ANEXO 7.1
Cuestionario para la evaluación del Programa ENO

Purpose of Evaluation

Dear ENO friends:

My name is Fernando Ojeda (ES02) from Spain and I’m going to profit by the occasion to request a big favour.

I’m making my doctoral thesis in Granada University (Spain), a research work about evaluation of collaborative online project and Environmental Education, so abusing your trust and kindness, I need you fill up this survey.

I have tried to build a easy-to-fill questionnaire, most of questions you only have to indicate a value from 1 to 7 and there are only few others open ended questions. You’ll spend about 20 minutes to fill it up. It is composed by 97 questions divided in 9 issues.

I have include some questions that usually are used in annual ENO evaluation, so could constitute a good way to go deeply in strategies for make better ENO Program.

The objectives are:

➢ Understand, verify and increase impacts of collaborative projects related with Environmental Education
➢ Improve methodology to be more efficient
➢ Verify that we're doing what we think we're doing
➢ Clarify program goals, processes and outcomes for better planning
➢ Programs comparisons
➢ Fully examine and describe effective programs for duplication elsewhere

Thank attendees for your participation.

If you are interested, I offer to send summary of final report.
Provide contact information in event of further thoughts or ideas to be passed on.

Please, send back the survey to:

Fernando Ojeda

profesor-ciencias@ecotopia-educacion.org
PREVIOUS QUESTIONS

1. Country: ________________
2. How many students are involved in the program in your school?:
3. Student’s ages:
4. Your subject area(s):
5. Have you ever participate in an environmental collaborative online project before? Yes No
6. How experienced in ICT (Information and Communication Technologies) are you? Inexperienced 1 2 3 4 5 6 7 Very experienced
7. How experienced in Environmental Education are you? Inexperienced 1 2 3 4 5 6 7 Very experienced
8. Are you satisfied with pedagogical quality of the program? Not at all 1 2 3 4 5 6 7 Very happy
9. Does the program provide for you what you expected? Nothing at all 1 2 3 4 5 6 7 More than expected
10. Do you feel your students are engaged with the program? Not at all 1 2 3 4 5 6 7 Very engaged
11. Compel the online program to take action in the environment? Nothing at all 1 2 3 4 5 6 7 A lot
12. Why did you choose this program? ________________________________
13. Would you do this again? Yes No
14. Would you recommend the program to another teacher? Yes No
1. PROGRAM’S AIMS AND OBJECTIVES

15. Aims are coherent with Environmental Education (awareness, knowledge, attitudes, skills, participation)

   Strongly disagree 1 2 3 4 5 6 7  Strongly agree

16. Aims are grounded in a real-world context that is specific to age and country where learners are

   Strongly disagree 1 2 3 4 5 6 7  Strongly agree

17. Program’s learning objectives match with your learning objectives

   Strongly disagree 1 2 3 4 5 6 7  Strongly agree

18. Objectives are aligned with curriculum issues with suitable, coherent and pertinent way

   Strongly disagree 1 2 3 4 5 6 7  Strongly agree

19. Goals are relevant to students’ lives?

   Strongly disagree 1 2 3 4 5 6 7  Strongly agree

20. Program cover the subject you teach in sufficient breadth and depth to meet your objectives

   Strongly disagree 1 2 3 4 5 6 7  Strongly agree

21. Score which ENO goals is the most interesting for you? (from 1 for the least interesting to 4 for the most interesting)
   A) to study to learn co-operationally in web community
   B) to learn new skills in ICT
   C) to deepen environmental themes in education
   D) to add global awareness and internationality

22. Which are the most important targets that could have every online collaborative program about environment education?

   __________________________________________

23. Significant deficiencies (about project’s aims and objectives)

   __________________________________________

24. Suggestions and other comments about program’s aims and objectives

   __________________________________________
2.- CONTENTS / THEMES

25. Contents are coherent with relevant aspects of the Education for the Sustainability (relevant, holistic, values based, issues centred, action orientated, critic)
   
   Strongly disagree 1 2 3 4 5 6 7  Strongly agree

26. Presence of these aspects is balanced (none of them take precedence over others)
   
   Strongly disagree 1 2 3 4 5 6 7  Strongly agree

27. There are instruments to adapt contents to previous knowledge of students
   
   Strongly disagree 1 2 3 4 5 6 7  Strongly agree

28. There are concepts, procedure (methods) and attitudes contents?
   
   Strongly disagree 1 2 3 4 5 6 7  Strongly agree

29. Contents are aligned with curriculum issues with suitable, coherent and pertinent way
   
   Strongly disagree 1 2 3 4 5 6 7  Strongly agree

30. Themes are interesting to the pupils
   
   Strongly disagree 1 2 3 4 5 6 7  Strongly agree

31. Quantity (of the subject matter), quality (appropriateness, style, language, up-to-date information) and scientific value (accuracy, validity) are suitable for your students
   
   Strongly disagree 1 2 3 4 5 6 7  Strongly agree

32. Score which issues or point of view are more interesting for you (from 1, the least interesting, to 4, the most interesting)
   
   a. The Place We Live ________  
   b. This Is Our Nature ________  
   c. The Way We Live ________  
   d. This Is Our Culture/Lifestyle ________

33. Suggestions and other comments about contents/themes
   
   (Additional comments)

34. Significant deficiencies (about contents/themes)
   
   (Additional comments)
3.-ACTIVITIES AND TASKS

35. Activities and tasks are coherent with objectives and contents

Strongly disagree 1 2 3 4 5 6 7  Strongly agree

36. The difficulty of the project supposes a challenge adapted to the participants. They are "user-friendly", operative and easy to carry out

Strongly disagree 1 2 3 4 5 6 7  Strongly agree

37. Activities and tasks go fundamentally directed to understand conceptual contents

Strongly disagree 1 2 3 4 5 6 7  Strongly agree

38. They cause an affective intervention in the environment and relations with the same one

Strongly disagree 1 2 3 4 5 6 7  Strongly agree

39. Activities stimulate to create teams and promote collaboration

Strongly disagree 1 2 3 4 5 6 7  Strongly agree

40. Activities and tasks respond respond to a "student centered" and "open" vision of learning

Strongly disagree 1 2 3 4 5 6 7  Strongly agree

41. Practice activities prepare learners to apply what they learn to their own lives

Strongly disagree 1 2 3 4 5 6 7  Strongly agree

42. What activities would you recommend for the next schoolyear?

---------------------------------------------------------------------

43. More significant deficiencies about activities and tasks

---------------------------------------------------------------------

44. Suggestions

---------------------------------------------------------------------
4-METHODOLOGY

45. Methodology constitutes the best way to carry out the proposed aims.
   Strongly disagree 1 2 3 4 5 6 7 Strongly agree

46. The planning of the online program forces the dynamic of the classes and lectures
   Strongly disagree 1 2 3 4 5 6 7 Strongly agree

47. The program is truly collaborative
   Strongly disagree 1 2 3 4 5 6 7 Strongly agree

48. Learners can decide which parts of the course to take, in which order, and at what pace
   Strongly disagree 1 2 3 4 5 6 7 Strongly agree

49. Methodology create exciting and enjoyable learning situations that teach to all learning styles,
    promote life-long learning, and celebrate the beauty of nature.
   Strongly disagree 1 2 3 4 5 6 7 Strongly agree

50. Make short comments on these learning modules:
    a. ENO Material
       --------------------------------------------------------------
    b. Chats
       --------------------------------------------------------------
    c. Eun-Community (ENO Forum)
       --------------------------------------------------------------
    d. ENO Learning Diary
       --------------------------------------------------------------
    e. Other tools you used for learning:
       --------------------------------------------------------------

51. Have you used our summarized material (pdf and web files, video material) in your learning
    or outside your classroom? Please tell us about them.
       --------------------------------------------------------------

52. What was the most difficult thing to cope with during school year? (Time, Equipment, Access
    to computers, Language, Too much work, Some other, what?)
       --------------------------------------------------------------

53. More significant deficiencies about methodology
       --------------------------------------------------------------

54. Suggestions
       --------------------------------------------------------------
5-CHARACTERISTICS OF THE PROGRAM AND MATERIALS

55. The Program is easy to carry out considering the dynamics of the schools
   Strongly disagree  1 2 3 4 5 6 7  Strongly agree

56. There are opened proposals to the possible adaptations and suggestions that can make the teachers
   Strongly disagree  1 2 3 4 5 6 7  Strongly agree

57. The program has precise and relevant materials
   Strongly disagree  1 2 3 4 5 6 7  Strongly agree

58. The program should be multilingual(at least in its fundamental sections)
   Strongly disagree  1 2 3 4 5 6 7  Strongly agree

59. It is adaptable at different levels or cultures
   Strongly disagree  1 2 3 4 5 6 7  Strongly agree

60. The information offered to learners is accurate and current?
   Strongly disagree  1 2 3 4 5 6 7  Strongly agree

61. Which would the suitable curricular frame be in which the program would have to be developed?
   ----------------------------------------------------------------------

62. What type of documentation should be useful for participants?
   ----------------------------------------------------------------------

63. More significant deficiencies
   ----------------------------------------------------------------------

64. Suggestions
   ----------------------------------------------------------------------
6- PROJECT DEVELOPMENT AND PARTICIPATION POSSIBILITIES

65. The program can be easily used to promote complementary activities
   Strongly disagree 1 2 3 4 5 6 7  Strongly agree

66. The program can be used with application to the daily life.
   Strongly disagree 1 2 3 4 5 6 7  Strongly agree

67. The proposed activities by the program can easily be incorporated to the curriculum program
   Strongly disagree 1 2 3 4 5 6 7  Strongly agree

68. The program promotes the creation of independent networks
   Strongly disagree 1 2 3 4 5 6 7  Strongly agree

69. The material can become the origin of an interest center it programming and to favour the elaboration of a project to provide a context in the scholar organization
   Strongly disagree 1 2 3 4 5 6 7  Strongly agree

70. Did you use the program as part of any extra-curricular activities
    Yes   No

71. What issues must be dominated by the teachers to success with the program?
    ---------------------------------------------------------------------

72. How do you fit ENO into your school curricula? Do you have it as a part of it or as an extra-mural activity, club?
   ----------------------------------------------------------------------

73. More significant deficiencies about project development and participation possibilities
    ----------------------------------------------------------------------

74. Suggestions
    ----------------------------------------------------------------------
7- EVALUATION

75. Evaluation methodology is coherent with the proposed aims
   Strongly disagree  1 2 3 4 5 6 7  Strongly agree

76. There are instruments or specific strategies of evaluation for concepts, procedural and attitudes
   Strongly disagree  1 2 3 4 5 6 7  Strongly agree

77. Evaluation is well integrated in the set of activities
   Strongly disagree  1 2 3 4 5 6 7  Strongly agree

78. The diary or other ways of evaluation measure the profits of the learning process
   Strongly disagree  1 2 3 4 5 6 7  Strongly agree

79. There are sufficient feedback mechanisms that help the students to recognize and to correct his errors and bad concepts
   Strongly disagree  1 2 3 4 5 6 7  Strongly agree

80. Assign a value to the techniques you could use to evaluate learning process (from 1 not interesting to 4 very interesting)
   a. assessment an self-assessment
   b. exercises and/ or examinations
   c. self-assessment exercises
   d. instant-assessment exercises (multiple-choice, yes no, etc)
   e. system feedback on students progress
   f. online surveys and questionnaires
   g. email address for feedback on-screen feedback forms discussion forum for course quality
   h. online focus groups asignar
   i. Others

81. Assign a value to methodology that could be more suitable for evaluating the program (from 1 not interesting to 4 very interesting)
   a. Games and activities of roll
   b. Simulations of future
   c. Manual activities
   d. Observation of the behavior of the student
   e. Interviews
   f. Questionnaires and questions
   g. Others (which)
   h. Focus Group
   i. Student art work
   j. Feedback form
   k. Diary

82. How could we measure changes of attitudes and aptitudes of learners participating this project?
   -----------------------------------------------------------------------------------------

83. More significant deficiencies
   -----------------------------------------------------------------------------------------

84. Suggestions
   -----------------------------------------------------------------------------------------
8-DESIGN, USABILITY, AESTHETICS AND TECHNICAL ISSUES

85. The audio-visual environment of the site is attractive and has a good quality
   Strongly disagree 1 2 3 4 5 6 7 Strongly agree

86. The program runs suitably in the computers that the students have
   Strongly disagree 1 2 3 4 5 6 7 Strongly agree

87. The contents multimedia are balanced to contribute pedagogical sustenance and not to distract the students.
   Strongly disagree 1 2 3 4 5 6 7 Strongly agree

88. Learners take the program without having to obtain and install additional software
   Strongly disagree 1 2 3 4 5 6 7 Strongly agree

89. Navigation and access mechanisms (menus, browsing trails, maps, indexes) are sufficient for learners to find specific items of content?
   Strongly disagree 1 2 3 4 5 6 7 Strongly agree

90. A trustworthy execution exists, suitable speed of access and the pages and other components are loaded fast
   Strongly disagree 1 2 3 4 5 6 7 Strongly agree

91. The home page is designed attractively and will entice my students to further exploration
   Strongly disagree 1 2 3 4 5 6 7 Strongly agree

92. The environment is adaptable and supports collaborative work
   Strongly disagree 1 2 3 4 5 6 7 Strongly agree

93. Graphics (illustrations, photographs, graphs, diagrams, etc) are used appropriately
   Strongly disagree 1 2 3 4 5 6 7 Strongly agree

94. Will the course be accessible to those with visual and hearing impairments?
   Strongly disagree 1 2 3 4 5 6 7 Strongly agree

95. More significant deficiencies
   ---------------------------------------------------------------------

96. Suggestions
   ---------------------------------------------------------------------
You are finished! Thank you for your participation.
Thank attendees for participation.

Please, send survey to:

Fernando Ojeda Barcelo

Professor-ciencias@ecotopia-educacion.org
ANEXO 7.2
Gráficas del cuestionario a los profesores participantes en ENO

**CUESTIÓN 6:** ¿Ha participado en algún programa colaborativo online de Educación Ambiental para la Sostenibilidad?

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**CUESTIÓN 7:** ¿Cómo de experimentado se considera en TICs (Tecnologías de la Información y Comunicación)?

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MEDIA: 5.32
CUESTIÓN 19:
Los objetivos del programa tienen relación con sus objetivos curriculares de manera adecuada y pertinente

CUESTIÓN 20:
El programa cubre la asignatura que enseña con suficiente profundidad para alcanzar sus objetivos
CUESTIÓN 25:
Los contenidos son coherentes con aspectos relevantes en Educación Ambiental para la Sostenibilidad

MEDIA: 5,95

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CUESTIÓN 26:
La presencia de estos aspectos está equilibrada y uno no predomina sobre otro

MEDIA: 5,72

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CUESTIÓN 27: Existen instrumentos para adaptar los contenidos a los conocimientos previos de los estudiantes

*MEDIA: 3,95*

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CUESTIÓN 28: Existen contenidos conceptuales, procedimentales y actitudinales

*MEDIA: 5,69*

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CUESTIÓN 31:
La cantidad de las materias ofrecidas, la forma de plantear el tema (el lenguaje, puesta al día de la información) y el valor científico son bien llevados por los alumnos

MÉDIA: 5,56

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CUESTIÓN 38:
Las actividades y las tareas propuestas son coherentes con los objetivos y los contenidos

MÉDIA: 5,9

| Porcentajes (%) | 0 | 0 | 2 | 7 | 10 | 60 | 21 |
CUESTIÓN 26:
La dificultad del programa supone un reto adaptado a los participantes, y es suficientemente operativo y fácil de llevar a cabo.

CUESTIÓN 27:
Las actividades y las tareas se dirigen fundamentalmente a comprender contenidos conceptuales.
CUESTIÓN 38: Las actividades y tareas generan una intervención efectiva en el medio y una profunda relación con él

CUESTIÓN 39: Las actividades estimulan a crear equipos y promueven colaboración
CUESTIÓN 40:
Las actividades y tareas responden a una visión del aprendizaje abierto y controlado en el alumno

MEDIA: 4,8

Porcentajes (%)
1 2 3 4 5 6 7
2 12 12 12 19 24 19

CUESTIÓN 41:
Las actividades prácticas lo sirven al alumno a aplicar lo que aprendió en sus propias vidas

MEDIA: 5,3

Porcentajes (%)
1 2 3 4 5 6 7
0 5 2 12 43 14 24
CUESTIÓN 45:
La metodología elegida constituye la mejor forma para conseguir los objetivos propuestos.

CUESTIÓN 46:
La puesta en marcha del programa en clase fuerza la dinámica de los mismos.
**CUESTIÓN 47:**
El programa es verdaderamente colaborativo

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**MEDIA: 5.32**

**CUESTIÓN 48:**
Los docentes pueden decidir qué partes del programa llevar a cabo, en qué orden y qué relevancia dar

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**MEDIA: 4.22**
CUERNA 48:
La metodología crea situaciones de aprendizaje divertidas e interesantes que promueven aprendizaje a largo plazo y realzan la belleza de la naturaleza.

MÉDIA: 5,7

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CUERNA 55:
El programa es fácil de llevar a cabo teniendo en cuenta la dinámica de las clases.

MÉDIA: 5,02

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CUESTIÓN M:
Existen propuestas abiertas a las posibles adaptaciones y sugerencias que pueden hacer los profesores participantes.

CUESTIÓN S7:
El programa ofrece materiales precisos y relevantes.

Porcentajes(%)
CUESTIÓN 66:
El programa puede ser utilizado para aplicarlo en la vida diaria

CUESTIÓN 67:
Las actividades propuestas pueden ser incorporadas fácilmente al currículum escolar
CUESTIÓN 68:
El programa promueve la creación de redes independientes

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MEDIA: 5,83

CUESTIÓN 69:
El material se puede convertir en un centro de interés en el contexto de la organización escolar

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MEDIA: 5,91
CUESTIÓN 78: El diario mide adecuadamente los avances del proceso de aprendizaje

CUESTIÓN 79: Existen suficientes mecanismos de feedback que ayudan a los alumnos a reconocer y corregir sus errores y fracasos.
CUESTIÓN III:
La página web del programa corre adecuadamente en los ordenadores que tienen sus estudiantes.

 MEDIA: 5,72

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CUESTIÓN IV:
El entorno audiovisual del sitio web es atractivo y tiene buena calidad.

 MEDIA: 4,09

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CUESTIÓN 38:
La página web del programa corre adecuadamente en los ordenadores que tienen sus estudiantes.

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<td>6</td>
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<tr>
<td>7</td>
<td>43</td>
</tr>
</tbody>
</table>

MÉDIA: 5.72

CUESTIÓN 37:
Los contenidos multimedia están equilibrados para contribuir a un buen sustento pedagógico y no distraer a los estudiantes.

<table>
<thead>
<tr>
<th>Nivel</th>
<th>Porcentajes(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>23</td>
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<tr>
<td>5</td>
<td>23</td>
</tr>
<tr>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>7</td>
<td>11</td>
</tr>
</tbody>
</table>

MÉDIA: 4.58
CUESTIÓN 88:
El sitio web está libre de errores de producción

<table>
<thead>
<tr>
<th></th>
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<th>2</th>
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<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Porc. (%)</td>
<td>0</td>
<td>6</td>
<td>9</td>
<td>3</td>
<td>24</td>
<td>36</td>
<td>21</td>
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</tbody>
</table>

MEDIA: 5.34

CUESTIÓN 89:
Los estudiantes pueden desarrollar el programa en sus ordenadores sin necesidad de instalar software adicional

<table>
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<tr>
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<th>4</th>
<th>5</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Porc. (%)</td>
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<td>11</td>
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MEDIA: 5.97
CUESTIÓN 90:
Los mecanismos de acceso y navegación son suficientes para que los estudiantes encuentren cosas concretas

MEDIA: 4,68

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</tr>
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<tbody>
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<td>Porcentajes(%)</td>
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CUESTIÓN 91:
La velocidad es adecuado y las páginas y otros componentes se cargan rápidamente

MEDIA=5,31

<table>
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</thead>
<tbody>
<tr>
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<td>9</td>
<td>11</td>
<td>20</td>
<td>17</td>
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</table>
CUESTIÓN 2:
La página principal está diseñada de forma atractiva y anima a los estudiantes a una exploración profunda

![Graph 1]

MEDIA = 4,38

<table>
<thead>
<tr>
<th>Porcentajes(%)</th>
<th>1</th>
<th>2</th>
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CUESTIÓN 3:
El entorno del sitio web es adaptable y favorece el trabajo colaborativo

![Graph 2]

MEDIA = 5,05

<table>
<thead>
<tr>
<th>Porcentajes(%)</th>
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<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>9</td>
<td>12</td>
<td>24</td>
<td>32</td>
<td>15</td>
</tr>
</tbody>
</table>