

**Figure 12-2. Evaluation Form**

**EVALUATION FORM**

Program: Citation Nation American Psychological Association (APA) Style Manual

Reviewer: Jean Young, Lisa Gebauer and Bill Bennett of Design Time

Date 07-09-10

ITEM	ACCEPT- ABLE	NEEDS WORK	COMMENTS
<b>Subject matter</b>	X		<p>Very clear and descriptive listing of what will occur throughout the body of the tutorial from the onset with this comprehensive Table of Contents.</p> <ul style="list-style-type: none"> <li>• Create an APA Title Page</li> <li>• Create an Abstract</li> <li>• Formatting</li> <li>• Citing References</li> <li>• Creating a Reference List</li> </ul> <p>Citation Nation did listen to reviewers Alpha comments and make each heading in the TOC clickable so that it leads directly to the sections listed.</p> <p>The content appropriately is minimalistic and well written. It is appropriately tied to the associated section and paragraph within the book, and that correlation is explained in the HELP file.</p>
Matches goals	X		The objectives are clearly conveyed and the content is in direct alignment with the stated objectives.
Content structure	X		Very clear and descriptive listing of what will happen from the onset with the Table of Contents. The material is drawn directly from the APA Style Manual and is precise and accurate.
Content accuracy	X		
Language, style, grammar	X		The objectives are concise and clearly stated, leaving no doubt as to the material covered. The content matches the objectives in lockstep. The language is appropriate to the subject matter. It is consistently brief, clear and functional.
<i>Reading level</i>	X		The reading level seems to be standard newspaper reading level and appropriate to the material. It is simple and concise.
<i>Cultural bias - language</i>	X		I did not detect any overt cultural bias in language or reference usage.
<i>Cultural bias - reference</i>	X		

<i>Technical terms and jargon</i>	X		The tutorial did not make use of difficult technical terms and jargon that were unexplained.
<i>Spelling, grammar, and punctuation.</i>	X		There were no errors detected in spelling, grammar and punctuation throughout the program.  Some key words, however, such as Abstract are capitalized and then used in lower case inconsistently. It should be used consistently throughout the tutorial.
Glossary	X		No glossary is provided and this is appropriate to the subject matter, as none is really needed.
Hot words	X		In reviewing the alpha, a recommendation was made that Citation Nation use hot words or hyperlinks to an online APA style guide or other usage examples. This idea was not taken and we believe it would have enhanced the end product. Some hyperlinks were recommended to the APA online guide or to provide other graphical examples of the title page, abstract, formatting, reference citations and list described.
<b>Auxiliary information</b>			
Introduction			The objectives are concise and clearly stated, leaving no doubt as to the material covered. The content matches the objectives in lockstep. The language is appropriate to the subject matter. It is consistently brief, clear and functional. There is not an introduction per se, just a description of objectives, and this is appropriate to the material.
Directions	X		The user is guided to click a topic button to travel directly to a specific section. They are coached on the use of the next arrow to proceed to the next Section.
Help	X		The HELP is very clear and user friendly. But again, I thought it may actually be functional and tried to click on it. It would be ideal if it were usable.
Conclusion		X	No conclusion provided in this prototype. A closing screen could reinforce the items learned.
<b>Affective considerations</b>			
			Users are challenged with quiz questions which should increase the motivational factors of the program. Breadcrumbs were added to help viewer have a sense of where they are in the tutorial; this should increase user's comfort when viewing the tutorial.  Affectively, I think the users will become frustrated by the Exit and Help buttons which don't return the users back to the screens where they were at when clicking on those buttons. This can be simply fixed by passing the current Frame variable from one screen to the next.

Motivation			A motivational statement on the Title screen for the program would help to make users more interested in continuing.
<b>Interface</b>		X	<p>Clean, intuitive and unobtrusive, the topic buttons have been improved with a rollover effect to help the user identify that they are clickable elements.</p> <p>Breadcrumbs help users to know where they are at in the tutorial.</p> <p>Marking subjects in the APA manual with page numbers, "p23", in the titles of your screens may not be intuitive to most users.</p> <p>Rollovers on the "Title" don't appear to work correctly. When rolling over the running head a description of the title appears. There should also be an instruction to let users know that they can rollover the components for the screen for more information. Also other pop-ups appear on that page for no apparent reason – rollovers don't appear to be synched correctly with the page elements.</p>
Text quality			The type is slightly pixilated but it is large enough that is readable throughout. Some corrective work was obviously done on the font from the alpha version
Animation and graphics			After Alpha review, Citation Nation enhanced graphic content, as recommended, to make the material more visually appealing.

<p><b>Navigation</b></p>			<ul style="list-style-type: none"> <li>• Two arrows on home screen is confusing</li> <li>• When clicking on the Help button and navigating to the help screen the users only choice to continue is to click on the Next button to navigate back to the screen where they were when they clicked to get help. Your program should remember what screen the users was on when they clicked on the Help button and return them to that screen when the users is done reading the Help screen.</li> <li>• Breadcrumbs feature at the bottom of the screen is a nice touch. You might consider taking it one step further by putting a sequential number in each box and make them clickable to take you to that screen number.</li> <li>• The "Directions" screen has a nice menu feature, however there is no quick way to return to the menu other than arrowing back to it or clicking on Home and arrowing forward to it.</li> </ul>
<p>Navigation aids</p>			<p>The back button was inoperable in the alpha version and this was corrected however not all navigational buttons seem to be in proper working order.</p>
<p>Restarting</p>			<p>You are asked when you click the "X" to exit, if you really want to exit the program, which is good. It would be valuable to add a "Thanks for Learning about APA" or other closing message after exiting the program.</p>
<p>Methodologies</p>	<p>x</p>		<ul style="list-style-type: none"> <li>• The beta prototype's methodology is consistent with what was outlined in the alpha version. The objectives are clear and are stated in multiple sections of tutorial - Directions, Objectives, and Menu. This helps to reinforce what students can expect from the tutorial:             <ul style="list-style-type: none"> <li>○ Creating an APA Title Page</li> <li>○ Creating an Abstract</li> <li>○ General Formatting</li> <li>○ Citing References in Text</li> <li>○ Creating a Reference List</li> </ul> </li> </ul>
<p>Interactivity</p>		<p>x</p>	<ul style="list-style-type: none"> <li>• The tutorial's interactivity has greatly improved from the alpha version. Each of the topics are covered in detail followed by quizzes to assess a student's level of understanding.</li> <li>• There weren't any major issues navigating through the tutorial.</li> <li>• The progress bar component at the bottom of</li> </ul>

			<p>the screen is a great addition to the tutorial. It's a nice visual indicator for students to know where they are at in the tutorial.</p> <ul style="list-style-type: none"> <li>• While this is a great feature to have, adding a Menu button as one of the main buttons throughout the tutorial would also be helpful. For example, if a student was currently viewing the Reference List section and wanted to return back to the Abstract section of the tutorial; a student would have to either click the back button or return back to the home page and click the next button until he/she arrives to the desired section.</li> <li>• A menu button would allow the users to return to the menu page from anywhere in the tutorial and allow them to go to their desired section immediately.</li> </ul>
Cognitive capacity	x		<ul style="list-style-type: none"> <li>• Given the subject matter of the tutorial, the amount of information provided here is appropriate for the learning audience. There are a lot of APA rules and guidelines to follow and the team did a great job presenting the key points in sections without it being overly excessive and overwhelming for a student.</li> </ul>
Cooperative learning	x		<ul style="list-style-type: none"> <li>• The tutorial was designed appropriately to be used cooperatively by multiple users if necessary.</li> </ul>
Learning metaphor			<ul style="list-style-type: none"> <li>• Not applicable. There wasn't a metaphor applied throughout the tutorial; however given the subject matter it is not necessary.</li> </ul>
Learning strategies	x		<ul style="list-style-type: none"> <li>• Instruction provided in each section is clear and easy to understand.</li> <li>• Use of graphical examples such as the title page, running head, abstract, and reference list are great; accommodates the visual learners.</li> <li>• Providing quizzes at the end of each section is also great; this helps assess a learner's understanding of the section.</li> </ul>
User control			<ul style="list-style-type: none"> <li>• Review comments under the Interface and Navigation sections of this evaluation for recommendations.</li> </ul>
<p>Questions:                      Answering questions                      Quality of feedback                      Format of feedback</p>	x		<ul style="list-style-type: none"> <li>• I like that there is a quiz after each section. The quiz questions are appropriate as these are common issues that students would typically overlook.</li> <li>• The quality of feedback is also appropriate. If the question is answered correctly, a pop-up comment appears indicating that it was the correct answer and to move onto the next page. If the question is answered incorrectly, a pop-up</li> </ul>

			<p>comment appears indicating that it wasn't correct and with the correct answer. I like the humor added in the Running Head quiz referencing Talking Heads☺</p> <ul style="list-style-type: none"> <li>The only recommendation to this section would be to have the answer/feedback to the questions remain on the screen a little longer so that students can read it completely without having to click into it several times. At this time, the answer/feedback appears only at a click of the button and disappears shortly thereafter.</li> </ul>
Mastery level			<ul style="list-style-type: none"> <li>The quizzes are sufficient methods of assessing a learner's understanding for each of sections in this tutorial. However, as previously stated in the alpha review, the ultimate assessment of mastery in this subject matter would need to be determined by instructors or teaching assistants who are reviewer(s) of student research papers.</li> </ul>
<b>INVISIBLE FEATURES</b>			
Records and data			<ul style="list-style-type: none"> <li>Not applicable at this time. There wasn't a username or ID feature in the tutorial; therefore I am assuming that student data or information is not being tracked at this time.</li> </ul>
Security and accessibility			<ul style="list-style-type: none"> <li>Not applicable at this time; however security and accessibility features would need to be addressed if the student data and information collected from the tutorial is used as part of a class or writing program.</li> </ul>
Too much data			<ul style="list-style-type: none"> <li>Not applicable.</li> </ul>
<b>ROBUSTNESS</b>			
For normal users actions For unusual user actions On different computers, software, and browsers.	x		<ul style="list-style-type: none"> <li>There were no issues viewing this beta prototype. Technical hardware and software specifications were not outlined in the tutorial; however, we assume that this is outlined in the team's planning documents.</li> </ul>
<b>SUPPLEMENTARY MATERIALS</b>			
Manual: General	x		<ul style="list-style-type: none"> <li>Publication manual of the American Psychological Association (6<sup>th</sup> ed.) is used for this tutorial.</li> </ul>
Manual: Program Operation			<ul style="list-style-type: none"> <li>Not applicable.</li> </ul>
Manual: Program Content			<ul style="list-style-type: none"> <li>Not applicable.</li> </ul>
Auxiliary materials			<ul style="list-style-type: none"> <li>Not applicable.</li> </ul>
Other resources			<ul style="list-style-type: none"> <li>Not applicable.</li> </ul>

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