a print out rather than on screen						
I was not sure whether I was learning what I should from this computer based material						
The on-screen feedback given for the interactive exercises helped me check my learning						
I would have found multiple choice tests helpful to check my learning						
I would have found more tutor input helpful						
I felt quite isolated when working with this computer based material						
I found email communication useful for maintaining contact with the class tutor						
I would prefer to have more face to face contact with the class tutor						

*Thank you for completing this questionnaire.*

## Appendix 9: Questionnaires Used in Case 2 SHS Mediabase

### A9.1 Questionnaire 1 SHS (Pilot Study) Exit Semester 2 1998 to 1999

#### Research Questionnaire

##### *Background Information and Guidelines:*

*This questionnaire has been compiled specifically for research purposes. The focus of this research is on the use of interactive technology within learning contexts and the extent to which the use of such technology is found helpful, or not, by the learners or users.*

*Please try to complete all sections and take the time to add comments of your own, in relation to your learning, as these are particularly relevant for this research*

#### **Personal Details:**

*(PLEASE PRINT IN BLOCK CAPITALS)*

Name:	
Course:	
Year of Study:	
Student Number:	
Term Time Tel. No.:	
Email:	

***Please complete the following sections for the blocks you have covered:***

Which blocks have you completed? (please state)	
How long did you spend using the computer to complete these blocks? (please state total to nearest 10mins)	

***Using a scale of 1 (not effective) to 5 (highly effective) please rate the following:***

VR Scene of Restaurant & Bar	1	2	3	4	5
Introduction Section	1	2	3	4	5
Stated Purpose	1	2	3	4	5
Stated Objectives	1	2	3	4	5
Getting Started Section	1	2	3	4	5
Restaurant Seating Plan	1	2	3	4	5
Directory of Tea, Coffee & Light Beverages	1	2	3	4	5
Wine List	1	2	3	4	5

***Please comment on the value of the following for your learning:***

VR Scene of Restaurant & Bar	
Introduction Section	
Stated Purpose	
Stated Objectives	
Getting Started Section	
Restaurant Seating Plan	
Directory of Tea, Coffee & Light Beverages	
Wine List	



**Using a scale of 1 (totally disagree) to 5 (agree totally) please rate your learning in terms of the following statements:**

I would have been better reading a book	1	2	3	4	5
I worked through all elements of the material	1	2	3	4	5
The interactive table setting exercise helped me to learn the setting layout	1	2	3	4	5
The interactive table setting exercise gave enough feedback	1	2	3	4	5
The interactive exercise was not essential so I focused on other material	1	2	3	4	5
I found the visual elements (look) of the windows motivating	1	2	3	4	5
The video clips of Cailein Gillespie increased my depth of thought	1	2	3	4	5
The Mathew Algie video clips of increased my depth of thought	1	2	3	4	5
The interactive maps increased my depth of thought	1	2	3	4	5
I was unsure what to do with the interactive maps	1	2	3	4	5
I skimmed the material, rather than look at it all, in order to save time	1	2	3	4	5
I revisited material when I found other things related to it	1	2	3	4	5

**Using a scale of 1 (totally disagree) to 5 (agree totally) please rate your experience in terms of the following statements:**

My view of this material has been influenced by other multi-media material I've used	1	2	3	4	5
This material is more motivating than some lectures I've experienced	1	2	3	4	5
This material is more motivating than most lectures I've experienced	1	2	3	4	5
This material is more motivating than the best lectures I've experienced	1	2	3	4	5
The time flexibility is more important to me than the quality of the presentation	1	2	3	4	5
The presentation of this multi-media material is not as good as others I've experienced	1	2	3	4	5
The presentation of this multi-media material is as good as others I've experienced	1	2	3	4	5
The presentation of this multi-media material is better than others I've experienced	1	2	3	4	5
This material contained too much text	1	2	3	4	5
This material contained too little text	1	2	3	4	5
I find myself wanting to read this material from the Metablock rather than on screen	1	2	3	4	5
I'm not sure whether I'm learning what I should from this computer based material	1	2	3	4	5
The on-screen feedback given for the interactive exercise helped me check my learning	1	2	3	4	5
I would find multiple choice tests helpful to check my learning	1	2	3	4	5
I would find more tutor input helpful	1	2	3	4	5
I feel quite isolated when working with this computer based material	1	2	3	4	5
I find email communication useful for maintaining contact with the class tutor	1	2	3	4	5
I would prefer to have more face to face contact with the class tutor	1	2	3	4	5

Please state the names of other multi-media materials you have used (if applicable)	
Please state how often you have made use of email to contact the class tutor for this module	

*The focus of the following questions is your learning and what helps you learn. This includes your motivation and achievement of learning outcomes*

<b>Name one learning experience you consider worked particularly well for you, as you worked through this material, and explain why the experience was effective for you:</b>
Experience that worked well:
Reason this worked for me:
<b>Name one learning experiences you consider did not work well for you, as you worked through this material, and explain why the experience was not effective for you:</b>
Experience that did not work well:
Reason this did not work for me:

**Please rate each of the following computer based learning environments: (1: not motivating to 5 highly motivating)**

Electronic Book (text shown on screen)	1	2	3	4	5
Game approach (where points are scored for correct answers)	1	2	3	4	5
Simulated Environment (e.g. Office Scene with sources of information and Tasks to be undertaken.)	1	2	3	4	5
Combination of Electronic Book, Computer Game and Simulated Environment	1	2	3	4	5

Please explain why you have the preference stated above:

The material makes use of a range of **navigation** elements. Please **rate** each of these in terms of their **effectiveness** for your use of the module on a scale of 1 (not effective) - 5 (highly effective) and offer a comment of explanation.

Element						Comment:
Pull Down Menus	1	2	3	4	5	
Clickable Screen Areas	1	2	3	4	5	
Hand Tool in Navigable Map	1	2	3	4	5	
Arrow Pointer in VR Restaurant & Bar	1	2	3	4	5	
Click to view Wines / Beverages Settings and packaging / labels	1	2	3	4	5	
Click to view dishes Settings	1	2	3	4	5	

Suggestions for improvement of navigation elements:

The material makes use of a range of elements. Please **rate** each of these in terms of their **effectiveness** for your learning on a scale of 1 (not effective) - 5 (highly effective) and offer a comment of explanation.

Element						Comment:
Introduction Section Voice Over	1	2	3	4	5	
Restaurant Table Plan	1	2	3	4	5	
Restaurant Table Layout	1	2	3	4	5	
Function Space Management System	1	2	3	4	5	
Interactive Table Setting Exercise	1	2	3	4	5	
Expert Video Clip (Cailein Gillespie)	1	2	3	4	5	
Production Video Clip (Mathew Algie)	1	2	3	4	5	
Production Video Clip (Red Wine)	1	2	3	4	5	
Production Video Clip (White Wine)	1	2	3	4	5	
Screen Display of Serving Setting for Tea / Packaging / Label	1	2	3	4	5	
Screen Display of Serving Setting for Coffee / Packaging / Label	1	2	3	4	5	
Screen Display of Serving Setting for Red Wine / Packaging / Label	1	2	3	4	5	
Screen Display of Serving Setting for White Wine / Packaging / Label	1	2	3	4	5	
Screen Display of Navigable Map for Red Wine	1	2	3	4	5	
Screen Display of Navigable Map for White Wine	1	2	3	4	5	
Screen Text / Voice Over of Pronunciation	1	2	3	4	5	
Metablock materials	1	2	3	4	5	

**Please state in your own words how you have found your confidence to be affected by undertaking this course, offering where possible an explanation of why so:**

a) in areas where you were initially less than confident	
b) in areas where you were initially confident	
c) in areas where you were initially very confident	

**What changes would bring this course closer to your ideal for learning?**

*Please answer the following questions as accurately as possible:*

Question	Response
How comfortable do you feel now about using a computer for learning this material? Please explain why this is so	
What do you find most interesting about using a computer for this course? Please explain why this is so	
What do you find least interesting about using a computer for this course? Please explain why this is so	
If you had to describe a computer based learning situation in which you would be highly motivated now, what would it be? Please explain why this is so.	
If you had to describe a computer based learning situation in which you would not be motivated to learn now, what would it be? Please explain why this is so.	
How frequently do you currently use e-mail? For what purposes?	
How frequently do you currently use the Internet? For what purposes?	
Any other comments?	

*Thank you for completing this questionnaire*

## A9.2 Questionnaire 2 SHS Entrance Semester 1 1999 to 2000

### Research: Scottish Hotel School Entrance Questionnaire

#### *Background Information and Guidelines:*

*This questionnaire has been compiled specifically for research purposes. The focus of this research is on the use of interactive technology within learning contexts and the extent to which the use of such technology is found helpful, or not, by the learners or users*

*Please try to complete all sections and take the time to add comments of your own, in relation to your learning, as these are particularly relevant for this research*

#### **Personal Details:**

*(PLEASE PRINT IN BLOCK CAPITALS)*

Name.	
Course	
Year of Study	
Student Number	
Term Time Tel No	
Email.	

#### **Confidence Log**

*Please indicate your current level of confidence, by ticking in the relevant box, for each of the block elements listed in the Confidence Log below:*

Topic	Block No.	Level of Confidence				
		No Confidence	Little Confidence	Some Confidence	Confident	Very Confident
Preparation techniques and general pre-production daily operational mise en place.	1					
Food and Beverage Management: Image creation and income generation.	1					
Personal Hygiene for operations within the hospitality industry.	1					
Management of food hygiene and safety for the hospitality industry	1 / 2					
Basic Cooking Methods	2					
Synthesis of past and present in the production of stocks, sauces, roux, and marinades	2					
Soups: The history, classification, embellishment and function.	2					
Social History of The Menu	3					
Menu Planning: New venture draft menu proposals / feasibility study.	3					
Menu language and Hierarchies.	3					
The importance of the food and beverage service industry.	3					
Service psychology, styles and guidelines.	3					
Egg cookery, classification, production and catering uses.	4					
Classifications of farinaceous products.	4					
The procurement process (Food purchasing).	4					
Wine Study and assessment.	5					
Exploring beverage purchasing, sales, service and knowledge.	5					
Food flesh - beef; veal; pork; lamb and poultry. Slaughtering, hotel and restaurant cuts, storage and cooking techniques. Furred and feathered game.	5					
Food flesh - beef; veal; pork; lamb and poultry.	5					
Slaughtering, hotel and restaurant cuts, storage and cooking techniques.	5					
Furred and feathered game.	5					
Butchery. Meat and meat products including offal.	6					
Purchasing of food flesh for the hospitality industry.	6					
Entrees and relevés.	6					
The nature of fish, crustaceans and molluscs. The classification of fish.	7					
Flambé work.	7					
Advanced dining room management.	7					
The management of food and beverage areas and equipment.	7					
The food and beverage sequence.	7					

Topic	Block No.	Level of Confidence				
		No Confidence	Little Confidence	Some Confidence	Confident	Very Confident
The management of food and beverage functions.	7					
The principal food commodities utilised by the hospitality industry	7					
Marketing, promotions, selling, customer care and public relations for the hospitality industry	8					
Classification, nature and production of cheese. Cheese tasting.	8					
Range nature and uses of fruits vegetables and potatoes.	8					
Savouries, sandwiches, zakouska, canapes and caviar	8					
Nutritional analyses.	9					
Techniques of contemporary cooking.	9					
Patisserie.	9					
Deserts; puddings; gateaux; coupes, and cremes.	9					
Ice-creams; granitas; spoons; and bombes.	9					
Gastronomy.	10					
Advanced service techniques.	10					
Food premises.	10					
Equipment design, construction and selection.	11					
Cleaning and disinfection of premises.	11					
Quality assurance.	11					
Monitoring and control of food standards and operations.	11					
Advanced customer care and communication skills.	12					
Marketing and Public Relations.	12					

*Please state in your own words how you expect your confidence to be affected by using this CD ROM material, offering where possible an explanation of why this will be so and how this will make you feel:*

- |   |
|---|
| a) in areas where you are currently less than confident |
| b) in areas where you are currently confident           |
| c) in areas where you are currently very confident      |

*Given an ideal world, what would be your preferred way of learning using a computer as an aid?*

--

*Please indicate your preference (1: not liked to 5 greatly liked) for the following options relating to computer based learning environments:*

Type of Computer-Based Environment	1	2	3	4	5
Electronic Book (text shown on screen)					
Game approach where points are scored for correct answers					
Simulated Environment (e.g. Office Scene with sources of information and Tasks to be undertaken.)					
Combination of Electronic Book, Computer Game and Simulated Environment					

**Learning Style Inventory**  
**(Adapted from Internet material by Jerry Cerny)**

**Note:** The following evaluation is a short, quick way of assessing your learning style, answers are neither right or wrong. Please answer each question as honestly as you can.

**Please tick the appropriate box after each statement:**

	Seldom	Some Times	Often
1. Can remember more about a subject through the lecture method with information, explanations and discussion.			
2. Prefer information to be written on the chalkboard, with the use of visual aids and assigned readings.			
3. Like to write things down or to take notes for visual review.			
4. Prefer to use posters, models, or actual practice & some activities in class.			
5. Require explanations of diagrams, graphs, or visual directions.			
6. Enjoy working with my hands or making things.			
7. Am skillful with & enjoy developing & making graphs & charts.			
8. Can tell if sounds match when presented with pairs of sounds.			
9. Remember best by writing things down several times.			
10. Can understand and follow directions on maps.			
11. Do better at academic subjects by listening to lectures & tapes.			
12. Play with coins or keys in pockets.			
13. Learn to spell better by repeating the words out loud than by writing the word on papers.			
14. Can better understand a news article by reading about it in the paper than by listening to the radio.			
15. Chew gum, smoke, or snack during studies.			
16. Feel the best way to remember is to picture it in your head.			
17. Learn spelling by "finger spelling" words. (i.e. drawing letters in the air)			
18. Would rather listen to a good lecture or speech than read about the same material in a textbook.			
19. Am good at working and solving jigsaw puzzles and mazes.			
20. Grip objects in hands during learning period.			
21. Prefer listening to the news on the radio rather than reading about it in the newspaper.			
22. Obtain information on an interesting subject by reading relevant materials.			
23. Feel very comfortable touching others, hugging, handshaking.			
24. Follow oral directions better than written ones.			

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**Please answer the following questions as accurately as possible:**

Question	Response
How comfortable do you feel about the prospect of using a computer for learning this material? Please explain why this is so.	
What do you find most interesting about using computers? Please explain why this is so.	
What do you find least interesting about using computers? Please explain why this is so.	
If you had to describe a computer based learning situation in which you would be highly motivated, what would it be? Please explain why this is so.	
If you had to describe a computer based learning situation in which you would not be motivated to learn, what would it be? Please explain why this is so.	
How frequently do you currently use e-mail? For what purposes?	
How frequently do you currently use the Internet? For what purposes?	
Any other comments? (Please continue overleaf)	

*Thank you for completing this questionnaire.*

## A9.3: Controlled Investigation Material for SHS Case Study 2

(Note Questionnaire as shown in A8.20)

Scottish Hotel School

Questionnaire Version A

Instructions

Go to the Mediabase Material  
Go to Marketing and Public Relations  
Go to Role Playing Scenes  
Go to Single Tourist  
Go to Responding to Client Concerns  
Go to Good Waiter example  
View the Video Clip and consider the questions posed at the end of this clip  
Complete the first section (ie pages 1 - 3) of your questionnaire by ticking the appropriate boxes  
Go to the Web Browser and access:

<http://www.mansci.strath.ac.uk/diner.html>

Read the material on the webpage and consider the questions posed at the end of the page  
Complete the second section (ie pages 4 - 6) of your questionnaire by ticking the appropriate boxes

*Many thanks for assisting with this research*

Scottish Hotel School

Questionnaire Version B

Instructions

Go to the Web Browser and access:

<http://www.mansci.strath.ac.uk/diner.html>

Read the material on the webpage and consider the questions posed at the end of the page  
Complete the first section (ie pages 1 - 3) of your questionnaire by ticking the appropriate boxes  
Go to the Mediabase Material  
Go to Marketing and Public Relations  
Go to Role Playing Scenes  
Go to Single Tourist  
Go to Responding to Client Concerns  
Go to Good Waiter example  
View the Video Clip and consider the questions posed at the end of this clip  
Complete the second section (ie pages 4 - 6) of your questionnaire by ticking the appropriate boxes

*Many thanks for assisting with this research*

**Hotel School**

**Restaurant Scenario - Text Version**

The scene is the Scottish Hotel School Restaurant.  
You observe the following interaction between the waiter and a diner who is dining alone.

Good waiter - Single tourist - Responding to Client Concerns  
Waiter hands the tourist the menu

Tourist: "I'm a coeliac, which of these dishes would be suitable for me?"  
Waiter understands  
Waiter: "Yes, there are a range of dishes that would be suitable:  
To start with we have:  
• Corn on the cob served with reduced calorie spread, onion powder and fresh parsley  
or if you would prefer,  
• Pink grapefruit segments topped with pink grapefruit water ice and served with a dash of Swedish Absolut Vodka  
For your main course you could choose:  
• Grilled scallops served with a blue caraway and saffron sauce  
and to finish today we have:  
• Fresh fruit salad scented with star anise and rose water"

Narrator:  
The waiter adopts a genuinely positive and friendly manner. He makes suggestions which are not hesitant and this builds customer confidence.  
How would you have responded?  
Would you know what to offer guests with a range of dietary regimes - ethical, personal, religious or medical?  
Do you know where to obtain further knowledge on this subject?

**A9.4 Questionnaire 4 SHS Midpoint Semester 2 1999 to 2000**

**Research: Scottish Hotel School Mid-Point Questionnaire**

***Background Information and Guidelines:***

*This questionnaire has been compiled specifically for research purposes. The focus of this research is on the use of interactive technology within learning contexts and the extent to which the use of such technology is found helpful, or not, by the learners or users.*

*Please try to complete all sections and take the time to add comments of your own, in relation to your learning, as these are particularly relevant for this research*

**Personal Details:**

***(PLEASE PRINT IN BLOCK CAPITALS)***

Name:	
Course:	
Year of Study:	
Student Number:	
Term Time Tel. No.:	
Email:	



*Please answer the following questions as accurately as possible:*

Question	Answer
What impressed you most about this computer-based material?	
Which element of this computer-based material got you most fully engaged? (to the level where you felt you were really concentrating)	
What have you found least engaging about this computer-based material? (where your attention wandered)	
What did you find irritating or confusing in this computer-based material?	
Which elements of the computer-based material affected your depth of thought and how so? (i.e. made you think most)	
How could we make it easier for you to learn from this computer-based material?	
How could we ensure you learn what you should from this computer-based material?	
How did the interactive simulation parts of this computer-based material affect your learning?	
How did the visual / screen display, in this material, affect your learning?	
How did the use of video clips, in this computer-based material affect your learning?	
Do you find the computer-based material more, or less, helpful for your learning than (traditional) lectures? Why so?	
Do you find the computer-based material more, or less, helpful for your learning than (class based) case-studies? Why so?	
Do you find the computer-based material more, or less, helpful for your learning than (academic) books? Why so?	
What forms of learning material would you prefer to be offered in a face to face session, rather than computer-based? Why so?	

### Approaches and Study Skills Inventory

This part of the questionnaire has been taken from the ASSIST material developed by Professor N. Entwistle of Edinburgh University. It has been designed to allow you to describe, in a systematic way, how you go about learning and studying. The technique involves asking you a substantial number of questions, which overlap to some extent, to provide good overall coverage of different ways of studying. Most of the items are based on comments made by other students. Please respond truthfully, so that your answers will accurately describe your actual ways of studying, and work your way through the questionnaire quite quickly.

#### A. What is learning?

*When you think about the term 'LEARNING', what does it mean to you?*

*Consider each of these statements carefully, and rate them in terms of how close they are to your own way of thinking about it*

Please tick the appropriate box after each statement:

Often	Very different	Quite different	Not so close	Rather close	Very close
a. Making sure you remember things well.					
b. Developing as a person.					
c. Building up knowledge by acquiring facts and information					
d. Being able to use the information you've acquired.					
e. Understanding new material for yourself.					
f. Seeing things in a different and more meaningful way.					

**B. Approaches to studying**

The next part of this questionnaire asks you to indicate your relative agreement or disagreement with comments about studying again made by other students. Please work through the comments, giving your immediate response. In deciding your answers, think in terms of **this particular class**. It is also very important that you answer **all** the questions: check you have.

*Try not to use unsure, unless you really have to, or if it cannot apply to you or your course.*

Please tick the appropriate box after each statement:

Often	Disagree	Disagree Somewhat	Unsure	Agree Somewhat	Agree
1. I manage to find conditions for studying which allow me to get on with my work easily					
2. When working on an assignment, I'm keeping in mind how best to impress the marker					
3. Often I find myself wondering whether the work I am doing here is really worthwhile					
4. I usually set out to understand for myself the meaning of what we have to learn					
5. I organise my study time carefully to make the best use of it					
6. I find I have to concentrate on just memorising a good deal of what I have to learn					
7. I go over the work I've done carefully to check the reasoning and that it makes sense					
8. Often I feel I'm drowning in the sheer amount of material we're having to cope with					
9. I look at the evidence carefully and try to reach my own conclusion about what I'm studying					
10. It's important for me to feel that I'm doing as well as I really can on the courses here					
11. I try to relate ideas I come across to those in other topics or other courses whenever possible					
12. I tend to read very little beyond what is actually required to pass					
13. Regularly I find myself thinking about ideas from lectures when I'm doing other things					
14. I think I'm quite systematic and organised when it comes to revising for exams					
15. I look carefully at tutors' comments on course work to see how to get higher marks next time					
16. There's not much of the work here that I find interesting or relevant					
17. When I read an article or book, I try to find out for myself exactly what the author means					
18. I'm pretty good at getting down to work whenever I need to					
19. Much of what I'm studying makes little sense: it's like unrelated bits and pieces					
20. I think about what I want to get out of this course to keep my studying well focused					
21. When I'm working on a new topic, I try to see in my own mind how all the ideas fit together					
22. I often worry about whether I'll ever be able to cope with the work properly					
23. Often I find myself questioning things I hear in lectures or read in books					

<b>Often</b>	<b>Disagree</b>	<b>Disagree Somewhat</b>	<b>Unsure</b>	<b>Agree Somewhat</b>	<b>Agree</b>
24. I feel that I'm getting on well, and this helps me put more effort into the work					
25. I concentrate on learning just those bits of information I have to know to pass					
26. I find that studying academic topics can be quite exciting at times					
27. I'm good at following up some of the reading suggested by lecturers or tutors					
28. I keep in mind who is going to mark an assignment and what they're likely to be looking for					
29. When I look back, I sometimes wonder why I ever decided to come here					
30. When I am reading, I stop from time to time to reflect on what I am trying to learn from it					
31. I work steadily through the term or semester, rather than leave it all until the last minute					
32. I'm not really sure what's important in lectures so I try to get down all I can					
33. Ideas in course books or articles often set me off on long chains of thought of my own					
34. Before starting work on an assignment or exam question, I think first how best to tackle it.					
35. I often seem to panic if I get behind with my work					
36. When I read, I examine the details carefully to see how they fit in with what's being said					
37. I put a lot of effort into studying because I'm determined to do well					
38. I gear my studying closely to just what seems to be required for assignments and exams					
39. Some of the ideas I come across on the course I find really gripping					
40. I usually plan out my week's work in advance, either on paper or in my head					
41. I keep an eye open for what lecturers seem to think is important and concentrate on that					
42. I'm not really interested in this course, but I have to take it for other reasons					
43. Before tackling a problem or assignment, I first try to work out what lies behind it					
44. I generally make good use of my time during the day					
45. I often have trouble in making sense of the things I have to remember					
46. I like to play around with ideas of my own even if they don't get me very far					
47. When I finish a piece of work, I check it through to see if it really meets the requirements					
48. Often I lie awake worrying about work I think I won't be able to do					
49. It's important for me to be able to follow the argument, or to see the reason behind things					
50. I don't find it at all difficult to motivate myself					
51. I like to be told precisely what to do in essays or other assignments					
52. I sometimes get 'hooked' on academic topics and feel I would like to keep on studying them					

**E. Preferences for different types of course and teaching**

*Try not to use unsure, unless you really have to, or if it cannot apply to you or your course.*

Please tick the appropriate box after each statement:

Often	Definitely Dislike	Dislike to Some Extent	Unsure	Like to Some Extent	Definitely Like
a. lecturers who tell us exactly what to put down in our notes					
b. lecturers who encourage us to think for ourselves and show us how they themselves think					
c. exams which allow me to show that I've thought about the course material for myself.					
d. exams or tests which need only the material provided in our lecture notes.					
e. courses in which it's made very clear just which books we have to read.					
f. courses where we're encouraged to read around the subject a lot for ourselves					
g. books which challenge you and provide explanations which go beyond the lectures					
h. books which give you definite facts and information which can easily be learned					

**Finally, how well do you think you have been doing in your assessed work overall, so far?**

*Please rate yourself objectively, based on the grades you have been obtaining*

<i>Rather Badly</i>		<i>Not so Well</i>		<i>About average</i>		<i>Quite Well</i>		<i>Very well</i>
1	2	3	4	5	6	7	8	9

**Thank you for completing this questionnaire.**

## A9.5 Questionnaire 5 SHS Exit Semester 2 1999 to 2000

Research: Scottish Hotel School      Exit Questionnaire

Name:	
Course:	
Year of Study:	

**Table 1 Feedback on Midpoint Questionnaire Responses**

This table summarises some possible interpretations of the feedback obtained in the midpoint questionnaires. Please offer your comments to either confirm that this is a true statement of your viewpoint, or to adjust the statement in order that it become a true statement of your viewpoint.

Feedback on Questionnaire	Your Comment on This Feedback?
This computer-based material made good use of colourful graphics and audio/video. This provided the image of the food/beverage and gave the correct pronunciation of the names concerned. The material was easy to use and covered a wide range of content in a variety of ways. The video material was particularly impressive in that it allowed procedures (eg flambé) to be witnessed easily.	
The material was different to that used in my other classes, gave me access to pronunciation I required competence in, allowed me to see images of dishes I had to produce in labs, allowed me to rehearse setting a table and to observe body language and reactions I might be faced with in the restaurant scenarios. These aspects got me engaged to the level where I was really concentrating.	
The tea/coffee directory contained too much detail, some of which did not seem directly relevant to me. Some material was stating the obvious. The characters in the videos were too sterile, straight laced. There was too much text in some of the material. These aspects caused boredom to develop and reduced the level of concentration, or engagement achieved.	
It is possible to get lost in the material, or have to work through several areas before getting to the topic of interest. The text is sometimes too small and the material is not always of direct use. In some of the exercise it is not possible to get the response completely correct. There is no variety in the voices used in the audio material. These things are irritating.	
My work is assessed in certain areas and I would like to get a good grade. This made me think more deeply in these areas. The role play section was closest to real life, which also made me think more deeply.	
Some changes could be made which would make it easier for me to learn from this material. Handouts explaining how it should be used, help with improving computer skills, a workbook with questions relating to the computer-based material, and making it available in other labs, including access after 5pm would help. It would be really good to have access from home.	
It is the individual's own responsibility to ensure they are learning what they should from the computer-based material. It would help if assessed tasks were set which we were required to pass by learning the material. It would be better if only the required material was included and no distracting material was available.	
The interactive material was interesting and fun to use. It held my attention for longer than just having text to read. The restaurant scenarios included amusing material, which I could easily relate to my own experience. These allowed me to actually see the situation and they got me more involved.	
The colourful screen displays were attractive and helped me concentrate. Being able to see the food presentation and people actually performing tasks allowed a visual link between theory and practice. The screen displays made the material come to life and that held my concentration. It was fun, easy, and nice to see familiar faces. This was encouraging and made it easier to absorb the information.	

Feedback on Questionnaire	Your Comment on This Feedback?
The video clips made the material more interesting, which helped my attention and concentration, and made it easier to learn. It was good to be able to see how things were done rather than having to visualise in my mind. The video clips were directly relevant, which made it easy to relate them to the real situation. The more light-hearted clips made it easier to learn and remember.	
The CD material was more helpful than traditional lectures as I could work at my own pace, in my own time, and do the things I chose to do. This made it more interesting. And I could repeat it as much as I wished. It is more interactive, which makes me feel more involved and the pictures make it more interesting.	
The computer-based material was more helpful than class based case studies as it was more interesting, we can consult it as often as we like, there are fewer distractions, you get the chance to see things in action, images speak louder than words.	
The computer-based material was more helpful than just reading a book because you can see pictures and interact with the material, so you concentrate more. It is more interesting as it makes you feel you are doing something different, fun and nice to look at. The layout, images and videos improve attention and it's easier to understand., more fun, tends to stimulate me to learn more than a book. It is more up to date, contains relevant material, and finding information is easier.	
Face to face sessions would be useful to get advice on what I should concentrate on, and to ask questions if I don't understand. Practical demonstrations and personal teaching, offer the human touch. On-hand help, and encouragement, must be provided by "real" people. There is still a value in having lectures, tutorials, presentations, debates, discussions and case studies – variety is important. Hands-on experience is best of all, as you learn better.	

*Please rate each of the following computer based learning environments: (1: not motivating to 5 highly motivating)*

Type of Computer-Based Environment	1	2	3	4	5
Electronic Book (text shown on screen)					
Game approach (where points are scored for correct answers)					
Simulated Environment (e.g. Office Scene with sources of information and Tasks to be undertaken.)					
Combination of Electronic Book, Computer Game and Simulated Environment					

In your opinion, which of the above environments most appropriately describes this computer-based material?	
---	--

*Using a scale of 1 (totally disagree) to 5 (agree totally) please rate your experience of this computer-based material, in terms of the following statements:*

	1	2	3	4	5
I would have been better reading a book					
I worked through all elements of the material					
The interactive table setting exercise helped me to learn the setting layout					
The interactive table setting exercise gave enough feedback					
The interactive table setting exercise was not essential so I focused on other material					
I found the visual elements (look) of the screen display motivating					
The video clips of Caillein Gillespie were central to the material					
The video clips of Caillein Gillespie increased my depth of thought					
The Mathew Algie video clips were central to the material					
The Mathew Algie video clips increased my depth of thought					
The interactive maps increased my depth of thought					
I was unsure what to do with the interactive maps					
I skimmed the material, rather than look at it all, in order to save time					
I skimmed the non-central material, rather than look at it all, in order to save time					
I revisited material when I found other things related to it					

	1	2	3	4	5
My view of this material has been influenced by other multi-media material I've used					
This material was more motivating than some lectures I've experienced					
This material was more motivating than most lectures I've experienced					
This material was more motivating than the best lectures I've experienced					
The time flexibility was more important to me than the quality of the presentation					
The presentation of this multi-media material was not as good as others I've experienced					
The presentation of this multi-media material was as good as others I've experienced					
The presentation of this multi-media material was better than others I've experienced					
This material contained too much text					
I found myself wanting to read this material from the Metablock-Book rather than on screen					
I was not sure whether I was learning what I should have from this computer based material					
The on-screen feedback given for the interactive exercises helped me check my learning					
I found the multiple choice tests helpful to check my learning					
I felt quite isolated when working with this computer based material					
I would have preferred to have more face to face contact with the class tutor					

The material makes use of a range of elements. Please rate each of these in terms of their effectiveness for your learning on a scale of 1 (not effective) - 5 (highly effective) and offer a comment of explanation.

Element	1	2	3	4	5	Comment:
Introduction Section Voice Over						
Getting Started Section						
VR Scene of Restaurant & Bar						
Restaurant Seating Plan						
Restaurant Table Plan						
Function Space Management System						
Interactive Table Setting Exercise						
Directory of Tea, Coffee & Light Beverages						
Wine List						
Expert Video Clip (Cailein Gillespie)						
Production Video Clip (Mathew Algie)						
Production Video Clip (Wine)						
Screen Display of Serving Setting for Tea / Coffee - Packaging / Label						
Screen Display of Serving Setting for Wine - Packaging / Label						
Screen Display of Navigable Map for Wine						
Screen Text / Voice Over of Pronunciation						
Metablock-Book materials						

The material makes use of a range of navigation elements. Please rate each of these in terms of their effectiveness for your use of the module on a scale of 1 (not effective) - 5 (highly effective) and offer a comment of explanation.

Element	1	2	3	4	5	Comment:
Pull Down Menus						
Clickable Screen Areas						
Hand Tool in Navigable Map						
Arrow Pointer in VR Restaurant & Bar						
Click to view Wines / Beverages Settings and packaging / labels						
Click to view dishes Settings						

*Thank you for assisting with this research.*

## **A9.6 Interview Questions (Staff) SHS Exit Semester 2 1999 to 2000**

<b>Focus Questions To Staff (May 2000)</b>
What were your initial impressions of this CD ROM material?
What are your views about this material now?
What are the most positive aspects of this material from your perspective?
What are the most negative aspects of this material from your perspective?
Was there any outcome from this approach that you hadn't expected?
Would you like to change anything about this package?
Would you like to change anything about the way this material is used?
How has the use of this material affected the staff involved?
How has the use of this material affected the students involved?



## Appendix 10: Questionnaires Used in Case 3 SEI DMLE

### A.10.1 Questionnaire 1 SEI DMLE Semester 1 1998 to 1999

#### Research Questionnaire

##### *Background Information and Guidelines:*

*This questionnaire has been compiled specifically for research purposes.*

*The focus of this research is on the use of interactive technology within learning contexts and the extent to which the use of such technology is found helpful, or not, by the learners or users.*

*Please take the time to add comments of your own, in relation to your learning, as these are particularly relevant for this research*

#### **Personal Details:**

*(PLEASE PRINT IN BLOCK CAPITALS)*

Name:	
Core Faculty:	
Student Number:	
Term Time Tel. No.:	
Email:	

*Thank you for assisting with this research.*

*Please return this questionnaire to:*

*Billy Cooper,  
Strathclyde Entrepreneurship Initiative,  
Level 14, Livingstone Tower,  
University of Strathclyde,  
Glasgow G1 1XH.  
Tel: 0141 548 4598  
Fax: 0141 552 7602  
Email: [billy.c@strath.ac.uk](mailto:billy.c@strath.ac.uk)*

*Using a scale of 1 (not effective) to 5 (highly effective) please rate the following:*

Text Elements of Program	1	2	3	4	5
Simulation Elements of Program	1	2	3	4	5
Feedback Given in Simulations	1	2	3	4	5
Sound Element of Simulations	1	2	3	4	5
Picture Element of Video Clips	1	2	3	4	5
Sound Elements of Video Clips	1	2	3	4	5
Visual Elements (look) of Program	1	2	3	4	5

*Using a scale of 1 (totally disagree) to 5 (agree totally) please rate your learning in terms of the following statements:*

I would have been better reading a book	1	2	3	4	5
I worked through all elements of the material	1	2	3	4	5
The text helped me to understand the material	1	2	3	4	5
The simulations helped me to understand the material	1	2	3	4	5
The video clips helped me to understand the material	1	2	3	4	5
The sound element helped me to understand the material	1	2	3	4	5
The text elements were not essential so I focused on other material	1	2	3	4	5

The simulations were not essential so I focused on other material	1	2	3	4	5
The video clips were not essential so I focused on other material	1	2	3	4	5
The feedback elements were not essential so I focused on other material	1	2	3	4	5
I found the visual elements (look) of the windows motivating	1	2	3	4	5
The learning summaries increased my depth of thought	1	2	3	4	5
The notepad exercises increased my depth of thought	1	2	3	4	5
I skimmed the material, rather than cover it all, in order to save time	1	2	3	4	5
I revisited material when I found other things related to it	1	2	3	4	5

*Using a scale of 1 (totally disagree) to 5 (agree totally) please rate your experience in terms of the following statements:*

My view of this material has been influenced by other multi-media material I've used	1	2	3	4	5
This material is more motivating than some lectures I've experienced	1	2	3	4	5
This material is more motivating than most lectures I've experienced	1	2	3	4	5
This material is more motivating than the best lectures I've experienced	1	2	3	4	5
The content is more important to me than the quality of the presentation	1	2	3	4	5
The presentation of this multi-media material is as good as others I've experienced	1	2	3	4	5
This material contained too much text	1	2	3	4	5
I find myself wanting to read the text material from a print out rather than on screen	1	2	3	4	5
I'm not sure whether I'm learning what I should from this computer based material	1	2	3	4	5
The on-screen feedback given helps me check I'm learning	1	2	3	4	5
I would find multiple choice tests helpful to check my learning	1	2	3	4	5
I would find more tutor input helpful	1	2	3	4	5
I would prefer working alone with this computer based material	1	2	3	4	5
I prefer team working with this computer based material	1	2	3	4	5
I would prefer to have more tutor input	1	2	3	4	5

Please state the names of other multi-media materials you have used (if applicable)	
Please state how often you have made use of multi-media materials	

*Please complete the following section in your own words:*

*The focus of the following questions is your learning and what helps you learn. This includes your motivation and achievement of learning outcomes*

<b>Name three learning experiences you consider worked well for you, as you worked through this program, and explain why the experience was effective for you:</b>
1a) Experience that worked well
1b) Reason this worked for me
2a) Experience that worked well
2b) Reason this worked for me
3a) Experience that worked well
3b) Reason this worked for me

*The focus of the following questions is your learning and what does not help you learn. This includes affecting your motivation and achievement of learning outcomes*

<b>Name three learning experiences you consider did not work well for you, as you worked through this program, and explain why the experience was not effective for you:</b>
1a) Experience that did not work well
1b) Reason this did not work for me
2a) Experience that did not work well
2b) Reason this did not work for me
3a) Experience that did not work well
3b) Reason this did not work for me

<b>Have you taken the Introduction to Entrepreneurship Class Z1.104</b>	<b>Yes</b>	<b>No</b>
<b>If No: Please return your questionnaire</b>		
<b>If Yes: Please complete the following section in your own words:</b>		

*The focus of the following questions is your learning and what helps you learn. This includes your motivation and achievement of learning outcomes*

<b>Name three aspects of the DMLE computer based class you consider to be as good or better than the Z1.104 program and explain why these aspects were effective for your learning:</b>
1a) Aspect that worked well.
1b) Reason this worked for me
2a) Aspect that worked well
2b) Reason this worked for me
3a) Aspect that worked well
3b) Reason this worked for me

*The focus of the following questions is your learning and what does not help you learn. This includes affecting your motivation and achievement of learning outcomes*

<b>Name three aspects of the Z1.104 computer based class you consider to be as good or better than the DMLE program and explain why these aspects were effective for your learning:</b>
1a) Aspect that did not work well.
1b) Reason this did not work for me:
2a) Aspect that did not work well
2b) Reason this did not work for me
3a) Aspect that did not work well
3b) Reason this did not work for me

## **A.10.2 Questionnaire 2 SEI DMLE Semester 1 1999 to 2000**

### **Research Questionnaire**

*This questionnaire has been compiled specifically for research purposes. The focus of this research is on the use of interactive technology within learning contexts and the extent to which the use of such technology is found helpful, or not, by the learners or users*

*Please take the time to add comments of your own, in relation to your learning, as these are particularly relevant for this research*

*Thank you for assisting with this research*

**Personal Details:**  
(PLEASE PRINT IN BLOCK CAPITALS)

<b>Name:</b>	
<b>Core Faculty:</b>	
<b>Term Time Tel. No.:</b>	
<b>Email:</b>	

Using a scale of 1 (not effective) to 5 (highly effective) please rate the following:

	1	2	3	4	5
Text Elements of Program					
Simulation Elements of Program					
Feedback Given in Simulations					
Sound Element of Simulations					
Picture Element of Video Clips					
Sound Elements of Video Clips					
Visual Elements (look) of Program					

Using a scale of 1 (totally disagree) to 5 (agree totally) please rate your learning in terms of the following statements:

	1	2	3	4	5
I would have been better reading a book					
I worked through all elements of the material					
The text helped me to understand the material					
The simulations helped me to understand the material					
The video clips helped me to understand the material					
The sound element helped me to understand the material					
The text elements were not essential so I focused on other material					
The simulations were not essential so I focused on other material					
The video clips were not essential so I focused on other material					
The feedback elements were not essential so I focused on other material					
I found the visual elements (look) of the windows motivating					
The learning summaries increased my depth of thought					
The notepad exercises increased my depth of thought					
I skimmed the material, rather than cover it all, in order to save time					
I revisited material when I found other things related to it					

Using a scale of 1 (totally disagree) to 5 (agree totally) please rate your experience in terms of the following statements:

	1	2	3	4	5
My view of this material has been influenced by other multi-media material I've used					
This material is more motivating than some lectures I've experienced					
This material is more motivating than most lectures I've experienced					
This material is more motivating than the best lectures I've experienced					
The content is more important to me than the quality of the presentation					
The presentation of this multi-media material is as good as others I've experienced					
This material contained too much text					
I find myself wanting to read the text material from a print out rather than on screen					
I'm not sure whether I'm learning what I should from this computer based material					
The on-screen feedback given helps me check I'm learning					
I would find multiple choice tests helpful to check my learning					
I would find more tutor input helpful					
I would prefer working alone with this computer based material					
I prefer team working with this computer based material					
I would prefer to have more tutor input					

Please indicate your preference (1: not liked to 5 greatly liked) for the following options relating to computer based learning environments:

Type of Computer-Based Environment	1	2	3	4	5
Electronic Book (text shown on screen)					
Game approach where points are scored for correct answers					
Simulated Environment (e.g. Office Scene with sources of information and Tasks to be undertaken.)					
Combination of Electronic Book, Computer Game and Simulated Environment					

In your opinion, which of the above environments most appropriately describes this computer-based module?	
Please state the names of other multi-media materials you have used (if applicable)	

The module makes use of **text, video and interactive exercises**. Please rate the following elements of these, in terms of their effectiveness for your learning, on a scale of 1 (not effective) - 5 (highly effective) and offer a comment of explanation if possible.

Exercise Element	1	2	3	4	5	Comment:
Graphics Used						
Colours Used						
Scenarios Used						
Text Used						
Videos Used						
Tasks Specified						
Feedback Given						
Relevance of Exercise to Subject						
Difficulty Level of Exercises						

Suggestions for improvement:
------------------------------

Using a scale of 1 (totally disagree) to 5 (agree totally) please rate your learning in terms of the following statements:

	1	2	3	4	5
I would have been better reading a book					
I worked through all elements of the material					
The interactive exercises helped me to understand the material					
The interactive exercises were not essential so I focused on other material					
I found the visual elements (look) of the screen displays motivating					
The Slideman exercise increased my depth of thought					
The Mondo exercises increased my depth of thought					
I skimmed the material, rather than read it all, in order to save time					
I revisited material when I found other things related to it					

Comments:
-----------

Using a scale of 1 (totally disagree) to 5 (agree totally) please rate your experience in terms of the following statements:

	1	2	3	4	5
My view of this material has been influenced by other multi-media material I've used					
This material is more motivating than some lectures I've experienced					
This material is more motivating than most lectures I've experienced					
This material is more motivating than the best lectures I've experienced					
The content is more important to me than the quality of the presentation					
The presentation of this multi-media material is as good as others I've experienced					
This material contained too much text					
I find myself wanting to read this material from a print out rather than on screen					
I'm not sure whether I'm learning what I should from this computer based material					
The on-screen feedback given for the interactive exercises helps me check I'm learning					
I would find multiple choice tests helpful to check my learning from this material					
I would find more tutor input helpful					
I felt quite isolated when working with this computer based material					
I would have preferred working on my own with this material					
I learned more by working in a team with this material					

Comments:
-----------

**Learning Style Inventory**  
(Adapted from Internet material by Jerry Cerny)

**Note:** The following evaluation is a short, quick way of assessing your learning style, answers are neither right or wrong. Please answer each question as honestly as you can.

**Please tick the appropriate box after each statement:**

Often	Seldom	Some Times	Often
1. Can remember more about a subject through the lecture method with information, explanations and discussion.			
2. Prefer information to be written on the chalkboard, with the use of visual aids and assigned readings.			
3. Like to write things down or to take notes for visual review.			
4. Prefer to use posters, models, or actual practice & some activities in class.			
5. Require explanations of diagrams, graphs, or visual directions.			
6. Enjoy working with my hands or making things.			
7. Am skillful with & enjoy developing & making graphs & charts.			
8. Can tell if sounds match when presented with pairs of sounds.			
9. Remember best by writing things down several times.			
10. Can understand and follow directions on maps.			
11. Do better at academic subjects by listening to lectures & tapes.			
12. Play with coins or keys in pockets.			
13. Learn to spell better by repeating the words out loud than by writing the word on papers.			
14. Can better understand a news article by reading about it in the paper than by listening to the radio.			
15. Chew gum, smoke, or snack during studies.			
16. Feel the best way to remember is to picture it in your head.			
17. Learn spelling by "finger spelling" words. (i.e. drawing letters in the air)			
18. Would rather listen to a good lecture or speech than read about the same material in a textbook.			
19. Am good at working and solving jigsaw puzzles and mazes.			
20. Grip objects in hands during learning period.			
21. Prefer listening to the news on the radio rather than reading about it in the newspaper.			
22. Obtain information on an interesting subject by reading relevant materials.			
23. Feel very comfortable touching others, hugging, handshaking.			
24. Follow oral directions better than written ones.			

Inter-Universities North (c) 1998 Created by Dee Dee from NorCom Communications

*Please answer the following questions as accurately as possible:*

Question	Response
How comfortable do you feel about using this computer based material. Please explain why this is so	
Which part of this computer-based class did you find most motivating? Please explain why this was the case.	
Which part of this computer-based class did you find least motivating? Please explain why this was the case.	
What would you consider to be the most important thing you have learned in this class? Please explain why this was the case.	
What would make the material in this class more interesting for you? Please explain why this would be the case.	
How could the tasks contained in this material be improved for you, and how would this improvement affect your learning? (e.g. allowed more / fewer attempts, offered more / less help before / during attempt)	
How could the feedback on your practice sessions, your attempts at the tasks, be improved for you, and how would this improvement affect your learning? (e.g. more detail of why particular responses are better than others)	
What does the simulation element of the package offer for your learning that other forms of presentation would not? (e.g. alternative courses of action and possible reaction, effects of particular stresses on materials)	

Question	Response
How might the simulation element of the package be improved for you, and how would this improvement affect your learning? (e.g. additional material included to allow other conditions to be simulated, different way of showing material - sound / video)	
How might the feedback for the simulation element of the package be improved for you, and how would this improvement affect your learning? (e.g. more visual change on screen as controls operated, on screen demonstration of outcomes showing "correct" and "incorrect" to highlight differences)	
How might the simulation material be made closer to reality and how would the change affect your learning? (e.g. use realistic images, make three dimensional, include sound, have real cases - facts and figures)	
In what ways does the package engage you in finding solutions to issues or problems? (e.g. requires design decisions to be made and shows effect on production and profit)	
What did attempting to solve the problems presented in the package help you learn? (e.g. discovered that some things affected others that previously I hadn't connected)	
How might the problem-solving element of the package be improved for you, and how would this improvement affect your learning? (e.g. provide an example of a similar problem and its solution before setting actual problem)	
What feedback does the package offer in the problem-solving element and how does this feedback affect your learning? (e.g. comparison offered between answer given and "correct" solution)	
How might this problem-solving feedback be improved for you, and how would the improvement affect your learning? (e.g. show range of possible solutions and compare with answer given to show where answer could be improved)	
How might the problem-solving element be made more interesting for you?(e.g. offer range of subject matter and range of problem complexity - user to choose)	
What made you actively think most in this material? (e.g. reading text from screen and reflecting on meaning, finding ways of solving problems set)	
Which part of this package got you most fully engaged, to the level where you felt you were really concentrating? (e.g. trying to understand authors viewpoint in text, watching video clip, manipulating simulation)	
Which part of the package entertained you most and made you feel that you were enjoying using the material? (e.g. getting feedback on answers and trying again, selecting which material to look at for information when trying to solve problems set)	
What parts of the package helped you to better understand material you already knew? (e.g. text giving outline of material, video showing material in real situation)	
What helped you most to increase your understanding, of the material which was new to you in the package? (e.g. text explaining material, voice over describing material, video of material, multiple choice tests)	
What could be offered in the package to help further improve your understanding of the subject area? (e.g. additional text / spoken comment/ video clips / multiple choice tests on material.	
What aspects of computer-based materials do you find particularly valuable for learning, as compared to other forms of learning materials?	
What impressed you most about this computer-based material compared to other learning materials?	
What affected your frame of mind either positively, or negatively, when you were using this computer-based material?	
What irritated you most when using this computer-based material?	
What is the best computer based material you have used and what made it so good?	
What is the worst computer based material you've used and what made it so bad?	
What helps you to be sure you are actually learning from computer based material?	
What types of assessment / test would you find helpful in letting you know how well you understood the computer-based material?	
What forms of learning material would you prefer to be offered in a face to face session, rather than computer based? Why so?	

<b>Name one learning experience you consider worked well for you, as you worked through this material, and explain why the experience was effective for you:</b>
a) Experience that worked well:
b) Reason this worked for me:

<b>Name one learning experience you consider did not work well for you, as you worked through this unit, and explain why the experience was not effective for you:</b>
a) Experience that did not work well:
b) Reason this did not work for me:

*If you have taken the Z1.104 class "Introduction to Entrepreneurship" complete the following section in your own words:*

<b>Name one aspect of the DMLE computer based class you consider to be as good or better than the Z1.104 program and explain why this aspect was effective for your learning:</b>

<b>Name one aspect of the Z1.104 computer based class you consider to be as good or better than the DMLE program and explain why this aspect was effective for your learning:</b>

*Thank you for completing this questionnaire.*

### **A.10.3 Questionnaire 3 SEI DMLE 99/00 Semester 2 2000 to 2001**

#### **"DMLE" Feedback Questionnaire Nov.2000**

*It would be greatly appreciated if you could offer feedback on your experience with this computer-based material. Your feedback will be of value for research purposes and departmental development of additional computer-based materials. Please answer the following questions in your own words, including a comment to explain why you hold the view that you do*

<b>Question</b>	<b>Response</b>
What impressed you most about this computer-based material?	
Which element of this computer-based material got you most fully engaged? (to the level where you felt you were really concentrating)	
What have you found least engaging about this computer-based material? (where your attention wandered)	
What did you find irritating or confusing in this computer-based material?	
Which elements of the computer-based material affected your depth of thought and how so? (i.e. made you think most)	
How could we make it easier for you to learn from this computer-based material?	
How could we ensure you learn what you should from this computer-based material?	
How did the interactive simulation parts of this computer-based material affect your learning?	
How did the visual / screen display in this material affect your learning?	
How did the use of video clips, in this computer-based material affect your learning?	
Do you find the computer-based material more, or less, helpful for your learning than (traditional) lectures? Why so?	
Do you find the computer-based material more, or less, helpful for your learning than (class based) case-studies? Why so?	
Do you find the computer-based material more, or less, helpful for your learning than (academic) books? Why so?	
What forms of learning material would you prefer to be offered in a face to face session, rather than computer-based? Why so?	

*Thank you for completing this questionnaire.*



## Appendix 11: Questionnaires Used in Case 4 SEI HBS

### A.11 Questionnaire 1 SEI HBS 99/00 Semester 1 1999 to 2000

**"Launching a High-Risk Business" Feedback Questionnaire Dec99**

*It would be greatly appreciated if you could offer feedback on your experience with this computer-based material. Your feedback will be of value for research purposes and departmental development of additional computer-based materials. Please answer the following questions in your own words, including a comment to explain why you hold the view that you do.*

Question	Response
What impressed you most about this computer-based material?	
Which element of this computer-based material got you most fully engaged? (to the level where you felt you were really concentrating)	
What have you found least engaging about this computer-based material?(where your attention wandered)	
What did you find irritating or confusing in this computer-based material?	
Which elements of the computer-based material affected your depth of thought and how so? (i.e. made you think most)	
How could we make it easier for you to learn from this computer-based material?	
How could we ensure you learn what you should from this computer-based material?	
How did the interactive simulation parts of this computer-based material affect your learning?	
How did the visual / screen display in this material affect your learning?	
How did the use of video clips, in this computer-based material affect your learning?	
Do you find the computer-based material more, or less, helpful for your learning than (traditional) lectures? Why so?	
Do you find the computer-based material more, or less, helpful for your learning than (class based) case-studies? Why so?	
Do you find the computer-based material more, or less, helpful for your learning than (academic) books? Why so?	
What forms of learning material would you prefer to be offered in a face to face session, rather than computer-based? Why so?	

*Thank you for completing this questionnaire*

## **Appendix 12: Questionnaires Used in Case 5 Woolwich MNE**

### **A.12.1 Letter Accompanying Woolwich Q1**

#### **Information for Participants**

**PhD Research Details: Billy Cooper**  
**(Department of Management Science, University of Strathclyde)**

My research interest lies in the use of computer based materials for learning. It is important for me to gain an understanding of the way in which learners consider the materials they are using affect their learning. The view of the learner is central to my research.

In order to gain an initial impression from you I have compiled a questionnaire, which I would ask you to complete and return to me. This may be done by email, fax, or by traditional post.

I will contact you within two weeks of receiving your completed questionnaire in order to begin the feedback process.

You will be asked to offer comment and / or elaboration, on the initial feedback, and I will again contact you within two weeks of receiving your subsequent replies.

The intention is that via the two way communication flow a clear understanding will be gained of your learning experience, using the computer-based package concerned. From this should come an understanding of the elements, which you found helpful, unhelpful, or irrelevant for your learning.

#### **My contact details:**

Email: [billy.c@strath.ac.uk](mailto:billy.c@strath.ac.uk)

Telephone: Office 0141 548 4598  
Home \*\*\*\* \* \* \* \*

Fax: 0141 552 7602

Postal Address: \*\*\*\*\*

Your help with this research is greatly appreciated.

Billy

## A.12.2 Questionnaire 1 Woolwich MNE Semester 1 to 2 1999 / 2000

### Research Questionnaire

Name _____ (PLEASE PRINT IN BLOCK CAPITALS)	Date _____
Job Title:	Contact Details Tel: Fax: Email:
Training Package Used:  Qualification / Certification Gained:	Dates Package Used:  Mode of Training: (e.g. home / office based)

*Please answer the following questions as accurately as possible:*

Definition of "Practice" : repeated performance as a means of acquiring a skill (Chambers 20<sup>th</sup> Century Dictionary)

Definition of "Simulation" : to feign / to have or assume a false appearance of / to mimic (Chambers 20<sup>th</sup> Century Dictionary)

Question	Answer
What does this material allow you to practice doing or discover how to do? (e.g. tasks to complete, items to manipulate / new procedures, working practices)	
How much freedom do you have as to the number of times you try the same task and how does this affect your learning? (e.g. maximum number of attempts, unlimited )	
What level of feedback does this package offer on your attempts at the tasks involved, and how do you obtain this feedback? (e.g. told right / wrong, explanation of possible answers)	
How long do you have to wait for feedback on your attempts at the tasks involved and how does this affect your learning? (e.g. immediate, after three attempts)	
How could these practice sessions, your attempts at the tasks, be improved for you, and how would this improvement affect your learning? (e.g. allowed more / fewer attempts, offered more / less help before / during attempt)	
How could the feedback on your practice sessions, your attempts at the tasks, be improved for you, and how would this improvement affect your learning? (e.g. more detail of why particular responses are better than others)	
What does this package offer that simulates a real situation for you and how does this affect your learning? (e.g. office interactions, laboratory experiments)	
What does the simulation element of the package offer for your learning that other forms of presentation would not? (e.g. alternative courses of action and possible reaction, effects of particular stresses on materials)	
How might the simulation element of the package be improved for you, and how would this improvement affect your learning? (e.g. additional material included to allow other conditions to be simulated, different way of showing material - sound / video)	
What feedback are you offered in the simulation element of the package and how does this feedback affect your learning? (e.g. situation changes as you adjust the available controls, window comes on screen offering comment)	
How might the feedback for the simulation element of the package be improved for you, and how would this improvement affect your learning? (e.g. more visual change on screen as controls operated, on screen demonstration of outcomes showing "correct" and "incorrect" to highlight differences)	
How might the simulation material be made closer to reality and how would the change affect your learning? (e.g. use realistic images, make three dimensional, include sound, have real cases - facts and figures)	

Question	Answer
In what ways does the package engage you in finding solutions to issues or problems? (e.g. requires design decisions to be made and shows effect on production and profit)	
What did attempting to solve the problems presented in the package help you learn? (e.g. discovered that some things affected others that previously I hadn't connected)	
How might the problem-solving element of the package be improved for you, and how would this improvement affect your learning? (e.g. provide an example of a similar problem and its solution before setting actual problem)	
What feedback does the package offer in the problem-solving element and how does this feedback affect your learning? (e.g. comparison offered between answer given and "correct" solution)	
How might this problem-solving feedback be improved for you, and how would the improvement affect your learning? (e.g. show range of possible solutions and compare with answer given to show where answer could be improved)	
How might the problem-solving element be made more interesting for you? (e.g. offer range of subject matter and range of problem complexity - user to choose)	
What made you actively think most in this material? (e.g. reading text from screen and reflecting on meaning, finding ways of solving problems set)	
Which part of this package got you most fully engaged, to the level where you felt you were really concentrating? (e.g. trying to understand authors viewpoint in text, watching video clip, manipulating simulation)	
Which part of the package entertained you most and made you feel that you were enjoying using the material? (e.g. getting feedback on answers and trying again, selecting which material to look at for information when trying to solve problems set)	
What parts of the package helped you to better understand material you already knew? (e.g. text giving outline of material, video showing material in real situation)	
What helped you most to increase your understanding, of the material which was new to you in the package? (e.g. text explaining material, voice over describing material, video of material, multiple choice tests)	
What could be offered in the package to help further improve your understanding of the subject area? (e.g. additional text / spoken comment/ video clips / multiple choice tests on material,	
What aspects of computer-based materials do you find particularly valuable for learning, as compared to other forms of learning materials?	
What impresses you most about the computer-based material compared to other learning materials?	
What gives you a positive frame of mind when you are using the computer-based material?	
What irritates you when using computer-based material?	
What is the best computer based material you have used and what made it so good?	
What is the worst computer based material you've used and what made it so bad?	
What helps you to be sure you are actually learning from computer based material?	
What types of assessment / test would you find helpful in letting you know how well you understood the computer-based material?	
What forms of learning material would you prefer to be offered in a face to face session, rather than computer based? Why so?	

*Please indicate your preference (1: not liked to 5 greatly liked) for the following options relating to computer based learning environments:*

Type of Computer-Based Environment	1	2	3	4	5
Electronic Book (text shown on screen)					
Game approach where points are scored for correct answers					
Simulated Environment (e.g. Office Scene with sources of information and Tasks to be undertaken.)					
Combination of Electronic Book, Computer Game and Simulated Environment					



Please tick the appropriate box after each statement:

	Very different	Quite different	Not so close	Rather close	Very close
a. Making sure you remember things well.					
b. Developing as a person.					
c. Building up knowledge by acquiring facts and information					
d. Being able to use the information you've acquired.					
e. Understanding new material for yourself.					
f. Seeing things in a different and more meaningful way.					

### B. Approaches to studying

The next part of this questionnaire asks you to indicate your relative agreement or disagreement with comments about studying again made by other students. Please work through the comments, giving your **immediate** response. In deciding your answers, think in terms of **this particular class**. It is also very important that you answer **all** the questions: check you have.

*Try not to use unsure, unless you really have to, or if it cannot apply to you or your course.*

Please tick the appropriate box after each statement:

	Disagree	Disagree Somewhat	Unsure	Agree Somewhat	Agree
1. I manage to find conditions for studying which allow me to get on with my work easily					
2. When working on an assignment, I'm keeping in mind how best to impress the marker					
3. Often I find myself wondering whether the work I am doing here is really worthwhile					
4. I usually set out to understand for myself the meaning of what we have to learn					
5. I organise my study time carefully to make the best use of it					
6. I find I have to concentrate on just memorising a good deal of what I have to learn					
7. I go over the work I've done carefully to check the reasoning and that it makes sense					
8. Often I feel I'm drowning in the sheer amount of material we're having to cope with					
9. I look at the evidence carefully and try to reach my own conclusion about what I'm studying					
10. It's important for me to feel that I'm doing as well as I really can on the courses here					
11. I try to relate ideas I come across to those in other topics or other courses whenever possible					
12. I tend to read very little beyond what is actually required to pass					
13. Regularly I find myself thinking about ideas from lectures when I'm doing other things					
14. I think I'm quite systematic and organised when it comes to revising for exams					
15. I look carefully at tutors' comments on course work to see how to get higher marks next time					
16. There's not much of the work here that I find interesting or relevant					

	Disagree	Disagree Somewhat	Unsure	Agree Somewhat	Agree
17. When I read an article or book, I try to find out for myself exactly what the author means					
18. I'm pretty good at getting down to work whenever I need to					
19. Much of what I'm studying makes little sense: it's like unrelated bits and pieces					
20. I think about what I want to get out of this course to keep my studying well focused					
21. When I'm working on a new topic, I try to see in my own mind how all the ideas fit together					
22. I often worry about whether I'll ever be able to cope with the work properly					
23. Often I find myself questioning things I hear in lectures or read in books					
24. I feel that I'm getting on well, and this helps me put more effort into the work					
25. I concentrate on learning just those bits of information I have to know to pass					
26. I find that studying academic topics can be quite exciting at times					
27. I'm good at following up some of the reading suggested by lecturers or tutors					
28. I keep in mind who is going to mark an assignment and what they're likely to be looking for					
29. When I look back, I sometimes wonder why I ever decided to come here					
30. When I am reading, I stop from time to time to reflect on what I am trying to learn from it					
31. I work steadily through the term or semester, rather than leave it all until the last minute					
32. I'm not really sure what's important in lectures so I try to get down all I can					
33. Ideas in course books or articles often set me off on long chains of thought of my own					
34. Before starting work on an assignment or exam question, I think first how best to tackle it.					
35. I often seem to panic if I get behind with my work					
36. When I read, I examine the details carefully to see how they fit in with what's being said					
37. I put a lot of effort into studying because I'm determined to do well					
38. I gear my studying closely to just what seems to be required for assignments and exams					
39. Some of the ideas I come across on the course I find really gripping					
40. I usually plan out my week's work in advance, either on paper or in my head					
41. I keep an eye open for what lecturers seem to think is important and concentrate on that					
42. I'm not really interested in this course, but I have to take it for other reasons					
43. Before tackling a problem or assignment, I first try to work out what lies behind it					
44. I generally make good use of my time during the day					

	Disagree	Disagree Somewhat	Unsure	Agree Somewhat	Agree
45. I often have trouble in making sense of the things I have to remember					
46. I like to play around with ideas of my own even if they don't get me very far					
47. When I finish a piece of work, I check it through to see if it really meets the requirements					
48. Often I lie awake worrying about work I think I won't be able to do					
49. It's important for me to be able to follow the argument, or to see the reason behind things					
50. I don't find it at all difficult to motivate myself					
51. I like to be told precisely what to do in essays or other assignments					
52. I sometimes get 'hooked' on academic topics and feel I would like to keep on studying them					

**F. Preferences for different types of course and teaching**

*Try not to use unsure, unless you really have to, or if it cannot apply to you or your course.*

Please tick the appropriate box after each statement:

	Definitely Dislike	Dislike to Some Extent	Unsure	Like to Some Extent	Definitely Like
a. lecturers who tell us exactly what to put down in our notes					
b. lecturers who encourage us to think for ourselves and show us how they themselves think					
c. exams which allow me to show that I've thought about the course material for myself.					
d. exams or tests which need only the material provided in our lecture notes.					
e. courses in which it's made very clear just which books we have to read.					
f. courses where we're encouraged to read around the subject a lot for ourselves					
g. books which challenge you and provide explanations which go beyond the lectures					
h. books which give you definite facts and information which can easily be learned					

**Finally, how well do you think you have been doing in your assessed work overall, so far?**

*Please rate yourself objectively, based on the grades you have been obtaining*

<i>Rather Badly</i>		<i>Not so Well</i>		<i>About average</i>		<i>Quite Well</i>		<i>Very well</i>
1	2	3	4	5	6	7	8	9

*Thank you for completing this questionnaire.*



### **A.12.3 Letter Accompanying Q2**

Hi E..... ,

Many thanks for the feedback you gave to my original questionnaire, this is very valuable for my research and I greatly appreciate the time you set aside to respond.

I have enclosed a map style diagram which offers a possible view of the effect on your learning, of the various elements within the computer-based package.

I have also enclosed a second stage questionnaire which asks for your comment on my interpretation of your response and poses some further questions based on your initial feedback.

Please complete the questionnaire and make any amendments to the map diagram, as requested on the questionnaire form. Then return them to me in the stamped addressed envelope enclosed.

Should you require any further clarification, or comment please feel free to contact me at any time.

My contact details:

Email: [billy.c@strath.ac.uk](mailto:billy.c@strath.ac.uk)

Telephone:       Office 0141 548 4598  
                      Home \*\*\*\* \* \*\* \*

Fax:                0141 552 7602

Postal Address:   \*\*\*\*\*

Your continued participation in my research is greatly appreciated.

Billy

## A.12.4 Questionnaire 2 Woolwich MNE Semester 1 to 2 1999 / 2000

### E ..... : Initial Feedback on Questionnaire Response

**Table 1**

This table summarises your initial feedback in terms of possibilities for improving the computer-based package. Please offer your comments to either confirm that this is a true statement of your viewpoint, or to adjust the statement in order that it become a true statement of your viewpoint.

<b>While you considered the package to be useful for your learning you consider it might be improved in a number of aspects:</b>	<b>Your Comment on This Feedback?</b>
Where text is used it should be as succinct as possible	
Multiple choice questions would be helpful for your understanding of the text	
Feedback should be offered on both right and wrong answers explaining why the answers were right or wrong	
The material should focus on your understanding rather than just recall, as recall approaches result in boredom	
Any new words or jargon should be clearly explained to avoid irritation	
Simulations should be kept realistic to reinforce the concepts addressed in the material and their number should be increased	
Feedback on the simulations should remain in the form of demonstrations which offer a level of enjoyment and engagement, encouraging active thought and developing understanding of new material	
Setting questions in advance of offering information should be continued as this focuses the thoughts in a way which reveals gaps in understanding	
Multiple perspectives should be offered on the material, issues and possible solutions to problems	

**Table 2**

This table summarises your initial feedback in terms of the value, for you, of the various elements within the package. Please offer your comments to either confirm that this is a true statement of your viewpoint, or to adjust the statement in order that it become a true statement of your viewpoint.

Please offer your response to the follow up question relating to the feedback statement.

<b>Feedback on Questionnaire</b>	<b>Your Comment on This Feedback</b>
The practice sessions within the package allow you to discover how to do practical exercises. The feedback is offered immediately on completion of the answer if the response is correct and after two attempts where an error is made on your part. This allows you to practice answering questions.	
<b>Follow-Up Question</b>	<b>Your Response?</b>
If feedback is offered after a second attempt - how can you gain from continuing to practise answering the same question after the answer has been provided? (eg Did you go back to the same question at a later stage and check that you had taken in the solution to the extent that you could then answer correctly?)	
<b>Feedback on Questionnaire</b>	<b>Your Comment on This Feedback</b>
The possibility of attempting the tasks for an unlimited number of times and the provision of feedback confirming when you were right and correcting wrong answers helped you to go at your own pace, which helped your learning.	
<b>Follow-Up Question</b>	<b>Your Response?</b>
In what way was going at your own pace helpful for your learning?	
<b>Feedback on Questionnaire</b>	<b>Your Comment on This Feedback</b>
By posing questions prior to offering the information, the package increased your level of thought. The problem solving tasks within the package helped you to notice points you had not taken in (fully understood) from reading the text.	

<b>Follow-Up Question</b>	<b>Your Response?</b>
Were some of the questions or problems more helpful than others for your learning? If so, which were more helpful and why so? Which were least helpful and why so?	
<b>Feedback on Questionnaire</b>	<b>Your Comment on This Feedback</b>
The demo's were feedback from the simulation element of the package. These demo's allowed you to see other ways of doing the task, or solving the problems. The demo's within the computer-based material were particularly helpful for your learning. They helped you enjoy using the material, got you fully engaged to the level where you were really concentrating, made you actively think and increased your understanding of new material. The demo's were the element which impressed you most about the computer-based material compared to other forms of learning materials.	
<b>Follow-Up Question</b>	<b>Your Response?</b>
Which aspect(s) of the demo's created this effect for you?	
<b>Feedback on Questionnaire</b>	<b>Your Comment on This Feedback</b>
The simulation element within the package could be improved by increasing the amount of simulation contained in the package.	
<b>Follow-Up Question</b>	<b>Your Response?</b>
Would this be instead of other aspects of the material (eg text) or in addition to all the existing material? In what way would this change help your learning?	
<b>Feedback on Questionnaire</b>	<b>Your Comment on This Feedback</b>
The simulated labs in the package are particularly close to reality for you and they are helpful in that they reinforce the concept just recently covered (in the text?) in the package.	
<b>Follow-Up Question</b>	<b>Your Response?</b>
How important for your learning is this aspect of realism and in what way does it impact on your learning?	
<b>Feedback on Questionnaire</b>	<b>Your Comment on This Feedback</b>
The text element in the package was helpful for you by increasing your understanding of material you already knew.	
<b>Follow-Up Question</b>	<b>Your Response?</b>
Why was the text element more useful for material you already knew, but the demo's were better for your understanding of material which was new to you? (In what way did your learning differ in these aspects?)	
<b>Feedback on Questionnaire</b>	<b>Your Comment on This Feedback</b>
Your responses to the questionnaire suggest that while you find text material helpful, in increasing your understanding of known material, you are irritated by any unexplained words (jargon?). You prefer succinct use of text, you value feedback to confirm your understanding of text material, multiple choice testing would help you confirm your understanding of text material.	
<b>Follow-Up Question</b>	<b>Your Response?</b>
What makes succinct use of text in computer-based materials better for your learning?	
<b>Feedback on Questionnaire</b>	<b>Your Comment on This Feedback</b>
Your approach to learning is to seek understanding rather than mere recall, which you consider boring. You value becoming engaged with the problem solving aspects within the material and appreciate the value of multiple perspectives and alternative solutions.	
<b>Follow-Up Question</b>	<b>Your Response?</b>
What style of multiple choice presentation would you prefer and why so? (eg rank order, choose one from five, click on an image etc)	
<b>Follow-Up Question</b>	<b>Your Response?</b>
What level of feedback would be most useful to you following your responses to the multiple choice questions and why? (eg text explaining why responses were correct / incorrect, animation / simulation demonstrating outcome of correct and incorrect responses etc)	
<b>Follow-Up Question</b>	<b>Your Response?</b>
If you had to describe a way this could be achieved using computer-based material, what would it be? (eg a complex game package, lots of problems to solve, etc) What should it look / feel like for users?	

### **Mapped Representation of Feedback**

This "map" is intended to show the complexity of the issue being considered, in this case the way in which the computer-based package concerned affects your learning.

The arrows should be taken to mean may/ is likely to lead to (ie the element or aspect at the tail of the arrow may lead to / or is likely to lead to the element or aspect at the tip of the arrow). Where there is a negative (-) sign the element or aspect at the tail of the arrow is likely to negatively affect, or reduce the likelihood of, the element or aspect at the tip of the arrow.

Please look over the map and offer your feedback as to whether it is an accurate representation of your experience in learning using the computer-based package concerned.

Please make any adjustments to the map where you consider there is an error or omission.

<b>Feedback on Map</b>

*Thank you for responding to this follow-up questionnaire and map.*



### **A.12.5 Letter Accompanying Woolwich Q3**

Hi E .....,

Many thanks for the feedback you gave to my earlier questionnaires, this is very valuable for my research and I greatly appreciate the time you set aside to respond.

I have enclosed a summary, which offers an overview of the effect on your learning, of the various elements within the computer-based package.

This document asks for your comment on my summary of the responses, from those who participated in this research

Please complete the comments boxes, as requested on the summary document. Then return them to me in the stamped addressed envelope enclosed.

Should you require any further clarification, or comment please feel free to contact me at any time.

My contact details:

Email: [billy.c@strath.ac.uk](mailto:billy.c@strath.ac.uk)

Telephone:       Office 0141 548 4598  
                      Home \*\*\*\* \* \*\* \*\*\*\*

Fax:                0141 552 7602

Postal Address:   \*\*\*\*\*

Your continued participation in my research is greatly appreciated.

Billy

### A.12.6 Questionnaire 3 Woolwich MNE Semester 2 1999 to 2000

<b>Woolwich Group: E.....</b>	<b>Feedback on Overall Summary of Responses</b>
This text summarises overall feedback in terms of the value, for you, of the package for your learning and possibilities for improving the computer-based package. Please offer your comments to either confirm that this is a true summary of your viewpoint, or to adjust the summary in order that it become a true statement of your viewpoint.	
<b>Summary of Responses</b>	
Where text is used it should be as succinct as possible, making it clear which are the most important facts. It must also be as thorough as possible, giving more detailed information. This should offer an index search facility "engine" for speed of information retrieval. It makes study time shorter. The student should be allowed to choose how much detail they want. Lots of "facts" improve understanding of the subject area. If you don't know something well, being shown the basics visually helps. Then when you have grasped that (or already know the basics) extra facts in text can extend your knowledge. Any new words or jargon should be clearly explained to avoid irritation.	
<b>Your Comments:</b> (Please state where you agree / disagree with the general overview)	
<b>Summary of Responses</b>	
The number of screens in the material should be reduced, as it becomes irritating having to look at lots of different screens. The layout for the feedback from the simulation could be improved in terms of how the results are given. Feedback should be offered on both right and wrong answers explaining why the answers were right or wrong. (In case you got the answer right by luck, or for the wrong reasons.) The answers provided should be revealed in stages, which would make the feedback less detailed and promote more thinking. Feedback for correct answers should offer more detail if desired. This should offer links to detailed information on the subject area concerned. Feedback on the simulations should remain in the form of demonstrations which offer a level of enjoyment and engagement, encouraging active thought and developing understanding of new material Being prompted and praised on your worst area would improve the feedback on the practice sessions. Text should be the form used for feedback explaining why response was correct or incorrect.	
<b>Your Comments:</b> (Please state where you agree / disagree with the general overview)	
<b>Summary of Responses</b>	
Setting questions in advance of offering information should be continued as this focuses the thoughts, in a way which reveals gaps in understanding. The problem-solving element could be made more complex, which would make it more interesting. Multiple perspectives should be offered on the material, issues and possible solutions to problems. A facility for collating notes while using the material would improve the problem-solving element within the material. Having more personal time would improve the practice sessions. The practice sessions should offer more practical involvement. Having lots of "practicals" would improve understanding of the subject area. Simulations should be kept realistic to reinforce the concepts addressed in the material and their number should be increased. The simulation should offer greater flexibility to explore an increased range of scenarios. The simulation should allow errors to be made and offer detailed feedback on all solutions attempted. The feedback should offer access to all possible solutions and outline the merits of each solution. The pros and cons of different ideas would be good. Sometimes a number of options will work, but only one can be chosen. This is frustrating. The simulation should offer use of an unrestricted live application to increase the realism. Simulation of the real application, rather than restricted function screen shots, would make the material closer to reality. This would allow users to "play" as they can in the real software and would help understanding and improve practical ability, and ability to answer questions on the material.	
<b>Your Comments:</b> (Please state where you agree / disagree with the general overview)	

<b>Summary of Responses</b>
A more exam like approach should be taken to assessing knowledge gained / retained. A greater variety of questions should be used for the end of topic "assessment", as it is too easy simply to recall the answers to the current questions without actually understanding the material. Having mock exams would help you be sure you were actually learning from the computer-based material. Multiple-choice questions would be helpful for your understanding of the text, both questions that test what you've learned and questions that prompt you to think about an upcoming piece of text. The questions need to vary, offering different scenarios and allowing the student to run the test several times and get different questions, no repetition, or not so much repetition. There should also be more questions, not of a multiple-choice type. Having enough content included to enable you to pass the exam is particularly valuable. Being assessed on the material encourages you to think more deeply about the content.
<b>Your Comments:</b> (Please state where you agree / disagree with the general overview)
<b>Summary of Responses</b>
The material should focus on your understanding rather than just recall, as recall approaches result in boredom, but all facts must be included, even if they are recall. Part of learning for me is to regurgitate what I have read and present it in a way that I find easy to understand. The material should focus on your understanding by offering information in sizeable chunks, rather than spoon-feeding small sections of information to you. Small chunks are tedious, especially when you have to keep clicking a mouse to get more. Sizeable chunks of information presented in an interesting way are better and more engaging. This would be more realistic and offer a tough scenario, which would engage you to the level where you were really concentrating.
<b>Your Comments:</b> (Please state where you agree / disagree with the general overview)
<b>Summary of Responses</b>
A mixture of CBT, books and question and answer approaches would be better than CBT alone, as there are advantages and disadvantages to each approach. Printed notes should be available for the CBT material.
<b>Your Comments:</b> (Please state where you agree / disagree with the general overview)
<b>Summary of Responses</b>
The practice sessions within the package allow you to discover how to do practical exercises. The feedback is offered immediately on completion of the answer if the response is correct and after two attempts where an error is made on your part. This allows you to practice answering questions. If there was something that was quite new you could go through it a couple of times and try to work out examples for real to ensure you understood. If the text explained how to code something you could read it out and then try it. The possibility of attempting the tasks for an unlimited number of times and the provision of feedback confirming when you were right and correcting wrong answers helped you to go at your own pace, which helped your learning. You can generally work out what you did wrong the first time. If you can't you probably need to be shown. If you wanted to you could re-run the question – usually being shown your mistake makes you understand. Text should be the form used for feedback explaining why response was correct or incorrect. It would also be valuable to have feedback opportunities such as scholars.com
<b>Your Comments:</b> (Please state where you agree / disagree with the general overview)



**Summary of Responses**

By posing questions prior to offering the information, the package increased your level of thought. The problem solving tasks within the package helped you to notice points you had not taken in (fully understood) from reading the text. Questions or problems were helpful, sometimes answering a question, it just clicks and you think, "oh I see". Ones that can have only one answer for grammatical reasons are not at all helpful.

**Your Comments:**

(Please state where you agree / disagree with the general overview)

**Summary of Responses**

The demo's allowed you to see other ways of doing the task, or solving the problems. They were particularly helpful for learning. They helped you enjoy using the material, got you fully engaged to the level where you were really concentrating, made you actively think and increased your understanding of new material. The demo's were the element that impressed you most about the computer-based material compared to other forms of learning materials. They looked very like the real thing.

**Your Comments:**

(Please state where you agree / disagree with the general overview)

**Summary of Responses**

The simulation element within the package should be increased. The simulated labs in the package reinforce the concept just recently covered, in the text, in the package and they are close to reality. Realism is very important. It means you can go straight and use the real tool and feel familiar with it.

**Your Comments:**

(Please state where you agree / disagree with the general overview)

**Thank you for responding to this follow-up questionnaire.**