

# Appendix B

## Classroom Pilot Test Lessons

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**For Instructors of NIA Pilot Test Classes – Please Use this Opening Statement at the beginning of each class.**

## OPENING STATEMENT

### **(1)**

Good morning and welcome.

My name is \_\_\_\_\_ and I will be teaching the class today.

Joining me this morning is \_\_\_\_\_, another instructor who will be observing today's class.

Other observers here today are Doug and Debby who are contractors on the project and Stephanie who is from the National Institute on Aging, part of the National Institutes of Health. The National Institute on Aging has contracted with Doug to conduct this project.

### **(2)**

The reason you are here today is to take part in a class that will test two lessons from a trainer's guide that is currently being developed by the National Institute on Aging.

### **(3)**

The purpose of these lessons is to teach older adults to learn how to easily access health information from web sites sponsored by the

**For Instructors of NIA Pilot Test Classes – Please Use this Opening Statement at the beginning of each class.**

National Institutes of Health. The lessons you will participate in today are only two of twelve that are being developed. The other lessons are being tested with other groups of older adults in other parts of Maryland. By participating in the pilot testing of one of the lessons from the guide, you will help the project team to see how well the lessons work for older adults.

**(4)**

Once all the lessons have been tested with older adults, they will be revised and compiled into a guide that will be sent to computer instructors in senior centers, public libraries, and retirement communities around the country. These computer instructors will use the guide with the older adults they teach who are interested in learning how to find credible and reliable health information on the Internet.

**(5)**

As I mentioned, the guide contains 12 lessons. The lessons are not being tested in the order that they will appear in the guide. For example, today's lessons are lesson number 1 and number 4. Lesson one will focus on the basics of using the Internet. Lesson four will focus on the NIHSeniorHealth web site which was developed by the National Institutes of Health specifically for adults 60 and older.

**For Instructors of NIA Pilot Test Classes – Please Use this Opening Statement at the beginning of each class.**

**(6)**

At the end of the today's lesson, you will be asked to complete a written survey about your reactions to the lesson. After that, Doug will ask you a few questions about your experience today.

**(7)**

Before we get started with the lesson, are there any questions about why we are here, or what we will be doing?

## **Procedures for Pilot Testing**

*(Plan to spend 2 ½ - 3 hours at the session, including the lesson and the follow-up surveys)*

### **(A) To Prepare for the Pilot Testing**

1. Read through the entire lesson.
2. Read the Opening Statement.
3. Note the required handouts, including the Glossary, and make sure you have enough copies for each student.
4. Be prepared to follow the lesson plan as written.

### **(B) Before the Lesson**

1. Pre-set students' computers to the appropriate web site.
2. Write the Lesson Overview on the blackboard:

**Welcome to pilot testing for  
"Health on the Web for Older Adults:  
Learning to Use NIHSeniorHealth and MedlinePlus"**

- Today's lesson: [Title]  
(Lesson 10 of 12)
- Today's Goals:
  - 1.
  - 2.
  - 3.
  - 4.
- (Any other information you think is relevant.)

3. Welcome the students.
4. Read the Opening Statement.

### **(C) The Lesson**

- 1. Begin with the Getting Started section, making sure to use the Glossary to go over the terms listed for this lesson.**
- 2. Follow all the steps of the lesson plan in the sequence given.**
- 3. Be sure to provide the handouts at the appropriate times.**
- 4. Make sure to do the Checking for Understanding exercise(s) at the end.**
- 5. With these exercises, be sure to read the instructions aloud to students.**

### **At the End of the Lesson**

- 1. Conclude the class by drawing students' attention back to the goals on the blackboard and reiterate what was covered.**

### **After the Lesson**

- 1. The instructor and observer will leave the classroom to complete their surveys.**
- 2. Doug will pass out the surveys to the students for them to complete.**
- 3. After the students have completed their surveys, Doug will lead them through a brief (10-15 minute) discussion about the class. (This discussion will focus on the elements of the lesson, and not on how well the instructor taught the class.)**
- 4. Both the instructor and the observer will return to the room.**
- 5. After the students leave, both the instructor and observer will have a short de-briefing with Doug and Stephanie.**

## HEALTH ON THE WEB FOR OLDER ADULTS FOR THE INSTRUCTOR

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### This lesson has both scripted and unscripted sections.

- The ***scripted sections*** appear in boxes running across the page, enclosed in quotation marks. These sections provide a transition between the different parts of the lesson, introduce handouts, and set the scene for upcoming activities. Verbalizing the ***scripted sections*** as written is essential to providing a smooth and logical flow to the lessons.
- The ***unscripted sections*** are the steps in the lesson plan. They appear under the ***scripted sections*** as numbered items in a list going down the left side of the page.
- At first, it may feel somewhat awkward for an experienced instructor to use a scripted approach. However, this approach helps keep you on track and, if practiced beforehand, does not appear awkward to students.

### This lesson is designed to be interactive and to encourage students to verbally participate in the class.

- The lesson plan includes a number of techniques to keep students verbally engaged in the class. Using these techniques will help students participate fully in the class and delve more deeply into the health and Web issues they find important.
- Creating an environment which encourages students to respond verbally and to engage in discussion also makes it easier for the instructor to know when students are following the lesson and when they may be off track.

## HEALTH ON THE WEB FOR OLDER ADULTS FOR THE INSTRUCTOR

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### Here are techniques in the lesson plan that encourage interactivity and verbal participation by students:

- Asking students specific questions about what they see on the web page, what they have just learned, or what navigational step they might take next.
- Having a student read the content on a web page aloud. This lets all students know where they should be at a given point in the lesson. It also gives the instructor a chance to find out if everyone is at the same place.
- Asking various students to read aloud the information on handouts.
- Asking students to participate in scripted role plays.
- Asking students to discuss certain issues with their neighbor, often followed up by group sharing.
  - ➔ This “two-tiered” sharing approach ensures that shy students who hesitate to share with the entire class will have a chance to express themselves.
  - ➔ The conversation between two students usually brings up points that are relevant for the entire group, and those points can flow out more quickly during the group discussion.



## This lesson is designed to move at a slower pace.

The lesson encourages you to give students sufficient time to:

- practice the navigation techniques you show them
- thoroughly read the pages they see on their screens
- absorb the meaning of terms from the **Glossary**
- come up with answers to questions you ask them.

## Using Handouts

-  This icon indicates that a handout is required.
- The handouts consist of activities, fact sheets, role plays and questionnaires that support the steps in the lesson plan.
- Pass out each handout as it is needed. This avoids confusion about which handout to use for a given exercise and also prevents students from reading ahead.

## Using Screen Shots

- The screen shots provide a way to help students navigate to the places on the web site they learned about in class.
- Except where indicated (i.e. as with the **Main Menu** screen shot), hand out the screen shots at the END of the lesson.
- A screen shot appears on most pages of the lesson plan to show the instructor which web page is being discussed.



## Using Questions and Answers

- At various points in the lesson, this icon appears,  indicating that you should ask the class a question.
- Usually, the answer to the question appears in brackets.  
*[To enter the web site, click on “Click to Begin”.]*
- These answers are provided so you will know the correct response, but you should aim to have the students come up with the answer themselves.
- After asking the question, make sure you give students enough time ( i.e., 8-10 seconds) to answer.
- Provide the correct answer only after several students have tried and failed to come up with the right answer.
- If there is a long silence after you pose the question, try prompting students with further questions to see if they can come up with the answer. Example:

 **Instructor:** To enter the web site, what would you do?  
*[Answer: Click on “Click to Begin”.]*

**Students:** (No response.)

**Instructor:** Is there anything on this page, a link perhaps, that you could click on?

**Students:** (No response, or incorrect response.)

**Instructor:** Try looking in the lower-right hand corner.

**Students:** Oh! You can click on “Click to Begin”!

**Instructor:** Right!

Photograph and Video Release for  
National Institute on Aging InterNet Curriculum  
Pilot Test Classes

We would like your permission to photograph/video tape during your participation in the NIA Pilot Classes. These photographs and short video clips, unless you give permission otherwise, would be used in reports to NIA to illustrate classroom activities during the Pilot Test. **No addresses or telephone numbers will ever be included in conjunction with a name or picture.**

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- I hereby grant to the NIA representative permission to take and use photographs and/or video tape of me during the class sessions in order to illustrate classroom activities for reports to NIA:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

- I prefer not to be photographed or video taped during class.

much!

Thanks very

**class and session: 1a**

**lesson: #7 Exploring "Exercise and Older Adults"**

**date:** Friday, December 16, 2005

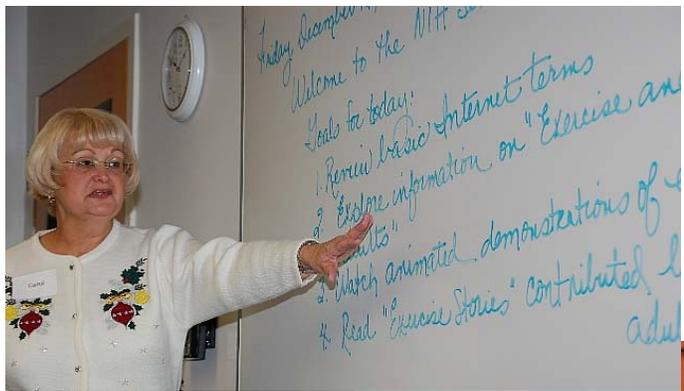
**time:** 10 AM-noon

**location:** Amy Lynn Ferris Adult Activity Center  
100 Schaubert Road  
Chestertown, MD 21620

**team:** pilot test-rural

**teacher:** Carol Bell

**observer:** Kay Crouch



**class and session: 1b**

**lesson: # 10 Intermediate Navigation: "Dictionary", "Health Topics", "Search**

**date:** Monday, December 19, 2005

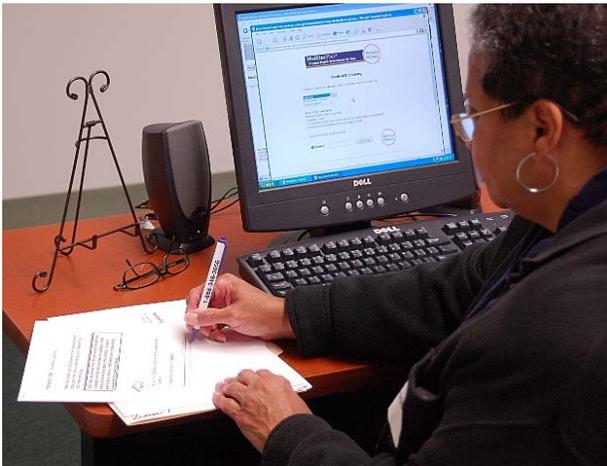
**time:** 10 AM-noon

**location:** Amy Lynn Ferris Adult Activity Center  
100 Schaubert Road  
Chestertown, MD 21620

**team:** pilot test-rural

**teacher:** Kay Crouch

**observer:** John Terebey



**class and session: 2a**

**lesson: # 3 Introducing NIHSeniorHealth: The Main Menu**

**date:** Wednesday, December 14, 2005

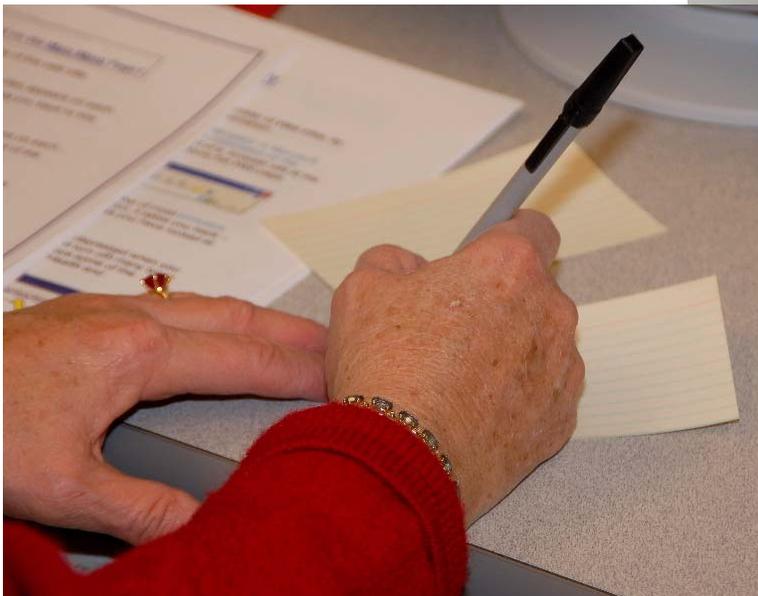
**time:** 9:30-11 AM

**location:** Calt Bldg., Rm 138  
Anne Arundel Community College  
Arnold, MD

**team:** pilot test-urban

**teacher:** Staton Kaufman

**observer:** Michael Alloy



**class and session: 2b**

**lesson: # 9 Intermediate Navigation: "Introduction to MedlinePlus"**

**date:** Wednesday, December 21, 2005

**time:** 9:30-11 AM

**location:** Calt Bldg., Rm 138  
Anne Arundel Community College  
Arnold, MD

**team:** pilot test-urban

**teacher:** Michael Alloy

**observer:** Don Hancock



**class and session: 3a**

**lesson: # 5 Navigating the Health Topics: Videos and Quizzes**

**date:** Tuesday, January 31, 2006

**time:** 6:30 PM

**location:** Bowie Senior Center  
14900 Health Center Dr  
Bowie, MD 20716

**team:** pilot test-suburban

**teacher:** Fred Hanna

**observer:** Dick Smith



**Summary of wrap-up discussion (total time:16:34 min.)**

Doug (1:00) – I'll start by making a couple of comments and then we'll create an open discussion

(1:50)The first thing is that I thought Fred did an excellent job of sequencing through the lesson in a very professional and careful way. There was only one point, and I don't think it was Fred's fault, where it went off track, and that was when Dick said, "you have to go through the screens first." What Fred said was, "Now we're going to take a quiz," and what Dick did when he went up to the front, was page through the screens. And that was an unclarity in the lesson itself, because the instructor saw "take a quiz" first, and not "page through".

(2:35)The second observation that I'll make is that I thought that the paired discussion needed more direction, however, the students thought not.

Those are my quick observations, and I'll turn it back to Fred for his reactions...

Fred (3:08) – As to the point about the student discussions, there weren't really any guidelines, and it sounded like the students were willing to kind of jump in and start discussing. I'm not sure whether what they got out of it achieved the objective in terms of what you (NIA) learned from it. Sounds like they were comfortable, but if you want it to go in a specific direction, maybe some guidelines need to be put in.

Stephanie (3:55) – What kind of guidelines would you suggest?

Doug – Perhaps something like, "Ask your partner what was the most important thing to them in that video." Or something that would stimulate a conversation among strangers. Provide students with some questions to ask each other; some ways to structure the discussion. I say this, recognizing that the students didn't feel that they needed that. It may be up to the instructor to notice if there is a pair of students struggling with how to talk to each other. Then the instructor could suggest some questions to get them started.

Stephanie (4:54) – They do have the handouts that they filled out earlier – do you think that is not enough structure?

Fred (5:05) – Also there was a point where we wanted them to discuss the video...

Doug – That's where it was – it was very open-ended.

Stephanie (5:13) – So perhaps there should be a more specific question about the video.

Fred – or maybe we could give them a couple of ideas to think about when they are talking about the video.

Doug (5:22) – Good idea.

Francis (5:25) – I was thinking, when you looked at a number of videos, you might want to pick out a particular illness or something specific like that. What I observed was that there were several different topics of discussion; this group was talking about diabetes, because that was the experience of one of the ladies, but...

Doug (5:57) – I did notice that there were 4 or 5 different videos about diabetes and one question might be, as a group discussion, "Which video did you choose, and why did you choose this one versus that one?" That would be a compare and contrast exercise for the whole group.

(6:22) Time wise, I thought the lesson was very well scheduled. That's to the credit of the curriculum, because it was followed very closely. So time wise, it was very much on target, finishing 15-20 minutes under 90 minutes, which is the outside. So if there was more discussion it would go to 90 minutes easily.

Fred (6:52) – Early on when I asked for questions, people were either shy or didn't have anything to add. Obviously if they did each time, that would add time.

Stephanie (7:13) – One thing we had tried to have at the beginning was, on the sheet about Maria's characteristics, to have each of the students read one – just to get them started talking. That needs to be made clear, because if they each read a characteristic, they start to hear their own voices in the classroom early on.

Doug (7:36) – So a little instruction to the instructor to have the students do that – that's a very good point. Fred went through that very quickly.

Fred (7:50) – But then we revisited it and, from my perspective, it was more engaging to the students; I was saying, "Well, what can Maria do?" and people were giving out answers, whereas, when I originally ... that was probably a miscue on my part, because I started reading her stats when in reality I should have been reading them later on...

Stephanie (8:10) – No, that was the right time to read them, but maybe the students should read them at that point.

Fred (8:15) – It was kind of a flow thing, as I was discussing earlier with Dick. My style is more natural and off-the-cuff. It was difficult to follow the script closely, and the transitions felt awkward. But I was trying to follow Doug's directions to stay as close to the script as possible.

Doug (8:45) – How did the reading out-loud of the transitional quotes work for you?

Fred – It was good to help me keep on track with the information, but also it felt awkward.

Doug – You didn't look awkward.

Fred (9:04) – It just felt awkward in the sense that I'm used to teaching material that I'm very familiar with and it just kind of flows naturally. It was difficult to find the balance: reading the script to stick to it as close as possible, and still have it come off sort of natural and not like a robot.

(9:52) Reading the "transition points" definitely helped me stay on target in terms of what topic I was on and also keeping on top of not going too fast, not going too slowly, speaking clearly and keeping a nice even pace.

Doug (10:46) – Dick, How about you as an observer. I noticed you were helping the students quite a bit. Did you feel that was necessary, or could Fred have managed it alone?

Dick (10:58) – There were 2 or 3 people who accidentally clicked on a wrong link, so they went off in a wrong direction and didn't know how to get back. You don't know that if you're standing at the front of the room; you can't see where they are and most of them are kind of puzzled at first – they won't immediately raise their hand and say, "oops! You lost me," So you really need to have an assistant to make sure they're all on the same page.

Fred (11:50) – Or, if you're going to be solo, doing it from the back of the class, so you can observe what's on their screens. The set-up in here, where they have a reference point with the white monitors helps out, but having an assistant (or 2) is certainly beneficial.

Doug (12:25) – Francis, how about from your perspective...

Francis (12:31) – I noticed that the lady who came in late, Martha, was trying to catch up. There's pressure there, so she was clicking on things real quick... So I was trying to help her relax and get into the flow with the rest of the class. I couldn't catch up with the video, because she went off in one of those other

directions, so I told her to just relax and watch the center screen, because I didn't want her to miss the main content.

Doug (13:22) – Do you think the phrase “just relax” or something like that is a good phrase to use with a student?

Francis – I think if they're stressed and moving fast like that you need to say something to get them calm, and once they get calm, then they can focus.

Dick (14:10) – time alert

Stephanie (14:18) – one last question – I did get the sense that the students were a bit lost sometimes and I didn't know if asking the students to read what is on the screen, to make sure everyone is on the same page, would be a problem for instructors.

Dick (14:44) – A little bit; there are a lot of pages, so it's a timing thing...

Stephanie – Not every page, just to anchor the class...

Fred (15:01) – It's an issue of timing and maybe flow, depending on where you are in the lesson and whether it interferes with a transition from one topic to the next.

Stephanie (15:20) – I was thinking of it as more of a strategic thing, to make sure the class is all on the same page – literally.

Dick – That certainly would do it, but we would need to expand the time to allow for it.

Stephanie – And also say that to the instructors, so they know why.

Dick – I think that's an effective way to do it, to make sure everyone's together.

Stephanie – Thank you so much. Thank you for doing such a wonderful job of following the script.

**class and session: 3b**

**lesson: # 11 Intermediate Navigation: "News" and "Drug Information"**

**date:** Thursday, February 02, 2006

**time:** 6:30 PM

**location:** Bowie Senior Center  
14900 Health Center Dr  
Bowie, MD 20716

**team:** pilot test-suburban

**teacher:** Dick Smith

**observer:** Francis Ennels



**Summary of wrap-up discussion (total time: 16:17 min.)**

- Doug (:17) – Thanks for assiduous following of script and attentions to details of arrangements and preparations. Has several observations to express later, but will begin with Dick’s observations.
- Dick (:49) – Felt this lesson was easier to work with than Tuesday’s; seemed to give more room to maneuver; the material was more interesting to him personally; has some “clerical” corrections which he will email.
- Francis (2:21) – Felt Dick talked slower and seemed easier to follow – his voice was soft, but clear and distinct. He tried to engage the students and encourage them to talk. He followed the script pretty closely, but also inserted natural transitions that suited his personal teaching style.
- Dick (3:39) – Scripted part worked pretty well. His own writing style is more formal than his speaking style, so the script felt a bit stiff. Being able to change a word here or a phrase there helped to make it feel more comfortable.
- Doug (4:25) – Had a reaction similar to Richard’s: at times he felt the lesson was crammed or close. Not fast-paced – just not enough “breathing room”. If the lesson had some direction for the instructor (e.g., “pause for at least 15 seconds”), that would open it up a bit. A 5-second pause seems like an eternity, but 5 seconds for a student who is processing new information is not really enough.
- (6:02) At the beginning of the lesson there was too much silence – perhaps incorporate something to get the students talking.
- Dick (6:42) – Early on the instructions allowed about 5 minutes for students to fill out a form, and this long silence felt awkward.
- Doug (7:08) – This might work fine in a class you’re already familiar with, but for a new class, some kind of ice-breaker would help to get things mixed up a bit and allow the instructor to become more familiar with the sound of the students’ voices.
- (7:43) One other comment – Francis did a good job of moving around and helping students, but in the event an instructor is alone, it would help if, throughout the lesson, there were built-in reminders to the instructor to move around – especially behind the students to be sure all their monitors are still in the right place. Reminders (in addition to the one at the beginning) to tell students to look at the center monitor, or the screen at the front of the room if they get lost would give a little “pace” to the lesson. The students were very happy with the lesson. Richard commented that it was a little too fast for him, and when I asked if others felt that way there was silence initially, but when I said I thought it seemed fast, a couple of others agreed. There’s something there in terms of the timing and pausing.
- Stephanie (9:20) – The lesson covered a lot. Would it help if it focused on 2 topics instead of 3 (News, Drugs and Directories)?
- Dick (9:38) – was mindful of time constraints; if that wasn’t an issue, he probably would have done things a bit differently...
- Stephanie (9:55) – It seemed like a lot for new computer users – the ladies in front had more experience, but the 2 ladies in back were often way behind because they weren’t as facile with the machines.
- Dick (10:10) – It was too much material for them.
- Doug – Maybe a little more interactivity around 2 things would be better than trying to get through 3 things.
- Dick (10:22) –Relative to the two exercises (11a and 11b) – the first one was a quiet exercise where they answered the questions on paper; for the second one I took a different approach, “Let’s go through this together.”
- Doug – Brilliant.
- Stephanie – An excellent call – they couldn’t have done in on their own.
- Debby (10:44) – Liked the use of material on board to reinforce structure of the lesson.

- Doug (11:15) – Might be good to write into the lesson directions for the instructor to refer to “Lesson Outcomes” on the board periodically, not just at the beginning and end, so students and instructor know where they are at all times.
- Francis (11:40) – In the section on herbs, it seemed the cart was before the horse. They answered a question about the rating of the result, but the rating was below that, so they didn’t know what that A, B, C, D, meant because it occurred at the end. Just need to reverse the order of presenting those two things to the students.
- Dick (12:25) – If you have any impact on the web designer, suggest putting that information at the top of the matrix.
- Stephanie (12:43) – Also might be a good idea to choose drugs and supplements that are higher in the alphabet – Coumadin took a long time to scroll to. Also explain what “supplement” means.
- Dick (13:10) – There’s a lot of information that could be added. And I’m actually surprised there was nothing in there about Cannabis...
- Francis (13:34) – In the section with review of terms, it might be good to indicate the page number and sequence them by page #. Noticed students flipping back and forth through the pages trying to figure out where they were.
- Stephanie (13:30) – Or maybe have the instructor say, “turn to page 7, item 9”, for example.  
(14:45) also wonder about passing out the handouts separately as they come up in the lesson, rather than all at once. It seems like this might help avoid students becoming overwhelmed or distracted or confused about which handout to use.
- Doug (15:22) – Personal preference is not to interrupt the flow of the class to pass out different handouts. Rather, put them together in the order they will be referred to and paginate for easy reference.
- Stephanie – But need to include some instructions about how to do that.

**class and session: 4a**

**lesson: # 6 Navigating the Health Topics: FAQs and the Site Map**

**date:** Tuesday, February 14, 2006

**time:** 1:00 PM

**location:** Calt Bldg., Rm 136  
Anne Arundel Community College  
Arnold, MD

**team:** pilot test-urban

**teacher:** Don Hancock

**observer:** Staton Kaufman



**class and session: 4b**

**lesson: # 12 How to Find Reliable Health Information Online**

**date:** Tuesday, February 21, 2006

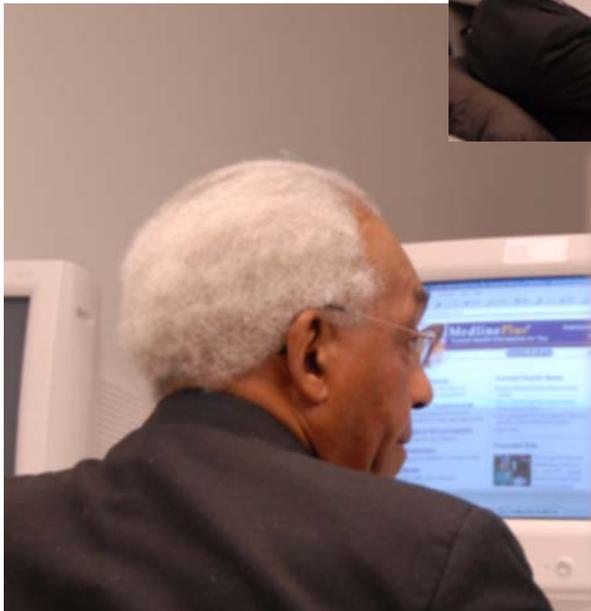
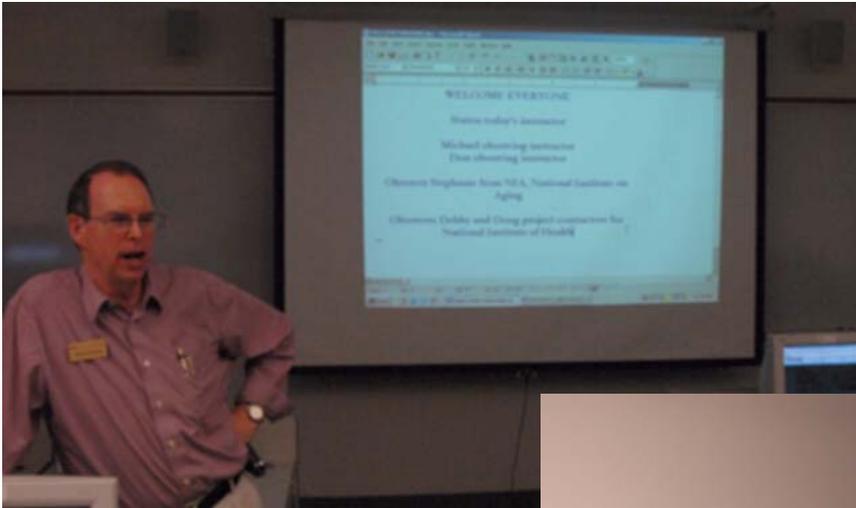
**time:** 1:00 PM

**location:** Calt Bldg., Rm 136  
Anne Arundel Community College  
Arnold, MD

**team:** pilot test-urban

**teacher:** Staton Kaufman

**observer:** Michael Alloy



**class and session: 5a**

**lesson: # 1 Reviewing the Basics**

**date:** Friday, March 03, 2006

**time:** 10:15 AM

**location:** Wicomico County Free Library  
122 S Division St  
Salisbury, MD 21801

**team:** pilot test-rural

**teacher:** Kay Crouch

**observer:** Carol Bell



**class and session: 5b**

**lesson: # 4 Navigating the Health Topics: Chapters and Images**

**date:** Friday, March 03, 2006

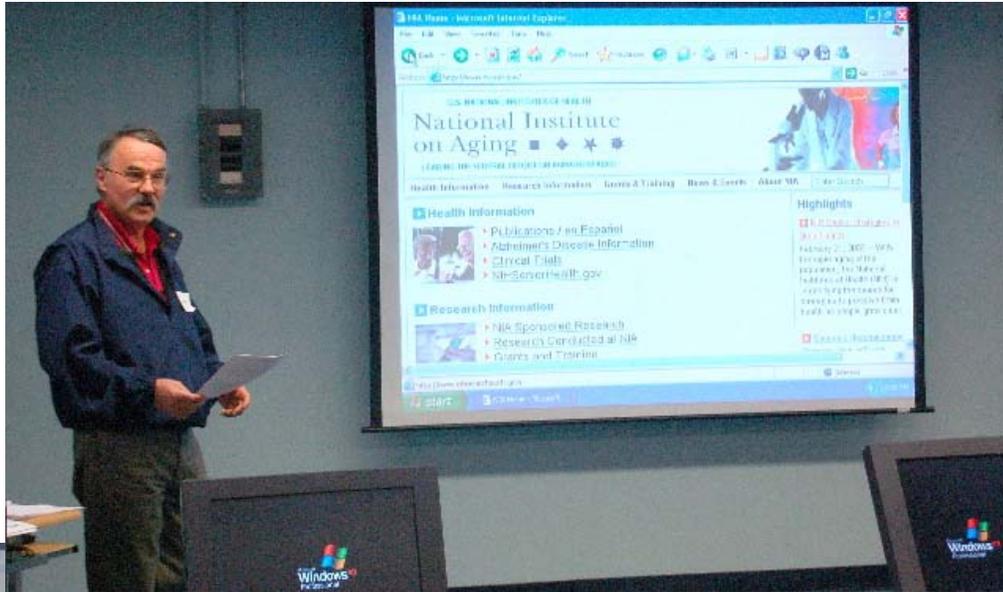
**time:** PM

**location:** Wicomico County Free Library  
122 S Division St  
Salisbury, MD 21801

**team:** pilot test-rural

**teacher:** Carol Bell

**observer:** John Terebey



**class and session: 6a**

**lesson: # 2 Introducing NIHSeniorHealth: The Home Page**

**date:** Tuesday, April 04, 2006

**time:** 6 PM

**location:** Catherine L. O'Malley Senior Center  
1275 Odenton Rd  
Odenton, MD 21113

**team:** pilot test-suburban

**teacher:** Francis Ennels

**observer:** Fred Hanna



**class and session: 6b**

**lesson: # 8 Working with Windows**

**date:** Wednesday, April 05, 2006

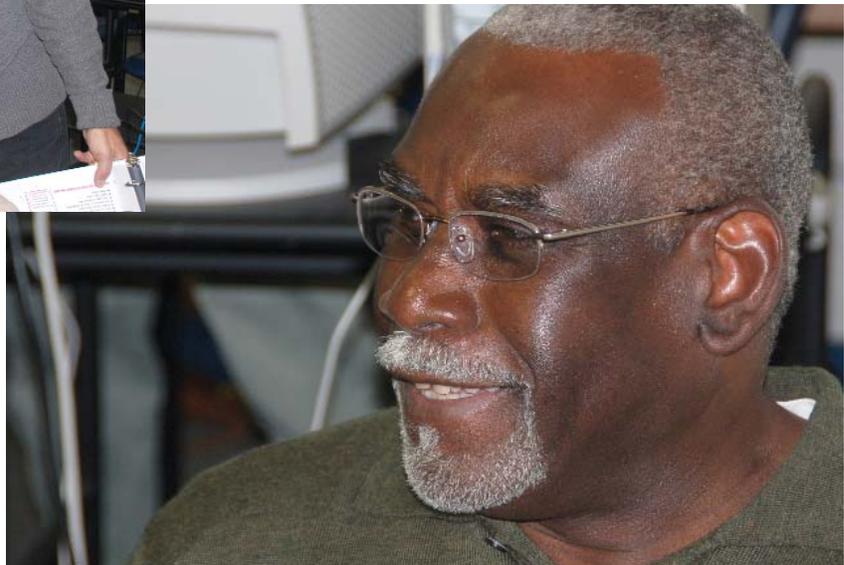
**time:** 6PM

**location:** Catherine L. O'Malley Senior Center  
1275 Odenton Rd  
Odenton, MD 21113

**team:** pilot test-suburban

**teacher:** Dick Smith

**observer:** Francis Ennels



Instructor Post-Lesson Survey

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Lesson: \_\_\_\_\_

There are two parts to this survey: a) your responses to the questions on the first three pages; b) your summary of the group interview with students based on the questions on the last page - please conduct group interview AFTER you and your students have completed the survey. *Both* instructor and observer should take notes (last page) during the group interview.

**Please indicate your choice for each item by circling one response.**

If you **Strongly Disagree** with the statement, please circle the "1".

If you **Disagree** with the statement, please circle the "2".

If you are **Neutral** about the statement, please circle the "3".

If you **Agree** with the statement, please circle the "4".

If you **Strongly Agree** with the statement, please circle the "5".

**1. While teaching the lesson, I was able to speak slowly.**

Strongly Disagree    1       2       3       4       5       Strongly Agree

**2. While teaching the lesson, I was able to vary the pace based on students' needs.**

Strongly Disagree    1       2       3       4       5       Strongly Agree

**3. While teaching the lesson, I was able to ask frequent questions.**

Strongly Disagree    1       2       3       4       5       Strongly Agree

**4. While teaching the lesson, I was able get students to ask frequent questions.**

Strongly Disagree    1       2       3       4       5       Strongly Agree

**5. While teaching the lesson, I was able to present the information in short segments.**

Strongly Disagree    1       2       3       4       5       Strongly Agree

**6. While teaching the lesson, I was able to repeat information when students needed it.**

Strongly Disagree   1   2   3   4   5   Strongly Agree

**7. While teaching the lesson, I was able to summarize the material at various points to help reinforce the information for students.**

Strongly Disagree   1   2   3   4   5   Strongly Agree

**8. While teaching the lesson, I was able to create an environment where students felt comfortable asking for help.**

Strongly Disagree   1   2   3   4   5   Strongly Agree

**9. While teaching the lesson, I was able to avoid talking down to students.**

Strongly Disagree   1   2   3   4   5   Strongly Agree

10. What part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Pedagogy) was particularly successful for your students?

11. What part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Pedagogy) was particularly difficult for your students?

12. Which exercise(s) worked particularly well with your students?

13. What would you add to this lesson to improve it?

14. How easy was it for you to use the printed lesson plan? (e.g., Were colors easy on the eye? Was print large enough? Enough white space? Too much or too little information per page?)

15. How appropriate were the exercises as reinforcement for the material taught?

16. How logically was the material sequenced?

17. To what extent did the lesson plan make it easy for you to teach in a senior-friendly fashion?

18. Please briefly compare teaching the “scripted” lesson plans (NIHSeniorHealth) to teaching the “descriptive” lesson plan (MedlinePlus).

19. Overall, in the teaching environment how would you rate this lesson, where 1 is poor, 5 is average and 10 is outstanding relative to:

a) Pedagogy: \_\_\_\_\_

c) Format: \_\_\_\_\_

b) Content: \_\_\_\_\_

d) Exercises: \_\_\_\_\_

20. Other comments about this lesson (use other side if needed)?

**Thanks!**

Observer Post-Lesson Survey

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Lesson: \_\_\_\_\_

There are two parts to this survey: a) your responses to the questions on the first three pages; b) your summary of the group interview with students based on the questions on the last page - the instructor will conduct the group interview AFTER the surveys are completed. *Both* instructor and observer should take notes (last page) during the group interview.

**Please indicate your choice for each item by circling one response.**

If you **Strongly Disagree** with the statement, please circle the "1".

If you **Disagree** with the statement, please circle the "2".

If you are **Neutral** about the statement, please circle the "3".

If you **Agree** with the statement, please circle the "4".

If you **Strongly Agree** with the statement, please circle the "5".

**1. While teaching the lesson, the instructor was able to speak slowly.**

Strongly Disagree 1 2 3 4 5 Strongly Agree

**2. While teaching the lesson, the instructor was able to vary the pace based on students' needs.**

Strongly Disagree 1 2 3 4 5 Strongly Agree

**3. While teaching the lesson, the instructor was able to ask frequent questions.**

Strongly Disagree 1 2 3 4 5 Strongly Agree

**4. While teaching the lesson, instructor was able get students to ask frequent questions.**

Strongly Disagree 1 2 3 4 5 Strongly Agree

**5. While teaching the lesson, the instructor was able to present the information in short segments.**

Strongly Disagree 1 2 3 4 5 Strongly Agree

**6. While teaching the lesson, the instructor was able to repeat information when students needed it.**

Strongly Disagree   1   2   3   4   5   Strongly Agree

**7. While teaching the lesson, the instructor was able to summarize the material at various points to help reinforce the information for students.**

Strongly Disagree   1   2   3   4   5   Strongly Agree

**8. While teaching the lesson, the instructor was able to create an environment where students felt comfortable asking for help.**

Strongly Disagree   1   2   3   4   5   Strongly Agree

**9. While teaching the lesson, the instructor was able to avoid talking down to students.**

Strongly Disagree   1   2   3   4   5   Strongly Agree

10. From your perspective, what part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Pedagogy) was particularly successful for the students?

11. From your perspective, what part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Pedagogy) was particularly difficult for the students?

12. From your perspective, which exercise(s) worked particularly well with the students?

13. What would you add to this lesson to improve it?

14. Overall, in the teaching environment how would you rate this lesson, where 1 is poor, 5 is average and 10 is outstanding relative to:

a) Pedagogy: \_\_\_\_\_ c) Format: \_\_\_\_\_  
b) Content: \_\_\_\_\_ d) Exercises: \_\_\_\_\_

15. Other comments about this lesson (please use other side if needed)?

**Thanks!**

## Student Post-Lesson Survey

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Lesson: \_\_\_\_\_

There are two parts to this survey: a) questions on your use of computers and the Internet; b) questions about how you liked today's lesson. Please be candid as it will help the authors make these better teaching materials for future classes.

First, please rate your knowledge of computers and the Internet:

1. **Computer use:**     high (use a computer nearly every day)  
                                   medium (use at least weekly)  
                                   low (use once a month or less)
  
2. What do you use your computer for? (check all that apply)  
     financial work  
     letters  
     recipes  
     other: \_\_\_\_\_
  
3. **Internet use:**     high (use the Internet nearly every day)  
                                   medium (use at least weekly)  
                                   low (use once a month or less)
  
4. What do you use Internet for? (check all that apply)  
  
     e-mail  
     shopping  
     medical information  
     travel information  
     other: \_\_\_\_\_

Tell us about your instructor:

1. My instructor spoke:             too fast             just right             too slow
2. My instructor was:             impatient             patient
3. My instructor seemed:         inflexible             flexible
4. My instructor put me at ease:  yes                     no

5. What part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Teaching Style) did you particularly like? Please be specific.
  
6. What part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Pedagogy) was particularly difficult for you? Please be specific.
  
7. Which exercise(s) worked particularly well for you?
  
8. What would you add to this lesson to improve it?
  
9. What did you learn from this lesson that was valuable to you?
  
10. On a scale of 1 to 10 how would you rate the difficulty of this lesson? (1 would be "very easy"; 5 would be "average"; 10 would be "very difficult")  
  
\_\_\_\_\_

11. On a scale of 1 to 10 how would you rate the clarity of this lesson?  
(1 would be "very clear"; 5 would be "average"; 10 would be "very unclear")

\_\_\_\_\_

12. Overall on a scale of 1 to 10 (where 1 would be poor and 10 would be outstanding) what general ratings would you give to:

- a) Lesson content? \_\_\_\_\_
- b) Lesson teaching style? \_\_\_\_\_
- c) Lesson format? \_\_\_\_\_

Thanks very much!



## Narrative Data From Instructor and Observer Surveys

### Lesson # 1

#### Reviewing the Basics

(Class 5a)

Friday, March 03, 2006

#### Instructor #: 16

#### Observer #: 21

10. What part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Pedagogy) was particularly successful for your students?

Introduction -- good

good flow data segment and instructor.

Content -- very good. Gave me good information to cover

11. What part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Pedagogy) was particularly difficult for your students?

Using the mouse; Getting web address in right place (clicking to get it active & clicking button -- using "enter" helped

Mouse use can be a problem for some users. Instructor was very good on adjusting. Maybe NIH needs a mouse-click practice area.

12. Which exercise(s) worked particularly well with your students?

Reading about calcium & osteoporosis; talking about how it related to them

13. What would you add to this lesson to improve it?

>The answers to the questions I asked  
>"?" icon to mark questions  
>Something to show "list this information on whiteboard".

(1) Mention Firefox as browser, versus netscape (which is now Firefox anyway).  
(2) List in bold the nia.hih.gov URL on exercises, etc., so people can find it (and remember where to go when at home).

14. How easy was it for you to use the printed lesson plan? (e.g., Were colors easy on the eye? Was print large enough? Enough white space? Too much or too little information per page?)

Would have made "Topics" either underlined, made bold or something to make them easier to see at a glance.  
Little more margin room on bottom

15. How appropriate were the exercises as reinforcement for the material taught?

They were very good

16. How logically was the material sequenced?

It was fine

17. To what extent did the lesson plan make it easy for you to teach in a senior-friendly fashion?

No problem

18. Please briefly compare teaching the "scripted" lesson plans (NIH SeniorHealth) to teaching the "descriptive" lesson plan (MedlinePlus)

This worked really well, combining the two, I thought. I liked having the scripted part & then freedom to teach from suggested

20. Other comments about this lesson.

Under Topic 3-#4 it tells you to review Web terms.  
However, on "Procedures for Pilot Teaching" it says, AT  
THE END OF THE LESSON. Conclude by going back  
to goals. That isn't mentioned in lesson as the end.

Add numbers to pages

Under Topic 1, the first sentence just didn't make sense to  
me. It made me stop & question: "their screens are set to  
their desktops?" -- That could be clearer.

Be careful about keying on known strategies and  
methods. Pages and citations do change.

## Narrative Data From Student Surveys

### Lesson # 1

#### Reviewing the Basics

(Class 5a)

Friday, March 03, 2006

	What part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Teaching Style) did you particularly like? Please be specific.	What part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Pedagogy) was particularly difficult for you? Please be specific.	Which exercise(s) worked particularly well for you?	What would you add to this lesson to improve it?	What did you learn from this lesson that was valuable to you?
Student ID: 13	I found all lesson parts easy & helpful; I liked the exercises  computer use - "other": email; general information  internet use - "other" meaning of words	none	browsing		site map
Student ID: 14	Content & Exercise  computer use - "other": bank statements  internet use - "other"	Exercise	use of the mouse	more exercise	Information in the content
Student ID: 15	(1) The Glossary -- gave a clear definition of all terms. (2) The purpose was given and the presenter stayed on the topic.  computer use - "other": email; grandchildren homework; fun  internet use - "other" banking; grandchildren homework	The instructions were quite clear. I did not find any parts difficult	Finding (Discovering) the site map.	The lesson completed the purpose! Objectives completed	(1) the site map (2) other ways of getting on the site. (3) definitions of terms

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Student ID: 16	General use of computer; how to get to the Internet.	To remember all that was taught in Lesson 1	How to get to the internet and look up information	Repeat procedures to be able to use with less difficulty	Being more familiar with the computer
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computer use - "other":

internet use - "other"

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Student ID: 17	Content -- good overview. Glossary -- useful to establish common references.		Selecting a topic and going to the page	Achieved the objective	Use of the Web Site Map.
----------------	---	--	---	------------------------	--------------------------

computer use - "other":  
obtaining information;  
email

internet use - "other"  
general searches

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Student ID: 18	All of the above	What is Pedagogy?	Browsing for different		How to use the internet to my advantage.
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computer use - "other":  
buy foreign food

internet use - "other"

## Narrative Data From Instructor and Observer Surveys

### Lesson # 2

#### Introducing NIHSeniorHealth: The Home Page

(Class 6a)

Tuesday, April 04, 2006

**Instructor #: 14**

**Observer #: 17**

10. What part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Pedagogy) was particularly successful for your students?

exercises & handouts

11. What part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Pedagogy) was particularly difficult for your students?

Content

Some of the parts where students we asked to read on their own and navigate through the web site confused some.

12. Which exercise(s) worked particularly well with your students?

When they had the opportunity to participate on topics that interested them.

clicking on the picture and maximizing the window.

13. What would you add to this lesson to improve it?

name plate on monitor

-Adding name plates on top of the computers so the instructor can read names from the front or rear of the class room.  
-Bring more materials such as pen, pencils, notepads for use by the students.

14. How easy was it for you to use the printed lesson plan? (e.g., Were colors easy on the eye? Was print large enough? Enough white space? Too much or too little information per page?)

not bad

15. How appropriate were the exercises as reinforcement for the material taught?

16. How logically was the material sequenced?

Sequence was very smooth and I felt I had to make certain.

17. To what extent did the lesson plan make it easy for you to teach in a senior-friendly fashion?

I felt that there was a drastic improvement over the first draft -- smoother & more frined

18. Please briefly compare teaching the "scripted" lesson plans (NIH SeniorHealth) to teaching the "descriptive" lesson plan (MedlinePlus).

Only have taught NIHSENIORHEALTH

20. Other comments about this lesson.

## Narrative Data From Student Surveys

### Lesson # 2

#### Introducing NIHSeniorHealth: The Home Page

(Class 6a)

Tuesday, April 04, 2006

	What part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Teaching Style) did you particularly like? Please be specific.	What part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Pedagogy) was particularly difficult for you? Please be specific.	Which exercise(s) worked particularly well for you?	What would you add to this lesson to improve it?	What did you learn from this lesson that was valuable to you?
Student ID: 32	liked all (introduction, content, exercises & handouts, format, teaching style), but especially format  computer use - "other": research  internet use - "other"	pedagogy	2C	I don't know	There is a lot of information if you know how to find it.
Student ID: 33	all  computer use - "other": spreadsheets, schedules, labels  internet use - "other" lottery	none	I enjoyed all of the exercises; they all worked well for me.		How to look up different health problems and navigate to the pages.
Student ID: 34	Exercises  computer use - "other":  internet use - "other"	None	all	Show more examples dealing with the glossary terms.	about moving within web pages

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Student ID: 35	Applicable, informative	Nothing was difficult in navigating. Needs a "Home" button to return to Home Page.	Navigation thru topics for Topics; Symptoms; Treatments	A little faster; Handouts need to be more in line with presentations	That NIH SeniorHealth info was publicly available. Good start!
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computer use - "other":

internet use - "other"  
financial

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Student ID: 36	Liked introduction, application, summarizing.	Nothing was difficult	Following through to completion	Nothing needed	Use of NIH Website and depth of information available.
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computer use - "other":  
research

internet use - "other"  
research

## Narrative Data From Instructor and Observer Surveys

### Lesson # 3

#### Introducing NIHSeniorHealth: The Main Menu

(Class 2a)

Wednesday, December 14, 2005

**Instructor #: 9**

**Observer #: 10**

10. What part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Pedagogy) was particularly successful for your students?

Handouts—size & color  
Over all content  
Exercise working with contrast and navigating in web site

Good use of nametags for each student and the instructor, giving the students a sense of self- and mutual respect.

The screen captures for the lesson guide and the handouts were useful in providing direction to the students.

The demonstrations and exercises in managing the screen layout were helpful: changing text size, and color and background contrast.

Good design in the student's guide in directing the instructor's and students' attention to the sequence and content of the tasks.

Note that we need to copy edit the lessons to be consistent in wording and layout.

Change the typeface to a serif face, size 10 or 11, to condense some of the white space. Lay out the content on a 3-column grid to accommodate instructor's notes, content and screen captures.

The instructor put a good emphasis on encouraging the students to read the screen for resources, content and navigation tools and tips.

11. What part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Pedagogy) was particularly difficult for your students?

Exercise with changing text size  
Wanting to read or name topics from a screen

The instructor effectively described the speech functions that allow users to hear the website read aloud electronically. But the lab wasn't set up to have the feature actually work. The instructors' notes and the student guide need

- o directions on what multimedia tools will be needed, and
- o allow for the possibility that not all teaching systems will have full multimedia capabilities -- for speech for NIHSeniorHealth or for MedlinePlus' use of patient videos.

The student guide needs to clearly identify the full URL for any websites it refers to -- particularly the project's own websites of NIHSeniorHealth.gov and

MedlinePlus.gov. For beginners, explain that they don't have to type in the http:// and that many websites do not start with www. Also explain that .gov stands for government websites.

The lesson needs to clarify that students should type the URL into the browser's address bar. Many beginners get mixed up and type their URLs into their portals' search boxes.

## 12. Which exercise(s) worked particularly well with your students?

### Contrast and navigation

The introductory involvement mechanism was very good of asking the students to identify types of health information and characteristics of a health information website and to write down their thoughts on a provided 3x5 card.

The same type of involvement exercise could ask the students to write down some of their health information interests or needs -- things that might affect them or someone they care about. The lesson could use those elements for students to explore -- or the instructor could ask the students to bring those cards back from lesson to lesson to build their notes. The instructor might ask the students to list health subjects that "concern" them, that make them "curious," or that have made "news" that they've heard about. The instructor should collect at least examples of the students' interest (without taking names) to be able to use similar searches as examples.

It is important to add an element somewhere in the project's lessons about how students could use the information they find. As part of that discussion, instructors could use another involvement mechanism: asking students to identify their current sources of health information and how and why they rely on them. Emphasize that these lessons aren't aimed at replacing professional medical advice and discuss how to put their research findings into context.

The instructor did a good job of walking around, checking on students' use of their mice, and encouraging them by pointing at and confirming that they'd reached the proper place in the website.

Using the site index to practice both seeing what's on the website and how to navigate with the mouse is an effective exercise.

Good exercise to point out and use the links; note that the lesson and the instructor should point out different ways of indicating links (including color and underlining, color, or images) and that the only sure way of confirming a link is to point at it with the mouse and seeing the arrow turn to a hand symbol.

### 13. What would you add to this lesson to improve it?

Structure to different levels of student ability (Beginner/intermediate)  
Have students click on different links in web site to see results in main menu or site index

Good element in the way the instructor pointed out the last-updated date. I would suggest adding a discussion of what makes information reliable; the latest news is not necessarily the most reliable. This is an ongoing discussion that relates to getting health information from news media and even journals. Students need to know how to put their reading into context and how to use the information they find.

The lesson plan needs to discuss whether students will need to change security settings for anti-virus or anti-spyware or anti-adware software to allow multimedia use or interactive scripts that might be embedded into the websites.

Clarify what the "Skip Navigation" button does on the NIHSeniorHealth page and show the students how to maximize and scroll through their screen.

Clarify for students the difference between the NIHSeniorHealth page that we're starting with and the more advanced resources in MedlinePlus.

Show the students that even simple navigating and searching can be complicated by the wording they or others use. For example, information on Alzheimer's can be found under "about the disease," but helping people who have Alzheimer's is listed under "caring for someone."

Show students how to:

- o add text labels to their browsers' toolbars. Text labels can make the buttons easier to identify. Consider showing the students in one of the lessons how to make the toolbar buttons bigger in their browsers.
- o handle grouped and ungrouped browser buttons on their taskbars.
- o recognize which browser window is active and switch among browser windows
- o recognize the icons that show when a page is loading
- o recognize and handle popup windows, such as those that NIHSeniorHealth creates, including that the new popups don't have a back button history.

Consider when it might be necessary to use more than Internet Explorer as a sample browser. Netscape and Firefox still have some market share. For the sake of universality, the overall project might also need to address Macintosh interfaces.

The introduction should identify that there are there are many sources of questions and answers relating to health and that the exercises will explore the students'

interests and practice their skills at navigating.

The introduction should reinforce the students' confidence in:

- the instructor helping them with technology, and
- in their privacy during the class and at home in using the website to explore their interests.

The introduction should emphasize that students should make themselves comfortable in using the computers. The instructor did an excellent job in showing the students how to adjust the angles of the monitors to fit their own vision.

The introduction should emphasize that the lessons and the websites respect the students' privacy.

The introduction should also encourage the students to respect their own needs and interests, including asking questions and cooperating with each other and the instructor. Note that the instructor needs to both encourage the students as a group and privately as individuals -- seniors and students from many cultures commonly keep their difficulties to themselves because they don't want to feel embarrassed or question a teacher.

This scripted lesson offers good guidance to both the instructor and the students. But the script can overwhelm having the students interact with the site, each other and the instructor. Even as beginners tend to get stuck more advanced students can wander around a website; having them pursue elements of their own interests would help focus them. Also, reading a script can give the instructor a stilted tone.

#### Table of Contents for the Series

I also suggest considering rearranging some of the lessons and adding headings to clarify that the lessons are organized into conceptual sections such as:

##### Section 1: Computer Basics – The Computer, Internet and Windows

The introduction specifies that participants should have mouse and Internet experience, which suggests that they will already have basic Windows skills.

Perhaps the Table of Contents could rearrange Lessons 1 and 8 into Section 1, which could be called “Computer Basics – The Computer, Internet and Windows” so that instructors could assess, review, or teach the skills the participants need.

Regarding the computer basics, perhaps include:

- a checklist of basic skills (derived from the Microsoft MOUS certification) that are really necessary for using the NIH sites
- a quick discussion in the computer basics lesson of

what the basic skills are and a self-evaluation of what the particular participants and groups need to cover.

Section 2: Basic web-use techniques and  
NIHSeniorHealth.gov

Lessons 2-8

Section 3: MedlinePlus and Advanced Health  
Information Resources

Lessons 9-12

#### Site Preparation and Instructor-Student Resources

The instructors need clear specifications for what they will need in setting up the classroom and computers for the lessons.

Consider providing an online pdf or html file with the entire lesson plan manual, including handouts and sound files.

Consider providing a CD that could represent the NIH sites if the web connection isn't working.

For multimedia use:

- Some lessons call for sound capability
- Other lessons later in the series will require multimedia players that can handle video
- Show the students how to use their players and how to set volume levels

#### Attention: Build Involvement

The introduction should emphasize that the people attending the classes are “participants” as well as “participants.” The difference in wording is substantive in relating to the purpose of the project, which is to encourage adults to be both active and independent in using NIH websites to find health information that’s relevant to their interests and needs.

The introduction can list and the instructor can emphasize a clear sequence of objectives that participants can understand and apply. Note that these objectives build from the participants’ core interests – health – as a way of getting them interested and active in using the NIH website. Health is a powerful involvement mechanism to drive the web-use lessons. For example, we’re pursuing the project:

So that adults can:

1. identify their health interests
2. actively access the NIH websites
3. independently use the NIH websites
4. write questions (form searches) that will be relevant to their interests and needs.
5. ask their questions (search for health information)
6. evaluate the reliability of their sources of health information
7. identify reliable health information from the NIH websites
8. identify ways to use the health information they find

The introduction and each of the lessons should start

with an attention getting technique based on the overall objectives so that the adults:

1. identify some of their own interests and needs
2. become more willing to share in discussions or examples because they've had a chance to prepare
3. maintain a sense of privacy for items they choose not to discuss openly

For example, the series introduction or individual lessons could include a "5-Minute Note" exercise asking participants to write down quick notes about their answers to these basic questions:

1. What are two or more health situations that concern you or someone else?
2. What are two or more sources you use to find out health information?
3. How much do you trust your health information sources and why?

The answers to these questions can provide an involvement framework for instructor and participant preparation, in- and out-of-class exercises, discussions, references to case studies, and examples for future series of classes.

14. How easy was it for you to use the printed lesson plan? (e.g., Were colors easy on the eye? Was print large enough? Enough white space? Too much or too little information per page?)

Color coding idea was great. Text to large, preferred the 14 point

15. How appropriate were the exercises as reinforcement for the material taught?

They were fine, unable to do speech exercises

16. How logically was the material sequenced?

Was OK

17. To what extent did the lesson plan make it easy for you to teach in a senior-friendly fashion?

I liked the activities & materials needed for preparing class and exercises  
Sections alerting me to the use the "Next handout"  
"Do and Say" were helpful as a guide

18. Please briefly compare teaching the "scripted" lesson plans (NIH SeniorHealth) to teaching the "descriptive" lesson plan (MedlinePlus).

Even though I'm not use to "Scripted" lessons, it was fine in most steps as a guide. Can't comment on the speech sections since unable to use. If this is to be used for someone just starting to teach will be very helpful  
Those with experience will need to concentrate on the script. A mix of both would help keep students/teacher interest and attention

20. Other comments about this lesson.

Emphasis for teachers to students: "We are working in a lab, and some functions, sounds and exercises may not work or be available to us. Your computer at home may

Note: please see my answers to Question 20 of the Instructor Post-Lesson Survey for Lesson 9 on my suggestions about emphasizing health literacy as the

also be different. We will be using ??? this version of Windows and I.E. for this class.

primary focus for both the overall project and the individual lessons:

Concentrate the objectives on the participants' priorities, in which they want:

1. reliable health information
2. to use their information as a reference in talking with their doctors and families to understand the implications of their conditions
3. which they can get by using the NIH web sites
4. which they can use by learning general web and computer techniques

In the Introduction suggest involvement mechanisms, for example:

- o ask for examples of problems or successes in getting information
- o ask whom they rely on for health information
- o ask whom they trust and why
- o give examples of sources of information, ask them to rate them as reliable or not reliable

In the Introduction, paragraph 2.2, add:

- o encourage participants to bring a notebook and pencil
- o encourage participants to write down notes and questions
- o discuss that we will avoid embarrassing anyone by accepting that we will make mistakes and laugh at them, but that we will not laugh at each other; also that the only "bad" question is the question we don't ask.

In some lesson it is important to point out the "Privacy" link on each website and to discuss the elements of personal security and privacy for websites -- in terms of protecting health information and in terms of website sponsor policies.

Show participants how to check their current home page setting and how to set their home page to NIHSeniorHealth. Note that the participants should re-set their home page to their original setting at the end of the lesson.

## Narrative Data From Student Surveys

### Lesson # 3

#### Introducing NIHSeniorHealth: The Main Menu

(Class 2a)

Wednesday, December 14, 2005

	What part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Teaching Style) did you particularly like? Please be specific.	What part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Pedagogy) was particularly difficult for you? Please be specific.	Which exercise(s) worked particularly well for you?	What would you add to this lesson to improve it?	What did you learn from this lesson that was valuable to you?
Student ID: 1	Exercises and handouts reinforced the material which was presented.	"Computereese" is always difficult for me.	I liked the change in text size and contrast.	?	I am happy to know about this web site and pleased to know how to change text size.
	computer use - "other":				
	internet use - "other"				
Student ID: 2	The exercises -- gave an idea of what was available, how to navigate the system and how to make it more user friendly.	Had no problem with any aspect.	The exercises on the "buttons"; changing text size and contrast.	A statement as to the purpose of the lesson and what would be accomplished from it (i.e.: the goal of the lesson)	A concept of what was available at NIH Senior Health.
	computer use - "other": news; pictures				
	internet use - "other" stock market; news research				

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Student ID: 3	I would be interested in taking further classes with Staton, so I must have liked him and his presentation	Handout 3D -- text size	Hard to determine as I liked all of this. Handout 3Q to 3G -- found so much that had never come to my attention in other classes -- will treasure this handout.
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computer use - "other":  
email; maps

internet use - "other"  
will use more, now that I have become more familiar.

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Student ID: 4	handouts, teaching style & content	none	handouts	add a button for disease topics	that NIH has this website.
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computer use - "other":  
news/information

internet use - "other"  
news/information--  
home, car, work

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Student ID: 5	Content and organization were excellent	none	Contrast	How to find information not contained on the main menu	That an NIH senior health site exists!
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computer use - "other":  
internet

internet use - "other"

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Student ID: 6	All very good, especially format & teaching style. It was very easy to follow & understand.	Really nothing was difficult	Main Menu; Text sizing; contrast	What was our purpose in attending? Who are the users (i.e. instructors or aging adults)?	That the web site exists & how to navigate the site.
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computer use - "other":

internet use - "other"  
genealogy, news, etc.

## Narrative Data From Instructor and Observer Surveys

### Lesson # 4

#### Navigating the Health Topics: Chapters and Images

(Class 5b)

Friday, March 03, 2006

**Instructor #: 21**

**Observer #: 16**

10. What part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Pedagogy) was particularly successful for your students?

They can click and navigate

Content

11. What part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Pedagogy) was particularly difficult for your students?

Didn't repeat the information often enough to "get it". Needed to repeat, "You saw this same format of information on the last topic. Here it is again." Help them understand once you conquer it one time to find information, you can do it over and over again

12. Which exercise(s) worked particularly well with your students?

Choosing a condition they were interested in to learn about.

13. What would you add to this lesson to improve it?

It felt choppy. Flow wasn't really there. Need to work with a page longer to develop what it had to offer, looking around the site more, seeing how they are all laid out similarly.

14. How easy was it for you to use the printed lesson plan? (e.g., Were colors easy on the eye? Was print large enough? Enough white space? Too much or too little information per page?)

15. How appropriate were the exercises as reinforcement for the material taught?

16. How logically was the material sequenced?

17. To what extent did the lesson plan make it easy for you to teach in a senior-friendly fashion?

18. Please briefly compare teaching the "scripted" lesson plans (NIH SeniorHealth) to teaching the "descriptive" lesson plan (MedlinePlus).

20. Other comments about this lesson.

I got lost several times.  
(1) Start lesson -- develop topics , page 7 -- continue lesson. Go back to topics. I think you need explicit note

>Explain what bullet points are  
>Mention that this doesn't take the place of a physician, but is to be used in conjunction WITH them.

to instructor that the topics will be used later. My inclination is to answer questions after being posed. Sorry that I did not read your admonition of "Before we explore.."

(2) Not smooth on going over screen shots at end.

>Remind instructors not to use the mouse for the students (unless they ask permission)

>Instructors need to really be prepared and know the material.

## Narrative Data From Student Surveys

### Lesson # 4

#### Navigating the Health Topics: Chapters and Images

(Class 5b)

Friday, March 03, 2006

	What part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Teaching Style) did you particularly like? Please be specific.	What part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Pedagogy) was particularly difficult for you? Please be specific.	Which exercise(s) worked particularly well for you?	What would you add to this lesson to improve it?	What did you learn from this lesson that was valuable to you?
Student ID: 2	Handouts  computer use - "other": emails; general info.  internet use - "other" meaning of certain words	I am sorry, but I found the presenter hard to understand and not very prepared			
Student ID: 2	Introduction  computer use - "other": bank statements  internet use - "other"	Content	main menu	better explanations	use of more buttons
Student ID: 16	Finding my way to get information from the internet and get back to a starting point.  computer use - "other":  internet use - "other"	none	learning how to find information	I have no suggestions for improvement	Becoming more familiar with using a computer

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Student ID: 17	Content -- very informative Structure -- easy to follow	Easy to understand and follow	Using the web site to read about topics	the existence of the web site on SeniorHealth
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computer use - "other":  
information; word processing

internet use - "other"  
general information

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Student ID: 18	I did like the introduction because it told me why I was present. I also liked the content. It was very informative.	no difficulty sited.	Browsing the web site	The instructor a little more at ease with the format. Organized with script.	The NIH SeniorHealth web site. It's Great!!
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computer use - "other":  
email; banking; assignments ; grandchildren; fun

internet use - "other"  
homework - grandchildren; research; banking

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Student ID: 18	Content; exercises; teaching style	To remember the lesson in the future; that's why the Glossary is good.	Learned the names of the browser.	Go from work program to internet and vice versa.
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computer use - "other":  
work and shopping

internet use - "other"  
banking; work

## Narrative Data From Instructor and Observer Surveys

### Lesson # 5

#### Navigating the Health Topics: Videos and Quizzes

(Class 3a)

Tuesday, January 31, 2006

**Instructor #: 18**

**Observer #: 17**

10. What part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Pedagogy) was particularly successful for your students?

Exercises & handouts; Intro; Content

Any of the content that allowed for user interaction. The quiz was a nice way to reinforce what the student had learned.

11. What part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Pedagogy) was particularly difficult for your students?

none stood out.

I felt some of the transition parts were not smooth. The glossary is good reference to have, but not necessary to discuss during class.

12. Which exercise(s) worked particularly well with your students?

quiz

Watching & selecting videos.

13. What would you add to this lesson to improve it?

Additional instruction detail -- circumstantial since they did not have the benefit of lessons 1-4 mat'l

I think the lesson would benefit from more navigation within the topic.

14. How easy was it for you to use the printed lesson plan? (e.g., Were colors easy on the eye? Was print large enough? Enough white space? Too much or too little information per page?)

Orange text on gray shaded background is difficult to see. White space was good -- allowing editorial notes.

15. How appropriate were the exercises as reinforcement for the material taught?

skimpy but appropriate

16. How logically was the material sequenced?

Good -- but transitions between points could be improved in some areas.

17. To what extent did the lesson plan make it easy for you to teach in a senior-friendly fashion?

Easy/Simple, Slow

18. Please briefly compare teaching the "scripted" lesson plans (NIH SeniorHealth) to teaching the "descriptive" lesson plan (MedlinePlus).

No comparison yet -- MedlinePlus to come

20. Other comments about this lesson.

The term pedagogy doesn't "play in Peoria".

**Instructor #: 18****Observer #: 14**

10. What part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Pedagogy) was particularly successful for your students?

Exercises & handouts; Intro; Content

Lecture Style -- needed a little more class participation & he needed to relax more.

11. What part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Pedagogy) was particularly difficult for your students?

none stood out.

Pedagogy -- Seniors need repetition at different intervals & hands on.

12. Which exercise(s) worked particularly well with your students?

quiz

Class discussions; lay person could understand.

13. What would you add to this lesson to improve it?

Additional instruction detail -- circumstantial since they did not have the benefit of lessons 1-4 mat'l

Moves too quickly; more time for questions and helping of students.

14. How easy was it for you to use the printed lesson plan? (e.g., Were colors easy on the eye? Was print large enough? Enough white space? Too much or too little information per page?)

Orange text on gray shaded background is difficult to see. White space was good -- allowing editorial notes.

15. How appropriate were the exercises as reinforcement for the material taught?

skimpy but appropriate

16. How logically was the material sequenced?

Good -- but transitions between points could be improved in some areas.

17. To what extent did the lesson plan make it easy for you to teach in a senior-friendly fashion?

Easy/Simple, Slow

18. Please briefly compare teaching the "scripted" lesson plans (NIH SeniorHealth) to teaching the "descriptive" lesson plan (MedlinePlus).

No comparison yet -- MedlinePlus to come

20. Other comments about this lesson.

The term pedagogy doesn't "play in Peoria".

The material that you can take home reinforces what has been learned.

## Narrative Data From Student Surveys

### Lesson # 5

#### Navigating the Health Topics: Videos and Quizzes

(Class 3a)

Tuesday, January 31, 2006

	What part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Teaching Style) did you particularly like? Please be specific.	What part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Pedagogy) was particularly difficult for you? Please be specific.	Which exercise(s) worked particularly well for you?	What would you add to this lesson to improve it?	What did you learn from this lesson that was valuable to you?
Student ID: 19	Content/ Exercises  computer use - "other": email; labels; numerical listings internet use - "other"	Too much to absorb in too little time	videos	more time to become acquainted with information.	continued learning in use of computer
Student ID: 20	Exercises & handouts; Format  computer use - "other": communicating with others internet use - "other"	Content & Exercises		I need to do more on the computer	There is a lot I need to learn.
Student ID: 21	Glossary of terms good; although instructor jumped through the terms -- somewhat difficult to follow. Chapter 5 handout -- self-explanatory. Handout 5A good -- easy to understand.  computer use - "other": email internet use - "other"	just the instructor's jumping over terms.	all were fine	general info about NIH -- how it started and now that its reaching out to the users. What is the impact and successes.	Introduction to website is valuable. Site has a lot of good data.

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Student ID: 22	I liked the whole class set-up. It was informative and very educational to learn about diabetes because I am a diabetic and I have my diabetes under control now, for a while.	The class ?? I could follow alone. With the instructor it was a very clear and productive class.	All of the class lesson was very informative and educational. I really enjoyed the class. I look forward to the next class.	Nothing -- but more time would help to improve the lesson.	How to scroll up and down on the lesson was taught.
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computer use - "other":  
just learning computer

internet use - "other"  
I will be using to email

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Student ID: 23	All of it. The introduction was helpful; the exercises put me at ease; the format and teaching worked well. Having the computer in the middle gave me someplace to check to make sure I was on track.	I don't think any of it was difficult. I think the delivery was fine.	I particularly enjoyed the exercises. Being able to take a quiz on a subject that you've just learned something about is great. It reinforces the information you've acquired.		The SeniorHealth site has lots of great information at your fingertips.
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computer use - "other":  
games

internet use - "other"

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Student ID: 24	Handout is very good, esp. the Glossary. Teaching style & format is just the right phase.	I thought everything was easy to follow, especially for slow folk like us.	all	Probably more time, maybe.	How to open site and navigate.
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computer use - "other":  
email

internet use - "other"

**Summary of group interview (total time: 12:12 min.)**

**1. What did you like best about this lesson (e.g., Introduction; content; format; exercises)?**

Treva (:29) – Liked that the entire site is full of lots of information that could be suggested to a friend or relative that needs specific information. Felt the lesson was clear for her, as far as getting to and navigating within the site.

Muriel (1:28) – Appreciated that, once she got the information, the quiz reinforced what she had learned and provided additional opportunities to learn. She liked that she could keep taking it and keep adding to her understanding.

Mildred (2:09) – Felt that the information was on a level that a lay person could understand.

**2. What part of the lesson needs the most improvement (e.g., Introduction; content; format; exercises)?**

Mildred (2:46) – Had difficulty not so much with the content as the time. She felt like she wanted more time to absorb all the information.

Muriel (3:46) – also felt rushed in trying to understand before moving on.

**3. What would you add to this lesson to make it better?**

Mildred (5:07) – Felt she needed to understand better before knowing what needs to be added.

Muriel – Would like to have more discussion of the subject.

Mildred (6:15) – expressed the need to control the discussion.

Doug – expanded, differentiating between the need for the instructor (1) to *bound* the discussion and (2) to *rotate* the discussion.

Stephanie (7:04) – asked about the discussions with each other.

Mildred (7:29) – Felt comfortable talking to her husband of 57 years.

Muriel (7:44) – thought that it was good; that she and Treva seemed to be on the same wavelength.

Martha (7:50) – Found it very helpful because they were able to communicate and share their experiences (She has diabetes, as do some of Vella's relatives.) She felt no need for additional guidance from the instructor, in response to Doug's inquiry.

**4. What were the two most important things you learned from this lesson?**

Vella (8:55) – How to navigate!

Mildred (10:29) – seemed unclear about the differentiation between the NIH SeniorHealth *website* and the *Lesson* to learn to use the website. (“Is this already on the website now?”)

Testing new logo (10:55)

## Narrative Data From Instructor and Observer Surveys

### Lesson # 6

#### Navigating the Health Topics: FAQs and the Site Map

(Class 4a)

Tuesday, February 14, 2006

**Instructor #: 15**

**Observer #: 10**

10. What part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Pedagogy) was particularly successful for your students?

Exercises and Handouts

Good interactive & self-paced confidence building & engagement exercises to get students to use the sites FAQs, for example.

11. What part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Pedagogy) was particularly difficult for your students?

None

Need to emphasize in the handouts the site's URL. I was surprised at how well the reading out loud went -- but we still need to be prepared for students with reading or language or public speaking difficulties.

12. Which exercise(s) worked particularly well with your students?

6a; 6b; 6c

The FAQs exercise engaged the students. They actually clicked through the sections

13. What would you add to this lesson to improve it?

add websites for both sites to the first 2 or 3 Screens  
Home, Main, Site

Note, however, that the FAQs didn't relate to the issues raised in the read-aloud dialogues. Handout 6c refers to a suggestion to use pill boxes that doesn't appear in the FAQs.

14. How easy was it for you to use the printed lesson plan? (e.g., Were colors easy on the eye? Was print large enough? Enough white space? Too much or too little information per page?)

I liked the layout and color structure.

15. How appropriate were the exercises as reinforcement for the material taught?

6a & 6c did not seem to be in with the material on the next page.

16. How logically was the material sequenced?

OK

17. To what extent did the lesson plan make it easy for you to teach in a senior-friendly fashion?

Good

18. Please briefly compare teaching the "scripted" lesson plans (NIH SeniorHealth) to teaching the "descriptive" lesson plan (MedlinePlus).

I am not sure that I saw a descriptive lesson plan

20. Other comments about this lesson.

Why teach links in Lesson 6? Students should know by

-Add concept of finding key words in the FAQs for

now how to use links.

follow-up searches.

-The handouts don't refer to content that's actually in the FAQs.

-Note the understanding doesn't always match the website content: one student referred to the "grapefruit answer" as reducing the impact of the medicine which is the opposite of the effect.

-The FAQs should remind them to ask the doctors.

-Do the students still need basic link instruction after 5 previous lessons and that they started with web experience?

-The Glossary definition of Links is not complete: not all links are colored or underlined -- add the absolute indicator is when the arrow turns to the hand icon.

-I'm still wondering if the students will engage in 12 weeks of navigation reinforcement.

-The lesson took a long time to get to using the website -- relate the early dialogs and role playing to using the website.

-Need to relate the site & quiz to real-world issues such as prescription plans --?

Add a lesson to do follow-up searches to go from a FAQ to deeper information.

**Instructor #: 15**

**Observer #: 9**

10. What part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Pedagogy) was particularly successful for your students?

Exercises and Handouts

Introduction and content index was helpful to most; FAQ got lots of interest

11. What part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Pedagogy) was particularly difficult for your students?

None

Taking time to read from computer screen; worry about keeping up

12. Which exercise(s) worked particularly well with your students?

6a; 6b; 6c

Getting students to work with FAQ

13. What would you add to this lesson to improve it?

add websites for both sites to the first 2 or 3 Screens Home, Main, Site

If using Gail & Alice , have it lead into FAQ. Have NIH URL listed on handouts. Have instructor make sure all windows are maximized. Have students close questionnaire screen when it appears.

14. How easy was it for you to use the printed lesson plan? (e.g., Were colors easy on the eye? Was print large enough? Enough white space? Too much or too little information per page?)

I liked the layout and color structure.

15. How appropriate were the exercises as reinforcement for the material taught?

6a & 6c did not seem to be in with the material on the next page.

16. How logically was the material sequenced?

OK

17. To what extent did the lesson plan make it easy for you to teach in a senior-friendly fashion?

Good

18. Please briefly compare teaching the "scripted" lesson plans (NIH SeniorHealth) to teaching the "descriptive" lesson plan (MedlinePlus).

I am not sure that I saw a descriptive lesson plan

20. Other comments about this lesson.

Why teach links in Lesson 6? Students should know by now how to use links.

Layout, color, format, text size, MUCH improved for teacher.

## Narrative Data From Student Surveys

### Lesson # 6

#### Navigating the Health Topics: FAQs and the Site Map

(Class 4a)

Tuesday, February 14, 2006

	What part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Teaching Style) did you particularly like? Please be specific.	What part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Pedagogy) was particularly difficult for you? Please be specific.	Which exercise(s) worked particularly well for you?	What would you add to this lesson to improve it?	What did you learn from this lesson that was valuable to you?
Student ID: 25	(1) Introduction; (2) Teaching style  computer use - "other":  internet use - "other"		Introduction		How to use the websites
Student ID: 26	Teaching style  computer use - "other": Internet; email  internet use - "other" weather	The instructor made everything easy and understandable. My computer has a different mouse -- not used to the one in class.	Frequently asked questions.		proper use of medicines
Student ID: 27	Introduction & Content  computer use - "other": email  internet use - "other"	None: I had no difficulty with the lesson	All worked well for me.	A little more information in the Introduction	Several points were learned from the lesson regarding medicine.

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Student ID: 28	all	none	all	no	medical questions
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computer use - "other":  
pictures

internet use - "other"

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Student ID: 29	Handouts & exercises	Text language seems to be written by medical/pharmaceutical professionals -- so words often make one pause with "what is he talking about?"	all -- stepping through to retain how to utilize website via PC	clichés/terms/phrases often common to medically educated person (e.g.: "pipeline for drug development" is not a common slang for lay person; "in process" is better.	existence
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computer use - "other":

internet use - "other"

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Student ID: 30	He teaches in the way I was taught: (1) tell what you are going to say (2) Say it! (3) Summarize to close	None	All	It is difficult to say -- at this time	The formation of another site besides "WEBMD"
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computer use - "other":

Research & Page writings

internet use - "other"

Scientific studies

## Narrative Data From Instructor and Observer Surveys

### Lesson # 7

#### Exploring "Exercise and Older Adults"

(Class 1a)

Friday, December 16, 2005

**Instructor #: 20**

**Observer #: 16**

10. What part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Pedagogy) was particularly successful for your students?

Content; Exercises & handouts

Introduction -- content on screen from website

11. What part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Pedagogy) was particularly difficult for your students?

Format

Too many handouts!  
Videos not working easily  
Too much stop -- go

12. Which exercise(s) worked particularly well with your students?

exercises on Fred

Ones they did as a group

13. What would you add to this lesson to improve it?

more time -- allow time for computers to download

Leave out videos -- unless GREAT connection  
Less handouts  
Read stuff as group

14. How easy was it for you to use the printed lesson plan? (e.g., Were colors easy on the eye? Was print large enough? Enough white space? Too much or too little information per page?)

fairly easy

15. How appropriate were the exercises as reinforcement for the material taught?

good

16. How logically was the material sequenced?

very logical

17. To what extent did the lesson plan make it easy for you to teach in a senior-friendly fashion?

good handouts

18. Please briefly compare teaching the "scripted" lesson plans (NIH SeniorHealth) to teaching the "descriptive" lesson plan (MedlinePlus).

20. Other comments about this lesson.

If I were in this class, & I'm old enough, I would have been bored with all the stop and start to read, watch, etc.

## Narrative Data From Student Surveys

### Lesson # 7

#### Exploring "Exercise and Older Adults"

(Class 1a)

Friday, December 16, 2005

	What part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Teaching Style) did you particularly like? Please be specific.	What part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Pedagogy) was particularly difficult for you? Please be specific.	Which exercise(s) worked particularly well for you?	What would you add to this lesson to improve it?	What did you learn from this lesson that was valuable to you?
Student ID: 7	Exercises; Format  computer use - "other": to gather information  internet use - "other"	Not difficult	Strength, balance		Add weights
Student ID: 8	The whole program was very informative and easy to understand.  computer use - "other":  internet use - "other" just to see what's on there	just clicking on the correct information	all	none	That I need to exercise more and use my computer more.
Student ID: 9	Exercises & Handouts  computer use - "other": hobbies, music, Bible study  internet use - "other"	none	walking		Different types of exercise

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Student ID: 10	Content; I think it was a good review for me and a spark for some others.		Content	Nutrition	I keep myself informed. I exercise daily for physical, mental, & emotional health.
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computer use - "other":  
searches, games, etc.

internet use - "other"

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Student ID: 11	Exercises & Handouts	none	Exercises	I think it was very thorough	How to use the NIHSeniorHealth.gov program
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computer use - "other":

internet use - "other"

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Student ID: 12	Content	None	Endurance & flexibility	Don't have any suggestions	How important exercise is
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computer use - "other":  
information

internet use - "other"

## Narrative Data From Instructor and Observer Surveys

### Lesson # 8

#### Working with Windows

(Class 6b)

Wednesday, April 05, 2006

**Instructor #: 18**

**Observer #: 14**

10. What part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Pedagogy) was particularly successful for your students?

Exercises, Format

Exercises & handouts because the student had a chance to practice what they had just learned. Particularly liked not waiting till the end to summarize.

11. What part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Pedagogy) was particularly difficult for your students?

None (a fairly high functioning, Internet savvy group)

Sometimes they wanted to go ahead of the teacher format.

12. Which exercise(s) worked particularly well with your students?

I believe they all worked well

The hands-on exercise and discussions; dictionary; handout to have a point of reference.

13. What would you add to this lesson to improve it?

Have example if needed. I know it could'nt be helped, but the layout of the room, such as Teacher in the front, screen to one side with PC.

14. How easy was it for you to use the printed lesson plan? (e.g., Were colors easy on the eye? Was print large enough? Enough white space? Too much or too little information per page?)

It was fairly easy to follow/use. The classroom setup with the instructor position at the back is a bit awkward.

15. How appropriate were the exercises as reinforcement for the material taught?

I feel they were very appropriate. The "independent" topic searches are more difficult to monitor and know that people were moving along the right path.

16. How logically was the material sequenced?

Well done.

17. To what extent did the lesson plan make it easy for you to teach in a senior-friendly fashion?

Not a problem, although I'm not sure what "age" has to do with it (i.e. relative to other adult learners).

18. Please briefly compare teaching the "scripted" lesson plans (NIH SeniorHealth) to teaching the "descriptive" lesson plan (MedlinePlus).

Definitely prefer descriptive plan, but if future instructors have limited experience, they may prefer the scripted version.

20. Other comments about this lesson.

At times the pace was too fast.

## Narrative Data From Student Surveys

### Lesson # 8

#### Working with Windows

(Class 6b)

Wednesday, April 05, 2006

	What part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Teaching Style) did you particularly like? Please be specific.	What part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Pedagogy) was particularly difficult for you? Please be specific.	Which exercise(s) worked particularly well for you?	What would you add to this lesson to improve it?	What did you learn from this lesson that was valuable to you?
Student ID: 31	Introduction Exercises & Handouts	none	All of them when I paid attention; if distracted for some reason, I would have to ask for directions again.	nothing	The availability of these websites and the information contained in them.
	<p>computer use - "other": writing minutes</p> <p>internet use - "other" Book reviews; book club guides &amp; other general information</p>				
Student ID: 32	Introduction; Content; Exercises & Handouts; Format	Going directly to where I needed to go	Handout 8D	I don't know	The quantity of information on this website.
	<p>computer use - "other":</p> <p>internet use - "other"</p>				
Student ID: 33	Content; Exercises & Handouts	None really	The search dictionary		I learned how to surf the web; pull up the dictionary & use it; searches.
	<p>computer use - "other": do searches, schedules</p> <p>internet use - "other" searches</p>				

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Student ID: 34	handouts	Introduction -- should be more organized from instructor to instructor; have all instructors read the text, rather than the students.	Search through web pages.	Pick certain topics that everyone can follow along together, rather than individual subject searches.	Learned about the NIH webpage. The handouts were very useful.
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computer use - "other":  
photography, research

internet use - "other"

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Student ID: 35	All parts were complete & informative	none	all	Quite good. "If it ain't broke, don't fix it"	The magnitude & depth of information available.
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computer use - "other":

internet use - "other"  
financial

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Student ID: 36	time to practice	no part was difficult	using links for greater detail	nothing -- it was good.	How to access professional sites.
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computer use - "other":  
research

internet use - "other"

## Narrative Data From Instructor and Observer Surveys

### Lesson # 9

#### Intermediate Navigation: "Introduction to MedlinePlus"

(Class 2b)

Wednesday, December 21, 2005

**Instructor #: 10**

**Observer #: 15**

10. What part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Pedagogy) was particularly successful for your students?

The review and navigation portions of the lesson were helpful in having the students practice two important objectives: reading the screen for content and direction, and using the mouse and keyboard to navigate the site. Handout #9A provided good exercises for review, reinforcement and evaluation. I would suggest dividing this handout into the three questions as separate exercises and introducing them earlier to make the lesson interactive (or develop similar earlier exercises to lead to this review). Suggest to the instructor that if time becomes an issue that pairs of students can answer single questions and review their answers for the group to share. Also suggest to the instructor that the class can discuss the students' discoveries and reactions to their findings about quality criteria, resources, and individual discoveries.

Content & handouts

11. What part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Pedagogy) was particularly difficult for your students?

These students were willing and able to follow the lesson's directions to read aloud and that technique can help confirm that those participants are keeping up; but that approach risks embarrassing participants who are having problems or who are shy about their navigation, reading or speaking in public. Therefore the instructor needs directions in the lessons to be sensitive to the situation; for example, instructors could be encouraging by walking around and pointing to the right places on the participants' screens for them to visit, helping them use the mouse, and giving them credit for hitting the right spots. Even though many adult participants can seem comfortable working on their own and will speak up when they need assistance or clarification, others can be prone to keeping quiet because they want to appear capable of understanding the site or keeping up. There can be language challenges that keep some students from speaking up. There can also be questions of culture, with some persons not wanting to appear to question the authority or capabilities of the teacher.

none

12. Which exercise(s) worked particularly well with your students?

Getting Started, Step 4:  
It is an excellent addition to usual teaching approaches to point out that readers can use their keyboards in

All exercises.....were well received by the students

addition to their mice to move around the website. Consider introducing this exercise by suggesting that the students can find various resources by moving through the home page. The introductory statement should include a differentiation from NIHSeniorHealth.gov that MedlinePlus offers a wider variety of sources with different types of and more technical information (please see my answers to Question 20). Clarify the difference between using the scroll bar and the scroll button to move on the screens. Also, edit the language to be consistent across lessons in either directing participants to do something or describing that they can do something.

- It would be a good idea, however, to add details to the instructors' notes to cover situations participants are likely to encounter: such as using multiple website windows, framed websites and operating systems such as Windows XP. Even though the lessons concentrate on MedlinePlus, which does not use frames, participants will get frustrated if they try applying their NIA lessons in general use and find that they don't always work. So participants could benefit from learning that:
  - They need to click into the website or frame they want to scroll through in order to use their keyboards to move through that area.
  - They need to recognize how to use the NumLock key so they don't get confused about the difference between their navigation keys and their calculator keypads.
  - They need to recognize how to move through multiple browser buttons on the Windows taskbar to allow for the NIHSeniorHealth link for MedlinePlus opening a new browser window. They also need to understand that the Back key will be limited in the new browser window.
  - They need to understand how to find their browser windows when Windows XP's taskbar is set to group browser buttons together.

### 13. What would you add to this lesson to improve it?

As an assistance to the instructors in directing the students, the prompted questions should include suggested answers.

MedlinePlus is packed with resources. It would be helpful to have descriptive pages that could be used as student handouts to:

- list the types of materials the website offers
- provide examples of how to use the search tools
- describe the quality guidelines that users can apply to judging health information.

The Lesson Focus says that students will practice finding answers to specific health questions, but the exercises concentrate on the site's structure rather than student interaction. The lesson could use a specific exercise on search techniques and greater emphasis on the students' interactions (please see my answer to Question 20). The search lesson should include discussion of various ways of forming search queries.

Perhaps more hands on exercises.

The MedlinePlus website design includes at least three ways of indicating links: colored and underlined, images, bold type. The lessons need to put the students into the overall context of using Internet tools, showing them how to find and identify all types of links.

I would suggest broadening the lesson's introduction to give the participants a MedlinePlus context that there are:

1. many sources of questions and answers relating to health, and
2. that the workshop will introduce participants to a wider range of sources that supplement NIHSeniorHealth.gov. This portion of the introduction could include the instructor pointing out on the projected site such elements as:
  - a. the medical journal articles, drug information, the illustrated medical encyclopedia, interactive patient tutorials, patient anecdotes, a guide to evaluating health information, and
  - b. the Go Local option
  - c. the clinical trials database.
3. that we will review and build on the earlier navigation skills
4. that MedlinePlus has many features that we will investigate in future lessons, such as Go Local and clinical trials.

#### Lesson Specifics:

Getting Started, Step 1: add an attention getter that relates to the participants' health interests. Move Step 6 to earlier in the lesson. Possibly add a question in which the students list some of their health interests or refer to some of the health interests they've used in earlier lessons and point out that MedlinePlus will give them access to more detailed resources.

#### Getting Started, Step 3:

- it's helpful to list the MedlinePlus URL with the name of the website. Confirm that all website references have clearly listed URLs.
- Make the directions specific in having students access MedlinePlus and add a screen capture. Many students need reminders to type the URL into their browser's address bar; beginners often type the URL into the search bar of typical portals such as Yahoo, Google or MSN.
- Show the students how to link to MedlinePlus from NIHSeniorHealth.gov.

The Lesson: make the language and the categories in each lesson consistent.

The Lesson, Step 3: expand the exercise. For example, ask the participants to click on a category heading and tell the class one of the items they found for each category. Ask the participants to choose different categories from each other to cover them all.

#### The Lesson, Step 4:

- expand the exercise. For example, ask the participants

to click on "Current Health News" and tell the group about a headline they found.

- expand the search exercise to have the students write and try out queries on their own health interests. Adjust the timing for the lesson because this exercise will take several minutes and form a significant part of the lesson. Note that the lesson does not return to searching later.

The Lesson, Steps 5-8: renumber to make Steps 5, 6, 7 and 8 all part of the same step; they aren't different enough to justify being separate steps.

The Lesson, Steps 9-11:

- renumber to makes Steps 9, 10 and 11 all part of the same step.
- Define with the students what FAQs are and the value of FAQs in both providing answers and in defining basic questions.

- Expand the FAQ exercise to have the students find and share a question and answer they find useful to them.

The Lesson, Steps 12: define the site map. Have the students move through the site map to various resources in the website.

Also, please see my answer to Question 20.

14. How easy was it for you to use the printed lesson plan? (e.g., Were colors easy on the eye? Was print large enough? Enough white space? Too much or too little information per page?)

Good use of numbering the steps. Nice use of the boxes to enclose the steps numbering.

Add a descriptive running footer and/or header giving the overall project name, lesson number and name, and page number.

Copy edit to make the language consistent across all of the lessons, such as Lesson Focus or Focus of the Lesson.

The layout is nice in terms of white space.

Change the typeface for the body text to a serif face for readability and change the type size for the body text to 10 or 11 point to make the text easier to scan; note that you should keep 20% line leading.

To make the screen captures more directive add arrows and text boxes to show what the students should do. Put smaller sized screen captures on the instructors' pages rather than including them only as separate handouts.

That way the instructors could photocopy the lesson for the students.

Materials Needed: renumber Handout 9A -- there can't be a 9A without a 9B. Number each of the screen captures as handouts.

Senior-Friendly Teaching Tips: be consistent about whether these will be listed with each lesson or only with the Introduction.

Overall, consider laying out the manual so that the steps for the participants can be easily photocopied as handouts. For example, put the participants' and instructor's directions on facing pages.

The use of text box outlines helps identify the various segments of the lesson. Consider setting up a three-

column grid that would allow layout of the headings, body text and screen captures.  
The heading "Getting Started" is part of the lesson.  
Reword the heading "The Lesson" to add more continuity.

15. How appropriate were the exercises as reinforcement for the material taught?

The exercises were useful, but they need to be directed to the sequencing of the students' main interests: health (please see my answers to Question 20).

16. How logically was the material sequenced?

I am concerned that the students will find the lessons redundant once the participants are comfortable with pointing and navigating in technological terms. I would propose a shift in emphasis to have the students relate their explorations to their interests in health information (please see my answers to Question 20).

17. To what extent did the lesson plan make it easy for you to teach in a senior-friendly fashion?

The lessons need to relate to the students' context for technology. Ideally the lab or the instructors will be equipped with a variety of pointing devices so that seniors can realize or explore adaptive devices, such as touchpads, trackballs or even voice-directed systems. The lesson could at least refer to -- and preferably include illustrations of -- the various pointing devices. Some lesson in the series could even refer to or point to the latest information on adaptive devices, such as those that would let seniors with motor difficulties navigate the site through voice commands.

The directions for the instructor could also include a comment that MedlinePlus does not include the direct on-site intervention to change type size; the introduction could add directions or reminders to change the type size by using the browsers' menu bar. As a follow-up, the instructions could also remind the instructor to point out to the participants that MedlinePlus does not have a sound option to read the screen aloud.

18. Please briefly compare teaching the "scripted" lesson plans (NIH SeniorHealth) to teaching the "descriptive" lesson plan (MedlinePlus).

As an instructor implementing rather than testing the lessons, I would appreciate the scripting as useful guidance rather than as a literal script to be read verbatim. The script could be useful for beginning instructors, but the teaching tips should encourage teachers to practice putting the lessons into their own words that fit their students.

20. Other comments about this lesson.

**Purposes**  
I suggest that this project is primarily about health literacy, with Internet as a useful tool.  
Students' interest in health -- their own or of those they

**General Comments.**

1. The lesson guide was not always followed exactly as written.

care about -- is the driving focus that would draw the most students with the greatest benefit to the participants -- the students, the institutions offering the classes, the website developers, and the sponsoring medical community.

Within this project, the students' interest in learning to use Internet is a means to the end of finding out more about health.

The lessons could offer a valuable third purpose: to orient students in how to use the information they find. Emphasizing health literacy would open up the classes to the greatest number of opportunities:

- for institutions to schedule the classes for a wide range of participants
- for internal institutional and community-wide publicity to draw enrollment on a subject that is important in health and economic terms but has been hard to address for both institutions and individuals
- for a wide range of users or potential users of Internet, providing support for beginners to learn to use web sites and for more advanced users to get useful information
- provide students with the tools for evaluating health information for their own use and in coordinating within their communities, workplaces, insurance plans, and health care teams.

In terms of the existing lessons, this approach would blend in exercises to involve the students in health information while maintaining the valuable current lesson development in Internet tools. The students would thus focus on building health literacy by applying Internet skills and the resources of [NIHSeniorHealth.gov](http://NIHSeniorHealth.gov) and [MedlinePlus.gov](http://MedlinePlus.gov).

Two elements reinforce my suggestion that we shift the emphasis to exploring health interests as a path to website use rather than using website navigation as the focus:

- The introduction to the series as a whole (“For Various Levels”) says that “students should already have some basic familiarity with computers and the Internet [and] should know how to use the mouse and should have already been on the Internet.”
- By Lesson 9, the students will have had 8 previous lessons that have either concentrated on or reinforced their use of mice and website navigation. Even by Lesson 3 students will have had their previous experience plus 2 additional lessons to acquaint them with Internet tools.

#### Objectives and Structure

Clear lesson objectives can help clarify the students' concentration and provide direction for instructors. I suggest polishing the Lesson Focus for Lessons 3 and 9 (as well as for the rest of the lessons) to apply Instructional Systems Design tools that define the objectives in discrete and structured units that can be

2. Some questions were answered in too much detail.
3. The suggested opening statement was not used.
4. Glossary of terms was not reviewed.
5. There needs to be a little more time spent on defining what the goal of the lessons are and how the two sessions the students take fit into the plan.
6. A handout of the table of contents will be helpful.

Mike is an excellent instructor and I can understand after sitting through a class how it is difficult to stay exactly within the structure of the lesson guide line. I will try in the next class to do so.

used in review and evaluation exercises.

To take advantage of the students' needs, I suggest concentrating the overall project and lesson objectives and exercises in terms of -- and in the order of -- the participants' priorities. This structure provides checkpoints to ensure that the lessons cover both the content elements and the Internet procedures while encouraging the students' involvement:

1. they want health information;
  - o that is reliable,
  - o up-to-date,
  - o understandable, and
  - o relevant to their needs
2. they are willing to explore if Internet can be the medium for getting it,
3. they want to learn how to actually navigate particular websites,
4. they need to know what to do with the information once they find it -- considering that it might seem useful, conflicting, confusing or technical.

In developing the lessons, I would make the Lesson Focus objectives more specific and descriptive. I would also organize and label content and navigation objectives separately, with content objectives listed first. Lesson 9, therefore, would introduce how MedlinePlus differs from the NIHSeniorHealth site to cover the principles of:

1. get advanced medical information
2. through the MedlinePlus web site
3. which offers a wider variety of sources than NIHSeniorHealth
4. by using the navigation of the web site to fit the user's needs

I would also apply an Instructional Systems Design checklist for consistency and structure to use to establish a sequence for the lessons, such as:

1. get the participants' Attention
2. orient the lesson's Direction
3. provide appropriate Demonstrations
4. engage the participants' Interactions
5. review and conduct Evaluation

The Opening Statement is a helpful addition. Please send it as an electronic attachment so that we can change the case from all-caps to upper- and lower-case for easier reading. I also note that the observer will conduct the post-lesson interviews (as directed in the new opening statement) rather than the instructor as I did based on our Lesson 3 approach.

## Narrative Data From Student Surveys

### Lesson # 9

#### Intermediate Navigation: "Introduction to MedlinePlus"

(Class 2b)

Wednesday, December 21, 2005

	What part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Teaching Style) did you particularly like? Please be specific.	What part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Pedagogy) was particularly difficult for you? Please be specific.	Which exercise(s) worked particularly well for you?	What would you add to this lesson to improve it?	What did you learn from this lesson that was valuable to you?
Student ID: 1	Enjoyed having paper to write my thoughts and to answer group questions.  computer use - "other":  internet use - "other"	Instructor made none of the above listings difficult for class to handle.	Linking to websites and following the teacher.	?	Basic keyboard exercises -- page up, etc.
Student ID: 2	Exercise -- showed what was available and I could get that information  computer use - "other": photos; listing of names  internet use - "other" financial; reviews of items (autos)	none	How to find a topic that was of concern to me	Mission Statement and where & how this lesson related to the overall subject	Yes -- Health topics that were of concern to me.
Student ID: 3		Handouts -- would like more detail		The original lesson plans; ability to continue course	ease of scrolling; how to find info.
	computer use - "other": email; med. Info.  internet use - "other"				

Student ID: 4	teaching style	content	handouts	more time	information about Medicare
	computer use - "other": news				
	internet use - "other" information				
Student ID: 5	teaching style was excellent	none	clicking on various links to explore the website.	Better description of where it fits into the overall course	the website exists!
	computer use - "other":				
	internet use - "other"				
Student ID: 6	All very good. Handouts useful	nothing was difficult		Explanation of overall program	great website.
	computer use - "other":				
	internet use - "other" research				

## Narrative Data From Instructor and Observer Surveys

### Lesson # 10

#### Intermediate Navigation: "Dictionary", "Health Topics", "Search MedlinePlus"

(Class 1b)

Monday, December 19, 2005

#### Instructor #: 16

#### Observer #: 21

10. What part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Pedagogy) was particularly successful for your students?

Content

Materials good; students comfortable.

11. What part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Pedagogy) was particularly difficult for your students?

Handout -- some questions hard to find answers. Closing windows.

Cataract exercise needs work.

12. Which exercise(s) worked particularly well with your students?

free search seemed to have worked well.

13. What would you add to this lesson to improve it?

More summations; more searches of health topics; reinforce what doing.

Mass intro of screens at start should wait till students catch up.

14. How easy was it for you to use the printed lesson plan? (e.g., Were colors easy on the eye? Was print large enough? Enough white space? Too much or too little information per page?)

It was fine.

15. How appropriate were the exercises as reinforcement for the material taught?

good

16. How logically was the material sequenced?

good

17. To what extent did the lesson plan make it easy for you to teach in a senior-friendly fashion?

very well

18. Please briefly compare teaching the "scripted" lesson plans (NIH SeniorHealth) to teaching the "descriptive" lesson plan (MedlinePlus).

Descriptive worked for me because I knew MedlinePlus. A combination of the two would work even better.

20. Other comments about this lesson.

I did think I needed to have more "checks" with the students to see how they were doing. Maybe when using the glossary we could ask if any of them were familiar with the terms and if they had ever "browsed" a website or opened and closed a window? Try it then so they are prepared to use it later. (Maybe they do that in an earlier lesson and I missed it!) Their faces looked like they were getting it, but that was just my perception. I also think that when these classes are going to be done "for real" it

Kay is very good. Slow presentation; breaks sentences; varied pitch, etc. Small problem I guess: class went through lots of screens, but instructor did not check that students were following the pages. Should check if student screen matches. Dual search on arthritis seems dubious and confusing. Search from MED or structured search box. Should stick with structured search. Not sure the exercise on cataracts worked as intended.

will solve lots of problems because we'll know what the students have already learned and how best to interact with them. I liked your idea of passing out the note cards. They seemed to really like their time alone with the site. I also thought the lesson could have included more places to review what we had already covered as a reinforcement tool. I also think today showed how much help a visual is for learning not only for this age, but all ages. As I said, this lesson ended very abruptly to me. It needed a recap more like Carol did Friday.

## Narrative Data From Student Surveys

### Lesson # 10

#### Intermediate Navigation: "Dictionary", "Health Topics", "Search MedlinePlus"

(Class 1b)

Monday, December 19, 2005

	What part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Teaching Style) did you particularly like? Please be specific.	What part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Pedagogy) was particularly difficult for you? Please be specific.	Which exercise(s) worked particularly well for you?	What would you add to this lesson to improve it?	What did you learn from this lesson that was valuable to you?
Student ID: 7	The handouts will help me at home to access information. Exercises and Teaching shows ease in navigating thru the National Institute of Health Web.  computer use - "other": look up information  internet use - "other" general information	I did not find the lesson difficult. When I made as error it was easy to recover and continue.	Finding answers to particular questions	This question is difficult for me because I was able to follow the lessons.	That I should look up more medical information before and after Doctors visits.
Student ID: 8	Each one was extremely interesting. Format & teaching style were extremely important to me.  computer use - "other": what kinds of things are there.  internet use - "other"	Going from one subject to another.	The handouts helped me especially -- Glossary, etc..	Can't think of anything to improve it. Length of sessions was comfortable. Knowledge of instructors excellent and content easy to understand.	How to really find the subjects I need or want to know about.

Student ID: 9	Exercises & Handouts	none	all		That there was a very valuable site available for Health information.
	computer use - "other": Hobbies				
	internet use - "other" general information				
Student ID: 10	Lesson content -- I was surprised at the amount of information that is available	Finding some specific answers to specific questions that were "hidden".	Just using the computer	A little longer to explore	The numerous sites available for information
	computer use - "other": information on various topics				
	internet use - "other" information on various topics				
Student ID: 11	I think the teaching style was great. The exercises and handouts are very helpful in learning to use the system.	None was particularly difficult.	The exercises	I would like to have been able to explore more of the topics available.	How to look up problems related to certain diseases.
	computer use - "other":				
	internet use - "other"				
Student ID: 12	I learned a couple of new computer skills. I was pleased to learn, from this course, all the health information available via the computer.	None were difficult.	Being able to pick a category from the alphabet on Medline	Don't know.	All the different categories under each subject that are available on internet.
	computer use - "other": All kinds of research.				
	internet use - "other" researching many subjects.				

## Narrative Data From Instructor and Observer Surveys

### Lesson # 11

#### Intermediate Navigation: "News" and "Drug Information"

(Class 3b)

Thursday, February 02, 2006

#### Instructor #: 18

#### Observer #: 14

10. What part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Pedagogy) was particularly successful for your students?

Exercises & Handouts; Content

Guiding the discussion and helping student to field answers

11. What part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Pedagogy) was particularly difficult for your students?

None stood out.

nothing stood out.

12. Which exercise(s) worked particularly well with your students?

The last one -- Exercise 11b

Finding drugs and herbs

13. What would you add to this lesson to improve it?

A couple of extra screen snapshot examples

Some examples or have students search for their doctor/reassurances they are getting the best possible care.

14. How easy was it for you to use the printed lesson plan? (e.g., Were colors easy on the eye? Was print large enough? Enough white space? Too much or too little information per page?)

Fairly easy; there were one or two spots where some additional info would have been helpful.

15. How appropriate were the exercises as reinforcement for the material taught?

Very appropriate, based on apparent student verbal comments at the time.

16. How logically was the material sequenced?

Very good.

17. To what extent did the lesson plan make it easy for you to teach in a senior-friendly fashion?

I felt very comfortable with it, as long as I could augment/embellish it a bit.

18. Please briefly compare teaching the "scripted" lesson plans (NIH SeniorHealth) to teaching the "descriptive" lesson plan (MedlinePlus).

I felt the MedlinePlus plan (while similar) was easier and actually more enjoyable.

20. Other comments about this lesson.

Sequencing the terms by page # to reduce a lot of page turning.

## Narrative Data From Student Surveys

### Lesson # 11

#### Intermediate Navigation: "News" and "Drug Information"

(Class 3b)

Thursday, February 02, 2006

	What part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Teaching Style) did you particularly like? Please be specific.	What part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Pedagogy) was particularly difficult for you? Please be specific.	Which exercise(s) worked particularly well for you?	What would you add to this lesson to improve it?	What did you learn from this lesson that was valuable to you?
Student ID: 19	Exercises were very good -- "hands-on" helps in remembering content of lessons  computer use - "other": labels/ numbering  internet use - "other" refunds on purchases; completing applications for various services	Not difficult, just needed more time to absorb teaching.	Computer exercises were interesting and helpful.	The lesson was very interesting but, as before, "more time was needed". But I feel this will be sufficient for me to work on my own.	So much information is available and now I feel more confident in searching for answers.
Student ID: 20	Exercises; Content  computer use - "other": email  internet use - "other"	Format	Finding subjects	A little more time	There is so much to be accessed on the computer.
Student ID: 21	Content and exercises were informative and useful. Teaching style encouraged interactivity. Lots of class participation.  computer use - "other": email  internet use - "other"	Nothing was difficult.	All exercises were clear. Good class participation	Thought lesson went well. Instructor patient and helpful.	MedlinePlus is a valuable site and everyone should use it. I will recommend it.

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Student ID: 22	I liked all parts of the content, exercises & handouts. They were very informative and educational. I really enjoyed the classes very much. I think I can go home with the handouts and find what I need on the internet.	It was not difficult for me all because the instructor was very clear on the subject matter before & during the exercises.	Looking at the drugs and supplements, and also looking up the zip code with the doctor that you were trying to find.	maybe more time with each exercise	How to find out the different drugs and supplements and how they made also the side effects of each drug.
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computer use - "other":  
just learning computer

internet use - "other"  
just learning how to use the internet

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Student ID: 23	I liked the introduction Home Page. I like the way the topics are listed across the page (very easy to navigate).	none were difficult	Researching doctors or specialist by Zip code.	I really can't think of anything	Just how easy it is to find medical information on MedlinePlus and NIHSeniorHealth sites.
----------------	---	---------------------	--	----------------------------------	---

computer use - "other":  
games, recording music

internet use - "other"

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Student ID: 24	I like all of it	None	Searching at different direction	a little bit more time	how to navigate.
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computer use - "other":  
email

internet use - "other"

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### Summary of group interview (total time:15:50 min.)

#### 1. What did you like best about this lesson (e.g., Introduction; content; format; exercises)?

Mildred (2:47) – The exercises and being able to find things herself. The teaching had to come first.... [The lesson led her to the point where she could find things, and gave her confidence in her ability to find things.]

Muriel (3:19) – The tabs across the top of the page were easy to use, and the lesson helped her to see that feature of the website.

Treva (3:50) – The interactive participation was better than on Tuesday, among students as well as between students and instructor.

Mildred (4:40) – Felt the Thursday introduction prepared her better for the lesson – no reflection on the instructor, simply that she understood better what they were doing this evening than on Tuesday.

[(5:55) All students concurred that they felt better oriented this evening]

Martha (6:22) – Felt more at ease & relaxed and especially appreciated learning about the scroll wheel.

#### 2. What part of the lesson needs the most improvement (e.g., Introduction; content; format; exercises)?

Richard (7:00) – Would have liked it a little slower.

Martha (7:39) – Also would have liked a little more time.

#### 3. What would you add to this lesson to make it better?

Martha (8:10) – pictures related to the subject might be nice [unclear whether she would add pictures to the lesson or to the website]

Treva (9:30) – compared the two sites and found this one has more information, more depth, and is more user friendly. The other site does have the videos, but sometimes she prefers to simply read for the information.

Muriel (10:14) – And the video doesn't always answer the question you have.

#### 4. What were the two most important things you learned from this lesson?

Treva (10:28) – That she liked this site better

Mildred -- That there's so much out there...

Doug (10:55) – Not so much learning about aspirin, as learning how to access all of this detailed information.

Treva (11:15) – The News section was very interesting. It's possible to get *current* information from *around the world*.

Mildred (11:38) – Checked one of her medications and found that the website information agreed with the information she had gotten from her doctor.

Doug (11:54) – Validation and cross-validation are ways of extending and generalizing the lesson.

Martha (12:11) – checked for side effects.

Treva (12:25) – feels more informed and educated as a consumer; better equipped to make choices. This was a valuable 2 days for her.

Muriel (13:20) – Both sites were good, but this one (MedlinePlus) goes a little further. She liked the video and the quiz on Tuesday, but likes the additional depth offered by this site.

Treva (14:00) – once they get the “go local” developed, so you can click on Maryland, that will be great.

Martha (14:27) – also liked being able to click on the zip code to pull up local information. It even gave a Mapquest to help find out how to get there.

## Narrative Data From Instructor and Observer Surveys

### Lesson # 12

#### How to Find Reliable Health Information Online

(Class 4b)

Tuesday, February 21, 2006

#### Instructor #: 9

#### Observer #: 10

10. What part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Pedagogy) was particularly successful for your students?

Cartoon for website, using link to different info on site.  
Reading dialog got them to think about material.

The checklist & exercises & example sites are valuable as a focus for content & interaction in recognizing design indicators of credibility. Introduce the checklist earlier in the lesson as a companion guide with the brochure -- even include a checklist as part of the brochure design as a sort of "rate this site" tool. The exercises at the end prompted active participation and observation. The brochure is a very good reference tool.

11. What part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Pedagogy) was particularly difficult for your students?

Finding links, buttons and related ideas from handouts especially for Contact, Sponsor, About.

Too much packed into one lesson. The design credibility indicators -- web tool review & exercises didn't allow students to look at the content of the MedlinePlus references. Very Important: put more emphasis on cross-references with reviewed publications; the design indicators of address, policies, etc. can be easily copied by a good designer of an unreliable site.

12. Which exercise(s) worked particularly well with your students?

Going from one website to another.

The 12-B1,B2, C exercises were very well designed. Use one earlier in the lesson and use one at the end for a summary. Use reviewing the MedlinePlus site earlier in the lesson as a way of reinforcing its value.

13. What would you add to this lesson to improve it?

Better flow for exercises. Take cartoon and compare to NIA website as you go along.

Make the 1 to 5 scale gradual as part of the exercise. Have the students mark it. Have them search the web and comment for the class on health websites they find. Ask students for examples of whom they trust and react to in getting health information.

14. How easy was it for you to use the printed lesson plan? (e.g., Were colors easy on the eye? Was print large enough? Enough white space? Too much or too little information per page?)

Very difficult to use. Green too dark to read; make text down a size; too much outlined to read each time; correlation from cartoon to NIA seemed to be lost with several students.

15. How appropriate were the exercises as reinforcement for the material taught?

was OK but students seemed lost with going back over questions and reference. Difficult getting students to reference to questions; too much material to cover and too much for students to read in class.

16. How logically was the material sequenced?

Logic seemed OK; needs more reference in exercise to see credit/non-credit website and what to be aware of.

17. To what extent did the lesson plan make it easy for you to teach in a senior-friendly fashion?

Not very -- most are unaware of basic content; how to view; contact. After several reviews got the idea of where to look, I doubt if most students ever look before today's lesson. Some may, after taking this class, glance at a site for the lesson material. Most will continue to just "surf" for subject or needs.

18. Please briefly compare teaching the "scripted" lesson plans (NIH SeniorHealth) to teaching the "descriptive" lesson plan (MedlinePlus).

Very difficult. I did try scripted, but missed several lines. At times too much scripted. Opening to each section should be brief, descriptive. Basically OK.

20. Other comments about this lesson.

- how judge if claims are too good to be true
- how do they cross-check
- how read side effects
- emphasize importance of asking their own doctors (which we hope they have)

Age Page places to start. Proofread so that the references match the site content & design

- be careful about colloquial language in the scenarios such as "whippersnapper"
- also, some of the students who are well educated still had problems reading out loud
- change the language in handout 12A -- the "let's see if this class helps us" comes at nearly the end of the class
- there's a design issue in MedlinePlus quality guidelines -- the line length is too long
- The first cartoon raises excellent focused issues. The second cartoon is also a good example but raised some distracting issues among the students.

Be careful about assuming that free = reliable; some journals support peer review by fees and some free sites are come-ons

indicate that instructors can use the role play as prompting questions rather than read-aloud exercises.

(Q1) Covered a lot -- could speak slowly but not have a lot of interaction at start and middle of the class.

(Q2) Had to keep moving to cover the amount of material in the given time.

(Q3) The most successful interactions were at the end of the class with the 12-B1 & B2 & C handouts. The instructor could ask scripted questions but had to prompt for the guided answers.

(4) The students followed the instructor's lead but didn't have the time to come up with their own questions.

(5) This lesson had 3 main sections: tools review; credibility & exercises -- each was lengthy.

(Q6) The lesson and exercises reinforced each other with a lot of repetition

(Q7) The repetition formed its own running summary.  
(Q8) The pace required the students keeping up with navigating & reading -- a challenge for some students.  
(Q9) The scripts& lessons are well focused, although I still am concerned about the role-playing script idea -- both of reading out loud & cultural understanding (such as "whippersnappers")

## Narrative Data From Student Surveys

### Lesson # 12

#### How to Find Reliable Health Information Online

(Class 4b)

Tuesday, February 21, 2006

	What part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Teaching Style) did you particularly like? Please be specific.	What part(s) of the lesson (e.g., Introduction; Content; Exercises and Handouts; Format; Pedagogy) was particularly difficult for you? Please be specific.	Which exercise(s) worked particularly well for you?	What would you add to this lesson to improve it?	What did you learn from this lesson that was valuable to you?
Student ID: 25	Introduction; Handouts; Teachings  computer use - "other":  internet use - "other" games	none	handouts	nothing	How to check a website
Student ID: 26	CONTENT -- gave me clues as to information on my topic of interest  computer use - "other": internet information  internet use - "other" general questions	none	content		how to find reliable information on subjects dealing with my well being.
Student ID: 27	Teaching style  computer use - "other":  internet use - "other"	No problems with lesson as is.	The one with the use of the computer	frequent questions from students	many things.
Student ID: 28	cartoon; Why do you trust?  computer use - "other": photos, information, travel, medical  internet use - "other" pictures	none	How & what to search for	no	How to trust a website; credibility of the website; accessibility

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Student ID: 29	Exercises	None really -- minor adjustment to 2 type lecturing of student	Format	The obvious benefits of avoiding misinformation/Fraud !	Reinforce -- using common sense in evaluating credibility of web info.
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computer use - "other":  
Internet

internet use - "other"

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Student ID: 30	Teaching Style: using class participation to keep students attentive	none	all	nothing	Carefully check web sites!
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computer use - "other":  
photo touch-up & restoration; email

internet use - "other"