



# **EAD prototype module test – Questionnaire to students**

*Report of the results of the feedback  
questionnaire delivered at the end of  
the prototype module test.*

**June 2005**



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# Delivery Scenario

*The delivery scenario adopted for the prototype testing phase is presented.*

## The setting

The prototype module Building - Climate was tested in a first year academic course of the Accademia di Architettura of Mendrisio from October to December 2004. The course, thought by Moreno Molina is named Technology – Building Physics.

During the test phase ex-cathedra lectures (with presentation of realized projects) were alternated with lectures in multimedia laboratories (using the EAD prototype module).

Since January 2005, the course of Technology has continued with face to face lectures focused on other topics (acoustic, lighting...). The course finishes in June 2005.

## The scenario

The test phase has been structured as follow:

Week	Content	Location	Date
W1	<ul style="list-style-type: none"> <li>▪ Introduction to the course (blended course)</li> <li>▪ Explanation of the LMS</li> <li>▪ Explanation of the exercise on the LMS</li> <li>▪ Introduction of the module EAD Climate in the Building</li> </ul>	Classroom	21.10.04
W2	<ul style="list-style-type: none"> <li>▪ Complete presentation of the module EAD Climate in the Building</li> <li>▪ Presentation of the module</li> </ul>	Classroom	28.10.04
W3	<ul style="list-style-type: none"> <li>▪ Complete presentation of the module EAD Climate in the Building</li> <li>▪ Presentation of the module</li> </ul>	Classroom	04.11.04
W4	<ul style="list-style-type: none"> <li>▪ Explanations of 1° Subtask</li> <li>▪ Output assembling and submission for all tasks</li> </ul>	Classroom	11.11.04

W5	<ul style="list-style-type: none"> <li>▪ Face to face lesson</li> </ul>	Classroom	18.11.04
W6	<ul style="list-style-type: none"> <li>▪ Explanations of platform advanced uses</li> <li>▪ <b>Further</b> explanations of 1° Subtask usage</li> </ul>	Classroom	25.11.04
W7	<ul style="list-style-type: none"> <li>▪ Tutoring on tasks comprehension (<b>for all the subtasks</b>)</li> </ul>	Classroom	02.12.04
W8	<ul style="list-style-type: none"> <li>▪ Tutoring on IDEA software uses (<b>for all the subtasks</b>)</li> </ul>	Laboratory	9.12.04
T	<ul style="list-style-type: none"> <li>▪ Deadline for tasks submission</li> </ul>	--	20.12.04
--	<ul style="list-style-type: none"> <li>▪ Individual study</li> <li>▪ 2 tutor assisted reviews of IDEA package (on the base of which laboratory tests are prepared)</li> </ul>	--	From Jan. to Mar. 2005
--	<ul style="list-style-type: none"> <li>▪ Laboratory evaluation, 1 (81 students)</li> </ul>	--	24.03.05
--	<ul style="list-style-type: none"> <li>▪ Laboratory evaluation, 2 (14 students)</li> </ul>	--	21.04.05

# Questionnaire Results

*The questionnaire is divided in categories and results are displayed question by question.*

## Introduction

The questionnaire has been distributed to the 112 students attending the course Technology – Building Physics in order to obtain feedbacks to refine the prototype. 74 students filled in the questionnaire, which tested the following main topics:

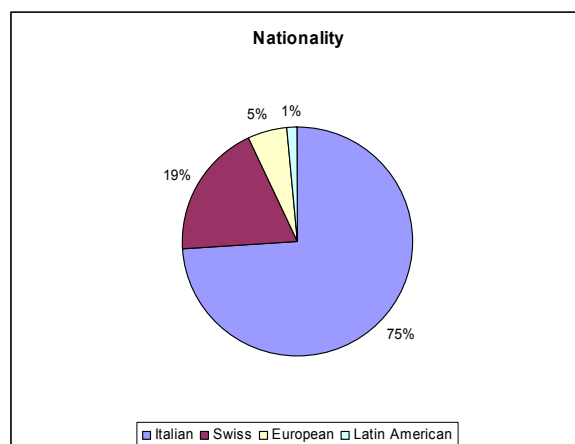
- Demographics;
- Technological issues;
- Contents, tools and structure
- Graphic aspects

The questionnaire text is included in Annex 1

## Demographics

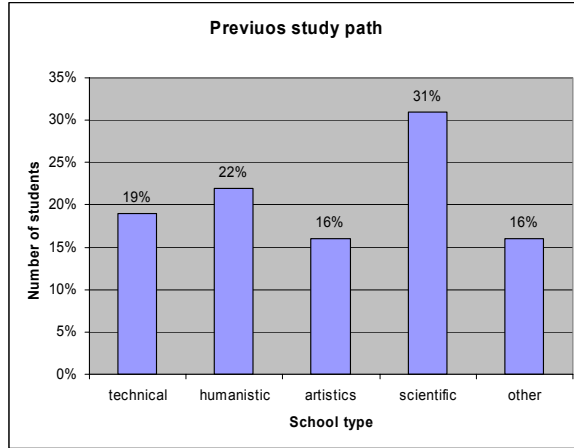
The first two questions concern some background information about students taking part to the test phase. Results follow.

Q1. What is your nationality?



More than two-third of the sample are not Swiss, the 75% comes from Italy and another 5% comes from other European countries. The 19% is Swiss and the 1% of the students asked is from Latin American countries.

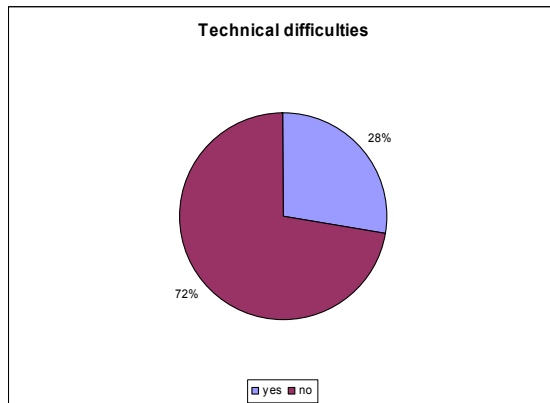
Q2. What have you study before coming to the Accademia di Architettura of Mendrisio?



The graph shows certain homogeneity in the kind of studies students undertook before being enrolled at the Accademia. The 31% of the respondents studied in a scientific high school, while only the 16% studied in an artistic high school.

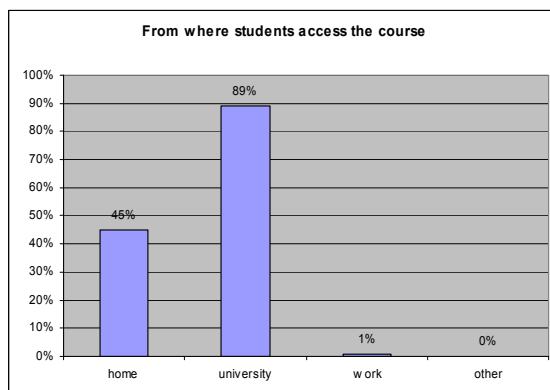
### Technological Issues

Q3. Did you encounter technical problems (plug-in missing, browser compatibility, ...) in attending the course?



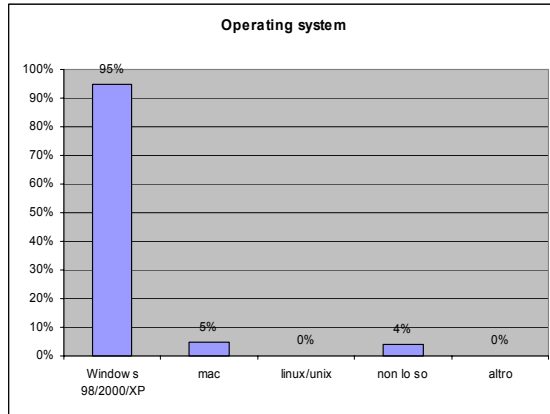
Almost two-third of the respondents did not have technical problems, this is a good result considering that the target was fresh men and it was the first test of the module. From Q3a appears that most of the problems encountered depend on the lack of familiarity with technology of first year students.

Q4. From where did you access the course?



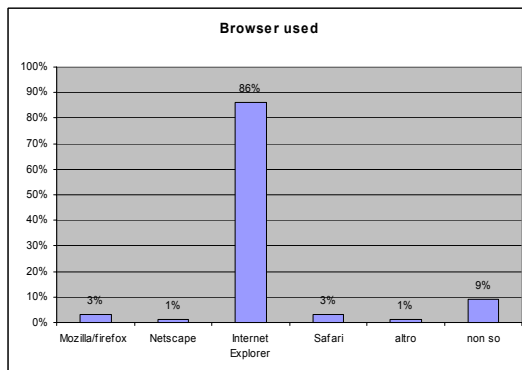
A large majority of the students access the course from the Accademia, a relevant result is that almost half of them access the course also from home.

Q5. Which OS was installed on your PC?



As expected, almost all the respondents worked on a Windows environment.

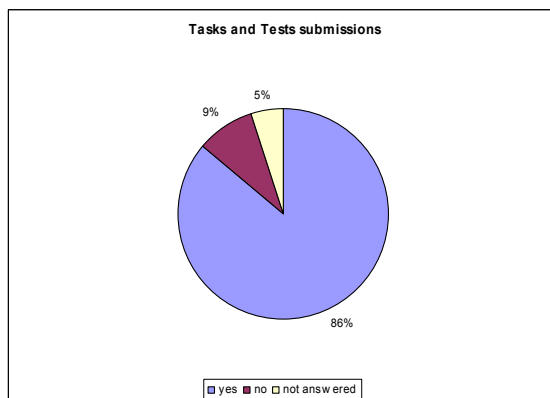
Q6. Which browser did you use?



Unsurprisingly, the large majority of the students used Internet Explorer, however few students surfed the net with alternative browsers.

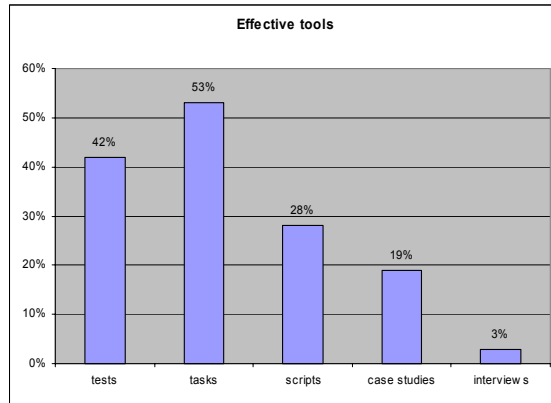
## Contents, tools and structure

Q7. Were you able to submit tasks and tests?



A substantial majority of the respondents did not have problems in submitting tasks and tests, this result is very important since EAD structure wheels about the task concept. However, some students found the submission procedure difficult to follow, due to their lack of knowledge of technology or they lack of familiarity with English.

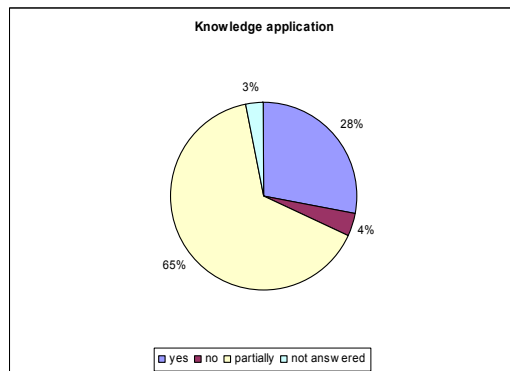
Q8. Which tools do you consider more effective in the learning process?



Students appreciated particularly tasks and tests, this result confirm the structure given to EAD modules starting from the practice to acquire bit by bit necessary theory concepts. However, it has to be said that low percentages achieve by interviews and case studies can be due to the following factor: in the prototype version case studies and interviews were still few and only partially developed. In Q8a students confirmed the usefulness of tasks,

as part of a concrete and practical style of learning and of tests, as immediate tools to check the knowledge acquired.

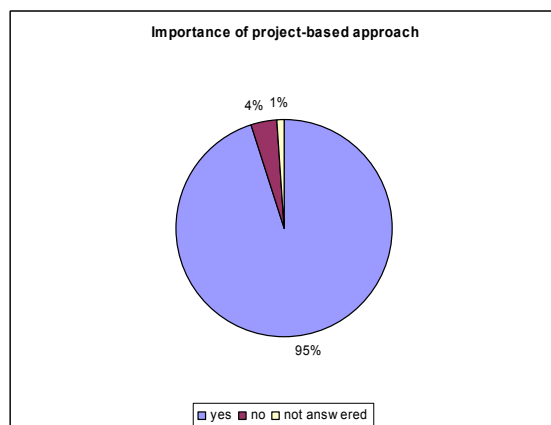
Q9. Would you be able to apply what learnt in this course in an atelier?



The 65% of the sample think to be able to partially apply what learnt in the course in futures ateliers of their curriculum, while the 28% claims to be totally able to apply what learnt. The sum of these two percentages is 93%. Only the 4% of the students answered not to be able to apply what learnt. In Q9a students appreciate the new way of approaching the design they learnt during the course, most of them claimed to need more time of study before being able to fully apply

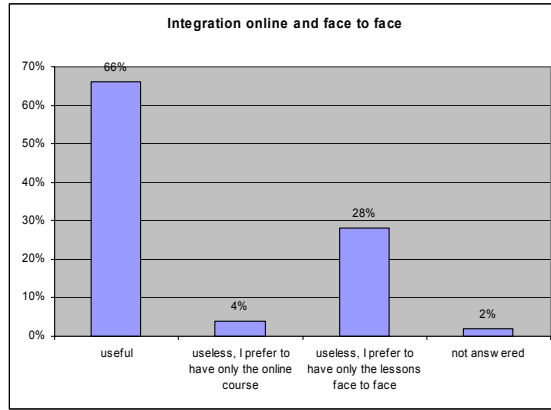
what learnt in a project.

Q10. Do you think that it is important to teach a project-based approach?



The wide majority of the students (95%) appreciated the project-based approach used during the course; in Q10a students underlined the importance of this approach in the modern architecture design.

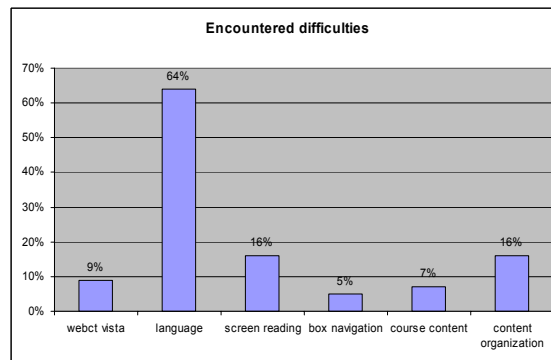
Q11. What do you think about the integration between the in class lessons and the online study?



This is an encouraging result: since the students are fresh men it can be assumed that most of them are at their first experience with eLearning. Despite of this, the 66% of the students answered that ICTs integration in the course was useful. However, the 28% of the sample claims to prefer only face to face lessons. A very small part of the sample (4%) is in favor of hard eLearning solutions. In comments (Q11a) students expressed their heterogeneous

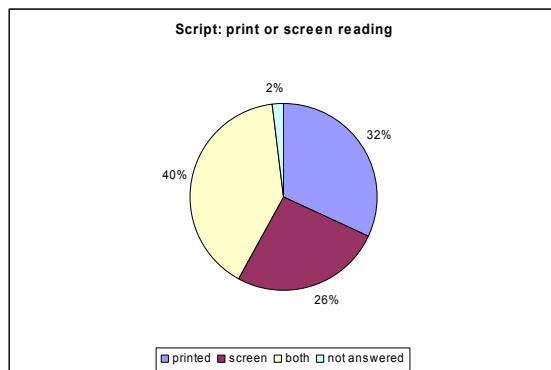
opinions about this approach, underlining pro and contra of introducing ICTs in class.

Q12. Using the online course, where have you had difficulties?



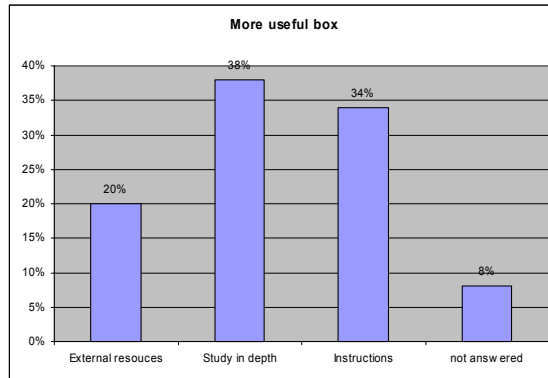
The main obstacle met by students was the language (64%), while the 16% answered both screen reading and content organization. Also in Q12a English was the main noticed difficulty.

Q13. Script: have you printed the material or have you read it on the screen?



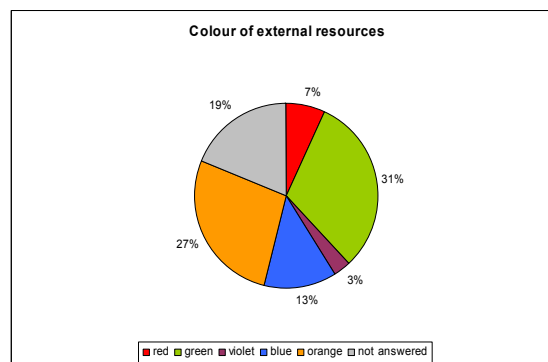
Surprisingly, not a big difference in terms of percentage has been found between students reading on the screen (26%) and students printing the material (32%). The 40% of the sample used both reading strategies.

Q14. Script: which is the more useful box?



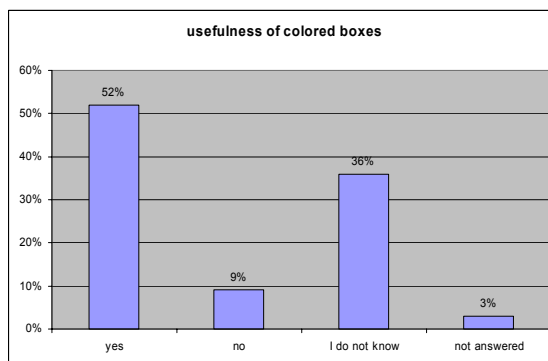
No box was pointed as particularly more useful than the others: external resources was voted by 20%, study in depth by 38% and instructions by 34%.

Q15. Script: do you remember the color of the box “external resources”?



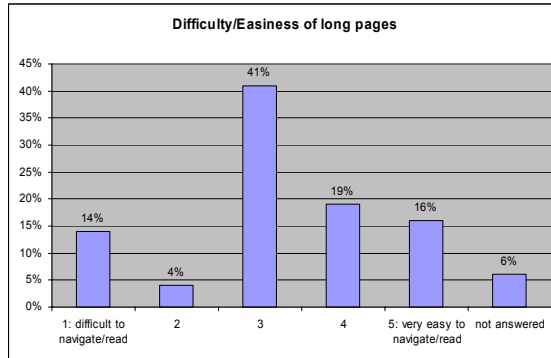
A slightly majority (31%) of the students remembered the exact color of the boxes “external resources”, green.

Q16. Is it handy to have boxes of different colors, as if they were post-it?



The majority of the respondents (52%) claims that boxes of different colors are handy in the material structure, the 36% do not have an opinion on this topic, and only the 9% found colored boxes not helpful.

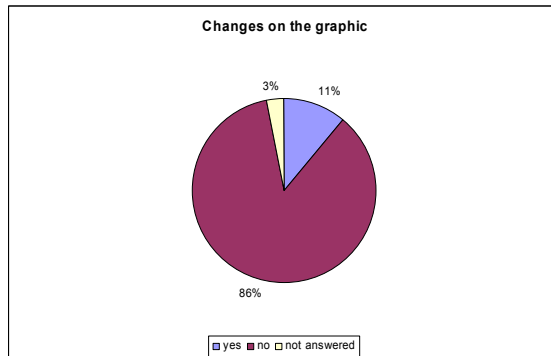
Q17. Script: what do you think of the choice of a long page per chapter?



The 35% of the sample appreciate the choice of a long page for chapter, the 41% of the respondents did judge this solution neither bad nor good, and the 18% of the students did not find it easy to use. In Q17a students linked the difficulty of reading a long page with the difficulty of screen reading.

## Graphic Aspects

Q18. Do you want to change anything about the graphic?



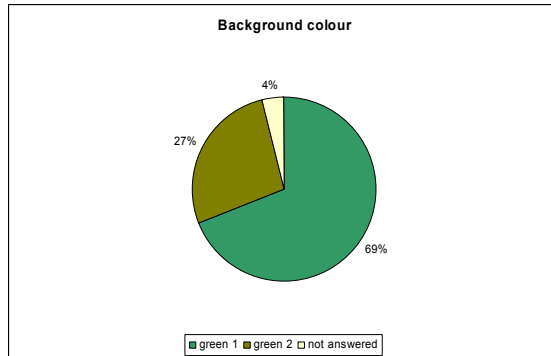
The 86% of the sample appears to be satisfied with graphic choices adopted.

Q19 Which logo do you prefer?

%	Logo	%	Logo
51%		24%	
12%		9%	
4%			

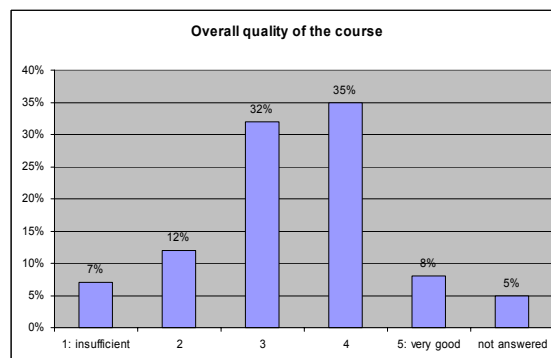
The majority (51%) of the students appreciate the already used in the EAD prototype module.

Q20. Which background do you prefer?



Students appear to prefer the more bright green (69%). Furthermore, students have been asked (Q21 and Q22) to associate 2 concepts to each of the two green proposed. It came out that the already in used green make the study more enjoyable.

Q23. How do you judge the overall quality of the course?



The 42% judged positively the overall quality of the course, the 32% of the respondents did judge this solution neither bad nor good, and the 19% of the students judged it negatively. Besides normal resistance in using from the first time eLearning, students appreciate the course (Q23a).

# Annex 1

*The questionnaire, as was submitted via web to students is attached.*

## Questionnaire text

Domanda1. Di che nazionalità sei?

Domanda2. Quali studi hai fatto prima di iscriverti alla Facoltà di Architettura?

- studi tecnici
- umanistici
- artistici
- scientifici
- altro

Domanda3. Hai avuto problemi tecnici nell'utilizzare il corso (mancanza di plugin, problemi sul browser, ecc.)?

- sì
- no

Domanda3a. Se sì, spiegare quali:

Domanda4. Da dove hai consultato il corso

- casa
- scuola

- ufficio
- altro

Domanda5. Quale tipo di sistema operativo era installato sulle postazioni di lavoro (computer)?

- Windows 98/2000/XP
- mac
- linux/unix
- non lo so
- altro

Domanda6. Quale browser hai utilizzato?

- Mozilla/firefox
- Netscape
- Internet Explorer
- Safari
- altro
- non so

Domanda7. Sei in grado di fare la submission dei Task e Test (Assignment e assessment)?

- sì
- no

Domanda7a. Se no, spiegare perchè:

#### Domande sui contenuti del corso

Domanda8. Quali tools sono stati più efficaci ai fini dell'apprendimento?

- tests
- tasks
- scripts

- case studies
- interviews

Domanda8a. Spiegare perchè:

Domanda9. Saresti in grado di mettere in pratica le nozioni imparate in questo corso in un tuo futuro progetto di atelier?

- sì
- no
- in parte

Domanda9a. Spiegare perchè:

Domanda10. Ritieni che sia importante insegnare questo approccio progettuale?

- sì
- no

Domanda10a. Spiegare perchè:

Domanda11. Come hai trovato l'integrazione delle lezioni in presenza con lo studio online (eLearning)?

- utile
- inutile, preferisco avere solo il corso online
- inutile, preferisco avere solo le lezioni in aula

Domanda11a. Spiegare perchè:



Domanda12. Utilizzando il corso online, hai incontrato difficoltà rispetto a:

- webct vista (piattaforma)
- lingua
- lettura del testo a video
- navigazione attraverso i box
- contenuto del corso
- organizzazione dei contenuti

Domanda12a. Spiegare perchè:



Domanda13. Scripts: hai stampato il materiale o lo hai letto online?

- stampato
- letto online
- entrambi

Domanda14. Script : quale dei box a destra per te è piu utile?

- External resouces
- Study in depth
- Instructions

Domanda15. Script: ti ricordi di quale colore sono i box external resources?

- rosso
- verde
- viola
- blu
- arancio



Domanda16. Script: ti aiuta avere i box di colori diversi, come dei post-it?

- sì
- no
- non so

Domanda17. Script: come hai trovato la scelta di un'unica pagina lunga per capitolo (1-5)?

- 1: difficile da navigare/leggere
- 2
- 3
- 4
- 5: molto facile da navigare/leggere

Domanda17a. Spiegare perchè:

Domanda18. Vorresti cambiare qualcosa della grafica del corso che hai utilizzato?

- sì
- no

Domanda18a. Se sì, specificare cosa

Domanda19. Siamo lavorando al prossimo modulo di EAD e vorremmo chierere il tuo contributo:esprimi la tua preferenza sul logo di EAD: quale delle 4 proposte preferisci?



Logo1



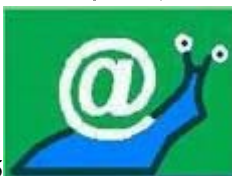
Logo2



Logo3



Logo4



Logo5

Domanda19a. Spiegare perchè

Domanda20. Quale dei due sfondi preferisci?

Figura

1



Figura  
2



Domanda20a. Spiegare perchè:



Domanda21. Aggiungi 2 concetti che associ alla scelta grafica della figura 1:

concetto1

concetto2

Domanda22. Aggiungi 2 concetti che associ alla scelta grafica della figura 2:

concetto1

concetto2

Domanda23. Come giudichi la qualità complessiva del corso?



1: non sufficiente



2



3



4



5: molto buona

Domanda23a. Spiegare perchè: