

# **ANEXOS**

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## **Capítulo 7**

## **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 estrategies 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](mailto: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 Enviromental 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 enganged
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?  
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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?

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

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24. Suggestions and other comments about program's aims and objective

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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  
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34. Significant deficiencies (about contents/themes)  
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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 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?  
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43. More significant deficiencies about activities and tasks  
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44. Suggestions  
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#### 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  
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  - b. Chats  
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  - c. Eun-Community (ENO Forum)  
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  - d. ENO Learning Diary  
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  - e. Other tools you used for learning:  
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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.  
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52. What was the most difficult thing to cope with during schoolyear? ( Time, Equipment, Access to computers, Language, Too much work, Some other, what? )  
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53. More significant deficiencies about methodology  
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54. Suggestions  
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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 ?  
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62. What type of documentation should be usefull for participants?  
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63. More significant deficiencies  
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64. Suggestions  
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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 in 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?  
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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?  
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73. More significant deficiencies about project development and participation possibilities  
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74. Suggestions  
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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-asesment 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?  
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83. More significant deficiencies  
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84. Suggestions  
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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  
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96. Suggestions  
  
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You are finished! Thank you for your participation.  
Thank attendees for participation.

Please, send survey to:

Fernando Ojeda Barcelo

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## ANEXO 7.2

### Gráficas del cuestionario a los profesores participantes en ENO

















































































