

*Canada in the Making*  
**Learning Resource Unit Phase III:  
Evaluation Report**

**Author: Ian Bron**

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## Table of Contents

Canada in the Making Phase III: Executive Summary.....	4
Introduction.....	4
Purpose of the Evaluation.....	4
Summary of Results.....	4
Recommendations.....	5
Canada in the Making Phase III: Evaluation Report.....	6
Introduction.....	6
Purpose of the Evaluation.....	6
Limitations of the Evaluation.....	6
Evaluation Focus.....	7
CITM Phase III: History and Description.....	7
Evaluation Questions.....	8
Information Needed to Complete the Evaluation.....	8
A Brief Overview of Evaluation Plan and Procedures.....	8
Evaluation Results.....	9
Curriculum Relevance.....	9
Summary of Survey Results.....	10
Responses.....	11
Site Relevance and Appropriateness.....	11
Content Credibility and Accuracy.....	11
Site Accessibility and Navigability.....	11
Lesson Plans.....	12
Overall Impressions.....	12
Comparability.....	13
Positive Comments.....	13
Suggestions for Improvement and Future Content Development.....	13
Relationships within the Data.....	14
Conclusions and Recommendations.....	15
Strengths of CITM Phase III.....	15
Weaknesses of CITM Phase III.....	15
Recommendations.....	16
References.....	17
Appendix A:	
Patterns in Provincial Curricula.....	18
Province.....	18
Social Studies Curriculum Area of Relevance.....	18
Grade/Year.....	18
Appendix B:	
Survey Results for Canada in the Making Phase III: .....	19
Site Relevance and Appropriateness.....	19
Content Credibility and Accuracy.....	20
Site Accessibility.....	21
Navigability.....	22
Lesson Plans.....	23

Overall Impressions.....	24
Comparability.....	25
Appendix C:	
Respondents.....	26
Appendix D:	
Positive Comments.....	29
Breakdown of Positive Comments.....	29
Text of Positive Comments.....	29
Appendix E:	
Suggested Improvements.....	32
Breakdown of Suggested Improvements.....	32
Text of Suggested Improvements.....	32
Appendix F:	
Suggestions for Further Development.....	34
Breakdown of Suggestions for Further Development.....	34
Text of Suggestion for Future Development.....	34
Appendix G:	
Regression Data and Results.....	36
Regression Data.....	36
Relevance – Median Grade Level Taught.....	37
Content Credibility and Accuracy – Median Grade Level Taught.....	39
Site Accessibility – Median Grade Level Taught.....	40
Navigability – Median Grade Level Taught.....	42
Lesson Plans – Median Grade Level Taught.....	44
Overall Impressions – Median Grade Level Taught.....	46
Comparability – Median Grade Level Taught.....	48
Relevance – Lesson Plans.....	50
Relevance – Content Credibility and Accuracy.....	52
Relevance – Overall Impressions.....	54
Relevance – Comparability.....	56
Overall Impressions – Site Accessibility.....	58
Site Accessibility – Navigability.....	60

# ***Canada in the Making Phase III: Executive Summary***

## **A Canadiana.org Project**

### **Introduction**

The Canadiana.org is developing educational Web sites to facilitate use of the Early Canadiana Online (ECO) database of early Canadian texts by primary, intermediate and secondary students in Canada. The new content for *Canada In The Making* (CITM), *Aboriginals: Treaties and Relations* (referred to hereafter as CITM Phase III) represents the latest work toward this goal.

### **Purpose of the Evaluation**

This evaluation was conducted using qualitative curriculum research and a survey to gather feedback from educators on the new CITM Phase III content. Areas of interest included the site relevance and appropriateness, content credibility and accuracy, site accessibility, navigability, lesson plans, overall impressions and comparability (with other resources).

### **Summary of Results**

A qualitative study was done of curriculum across Canada before the work on Phase III content began. The new CITM Phase III content was found to be relevant to a range of high school courses across Canada, focused mainly in the grade 10 to 12 range. In addition, there is an emphasis on primary sources in the curricula of all provinces across Canada. In the survey, educators supported these findings, rating the evaluation category Site Relevance and Appropriateness at 87.9 %.

Content Credibility and Accuracy was rated highest of all the survey categories at 90.2 %. Respondents rated the site highly for accuracy, quality of writing, citations and copyright, and links to other materials. The quality of the writing was especially highly rated at 94.7 %.

Site accessibility was well rated. Accessibility rated font sizes, loading time, printer-friendly formats, formatting on different browsers, requirements for software or hardware and the use of pop-up windows. The average score was 87.2 %. Navigability was rated high at 81.0 %. Elements of the site considered included design appeal, site arrangement, navigation elements, tracking of place on the site, link operability and navigation aids such as the index and site map. Usability, the category used for the evaluation of CITM Phase II, was 76 % in 2002 (usability measured aspects of accessibility and navigability). If the results of Site Accessibility are combined with Navigability, the results suggest an 8 % increase over the previous evaluation of Usability.

The average overall score for the Lesson Plans was 76.3 %. The lessons were rated for curriculum relevance, appropriateness to classroom practice, age levels, previous knowledge

required, level of detail, and suggestions for assessment. The suggestions for assessment were rated lowest at 68.5 %. Several teachers commented positively on the usefulness of the lesson plans and suggested activities while others recommended a number of additions or changes to lesson plans.

Overall impressions of the site were very highly rated at 89.0 %. This corresponds with a global average of all scores of 85.1 %. 92.6 % of respondents indicated that they would recommend the site to a colleague. With all valid survey items and all responses considered, the site was rated at 85.1 %.

Comparability was rated to better understand how educators would compare the CITM Phase III content with other materials they might use to teach the same content (e.g.: texts, video, fact sheets). It compared relevance, credibility and accuracy, features and ease of use. The average rating given to the CITM Phase III content was 56 % higher than that given to other materials.

Site Relevance and Appropriateness and Navigability were strong predictors for how the site was rated overall.

## **Recommendations**

It is recommended that the content of Phase III be amended to address the major shortcomings identified above and expanded as appropriate to Canadiana.org resources and mandate. Specifically, lessons should be shorter and more content should be developed on pioneers and immigrants (currently under way) and on minorities, exploration or women in Canadian history.

Other possible improvements recommended include the addition of a search engine to the site, increasing font size, and keeping page length shorter. By making these changes, Canadiana.org will continue increase its utility to educators across Canada.

# ***Canada in the Making Phase III: Evaluation Report***

## **A Canadiana.org Project**

### **Introduction**

Canadiana.org hopes to develop high-quality online educational resources that can be used across the country. An evaluation of the content developed for the *Canada in the Making* (CITM) Web site in the 2003/04 fiscal year provided the opportunity to continue gathering feedback from a broad audience of educators and to improve future Canadiana.org resources based on this feedback. For the purposes of this evaluation, content developed in 2001/2002 is referred to as CITM Phase I, content developed in 2002/2003 is referred to as CITM Phase II, and content developed in 2003/2004 is referred to as CITM Phase III. CITM is based on the Government Documents (Gov Docs) collection on the Canadiana.org Web site, Early Canadiana Online (ECO), and uses those documents to help fulfill Canadian curricula requirements.

An earlier effort was made to evaluate CITM Phase III content in March 2004. This effort failed due to the extremely low response rate. An improvement in the approach used to solicit feedback was successful in the fall of 2004.

### **Purpose of the Evaluation**

The purpose of this formative evaluation is:

1. To gather qualitative and quantitative data on the effectiveness and relevance of the new CITM Web site content.
2. To identify any flaws or errors in content, design and structure of the CITM site, and use this information to make improvements and eliminate those errors.
3. To solicit suggestions for future areas of development.

### **Limitations of the Evaluation**

This evaluation was conducted over a limited time period (four months), with a small sample size. In total, 48 teachers, school librarians and administrators responded to the appeal for feedback and completed and returned a survey. Selection of potential respondents was not random.

In addition, respondents were primarily from cities or large towns, with relatively plentiful – if older – computer resources available to teachers. These advantages may not be shared in all regions of Canada, although according to SchoolNet (2000), access is steadily improving.

Finally, it was apparent that some respondents were assessing the CITM site as a whole and not simply new CITM Phase III content.

Thus, while it is possible to extrapolate the results of this evaluation to the general educational population, it would not have statistical validity in evaluating educator's responses to CITM Phase III content. The results remain useful, however, as they provide a good indication of the strengths and weaknesses of the CITM site in general and the CITM Phase III content in particular.

## **Evaluation Focus**

### **CITM Phase III: History and Description**

CITM is an educational Web site targeting secondary school students (and their teachers), with secondary audiences including intermediate students/teachers and undergraduate students/professors. It contains narrative texts integrating primary source materials from the ECO database into explanatory narratives based on themes in Canadian history (as determined by an analysis of Canadian curricula – see **Appendix A**).

CITM was first launched in 2001 as a general information site for educators and students interested in key Constitutional documents. After an evaluation of this site, reported in the *Assessment and Evaluation of CIHM Educational Resources (2002)*, Phase II was initiated in September 2002 to implement suggested improvements arising from the evaluation where possible and feasible. The theme was “Constitutional History”. CITM Phase III, implemented in August 2003, continued the development of CITM with the theme “Aboriginals: Treaties and Relations”. The work was completed in March 2004.

Features of the CITM site include:

- Thirteen minor themes, including historical topics such as “The Riel Rebellions”, historical/political topics such as “Aboriginal Women’s Issues” and legal/civics topics such as “Aboriginal Residential Schools”.
- Integrated links on major and minor themes to primary sources from the ECO database, along with explanations and summaries of these texts.
- Maps and images to illustrate texts.
- Links to external Web sites containing supplementary information.
- Reference materials (glossary, biographies, site use instructions).
- Teachers’ Resources, including 21 lessons and activities pages.
- A Site Map, list of Maps and Images, and Site Index.

The site content was developed by an educator with a background in history and edited/reviewed by prominent subject-matter experts at the Ph.D. level. Design followed guidelines set by the Ministry of Canadian Heritage for sites that are funded through their grants programs.

## **Evaluation Questions**

General evaluation questions were:

1. Is the new site content appropriate and relevant for the target audience?
2. Is the new site content credible and accurate?
3. Is the new site easily accessible to most users and computers?
4. Is the new site well-designed in terms of navigability and graphic design?
5. Are the new activities appropriate, usable and useful to teachers?
6. What were overall impressions of the new site content?
7. How does the new site content compare with other resources (e.g.: printed materials, videos) with the same subject content?
8. How could the CITM site be improved? What new subject matter areas could be developed?

## **Information Needed to Complete the Evaluation**

Information required to answer the questions were an analysis of curriculum requirements for history, Canadian studies, law and civics courses from across Canada and survey data from teachers across Canada.

## **A Brief Overview of Evaluation Plan and Procedures**

The evaluation was conducted by a single evaluator. It was decided by Canadiana.org staff and the evaluator to survey teachers from across Canada as an alternative to in-class studies done in Ottawa classrooms in previous evaluations of Canadiana.org educational content. In addition, qualitative research was conducted into curricula across Canada to determine curriculum relevance.

A survey was prepared for mailing to 150 schools in all the provinces of Canada, including CEGEPs in Québec. The survey was changed from that used in previous years to better separate characteristics of the site and its features, and to reflect the fact that this would be a mail-out survey.

Schools were selected partly from a list of schools subscribing to the Early Canadiana Online subscription-based content and partly from lists of schools in primarily urban areas of Canada. These locations were favoured to make the best use of the incentive for participation, which was a \$5 gift certificate to Chapters/Indigo Books.

A letter of introduction was sent three weeks before the survey. The survey was sent in the first week of September in order to obtain responses before teachers became too immersed in their teaching priorities for the term.

The survey included questions on the resources available to educators and enabled responses to be tracked by province, type of educator and expertise of the respondent.

A statistical analysis was conducted of quantitative data using Microsoft Excel and SPSS software. Mean scores and standard deviations were obtained for each of the survey items as well as for the categories within the survey (for example, “Site Relevance and Appropriateness”).

The categories of Site Accessibility and Navigability were compared with the category of Usability, which was used in the 2003 *Canada in the Making*: Evaluation Report.

Finally, the results were analyzed using standard linear regression techniques to determine if there were any relationships within the data. Two questions driving this portion of the analysis were:

- Is there a relationship between the median grade level taught by the educators responding to the survey, and their ratings of the site?
- Is there a relationship between the curriculum relevance of the site to the material taught by educators responding to the survey, and their ratings of the site?

Median grade levels were obtained by determining the middle grade in the range of grades each educator reported teaching (for example, the most common grade range reported was grades 10 to 12, leading to a median grade of 11). The lowest grade taught was 7.

## **Evaluation Results**

### **Curriculum Relevance**

A qualitative study was done of curriculum trends across Canada before the work on Phase III content began. As education is a provincial responsibility, this required an examination of the curriculum documents of social studies, history, law, civics and Native/Aboriginal studies courses across Canada to determine areas of common content and similar themes.

Broad trends across provinces are:

- Grades 1 to 3 – families, communities and change;
- Grades 4 to 9 – provincial and Canadian history;
- Grades 10 to 12 – world history and the history of Canada in detail.

A more detailed examination of curriculum objectives/outcomes/expectations revealed several major themes across Canada that were relevant to the Canadiana.org collection of digitized documents:

- Confederation/the Constitution (mainly grades 8 and 10-12)  
(developed in CITM phases I and II)
- Aboriginal/Native studies (mainly grades 10 to 12)
- Pioneers and immigration (grades 7-12)
- Minorities in Canadian History (all grades)
- Exploration (mainly grades 7-8 and 11-12)
- Women in Canadian History (all grades)

Thus, it is clear that the new CITM Phase III content, *Aboriginals: Treaties and Relations*, is relevant to a range of high school courses across Canada. Most courses covering Aboriginal/Native studies are in the grade 10 to 12 range, although there are some courses covering Aboriginal/Native studies in grades 8 and 9. In addition, there is an emphasis on primary sources in the curricula of all provinces across Canada. This emphasis extends to elementary school.

A table of courses with curriculum requirements relevant to *Aboriginals: Treaties and Relations* is included in **Appendix A**.

### Summary of Survey Results

**Appendix B** shows the complete survey results.

Survey Area	Averaged Numerical Score	Percent of Maximum Score Possible
Site Relevance and Appropriateness	3.52 (rated 0-4)	87.9
Content Credibility and Accuracy	3.61 (rated 0-4)	90.2
Site Accessibility	3.49 (rated 0-4)	87.2
Navigability	3.24 (rated 0-4)	81.0
Lesson Plans	3.05 (rated 0-4)	76.3
Overall Impressions	3.56 (rated 0-4)	89.0
Comparability	4.68 (rated 0-6)	78.0

## **Responses**

Forty-eight educators responded to the questionnaire. Of these, 40 could be identified as having been targeted in the survey mailing and 6 as having responded to other solicitation methods (e.g.: the Canadiana.org newsletter). Other facts of note on respondents include:

- Educators from all provinces responded, with those from Ontario representing 37.5 % of respondents.
- On average, respondents rated their own expertise and the equipment available to them at 80 %.
- 75 % were working in public schools.
- 50 % were teachers and 27.1 % were school librarians.
- 90 % of responses were in English.

More information about respondents can be found in **Appendix C**.

## **Site Relevance and Appropriateness**

The survey results indicate that the respondents felt that the material produced for Phase III was relevant to their curriculum, that it provided an appropriate amount and type of content, and that it was age-appropriate in design. They were very satisfied with the qualifications of the content developers and reviewers. A number of positive comments were made about the access to primary source documents. Two respondents suggested closer links to curriculum in lessons.

## **Content Credibility and Accuracy**

This area was rated highest of all the survey categories at an average of 90.2 %. Respondents rated the site extremely high for accuracy, quality of writing, citations and copyright, and links to other materials. The quality of the writing was noted in particular, rated at 94.7 %.

One survey item in this area had to be discarded. The question on bias was rated with the highest rating at 0 instead of 4, the opposite of all other survey items. This led to confusion and will be corrected for the next survey. Even with this error, bias was rated at 63.0 % of the maximum score possible

## **Site Accessibility and Navigability**

Site accessibility was rated very high. Accessibility rated font sizes, loading time, printer-friendly formats, formatting on different browsers, requirements for software or hardware and the use of pop-up windows. The average score of 87.2 % represents a considerable improvement over evaluations from the year before. Usability, the category used for the evaluation of CITM

Phase II, was 76 % in 2002 (usability measured aspects of accessibility and navigability). This improvement could be due to several factors:

- The switch of the ECO database to a new server may have improved accessibility.
- Improvements to the site.
- Improved access to the Internet in schools.

Navigability was rated high at 81.0 %. Elements of the site considered included design appeal, site arrangement, navigation elements, tracking of place on the site, link operability and navigation aids such as the index and site map. As noted above, previous evaluations included navigability with accessibility in the category of Usability. If the results of Site Accessibility are combined with Navigability, the results suggest an 8 % increase in the usability rating.

It should be noted that this evaluation category had a high variance in all the rated elements, suggesting that users had significantly different experiences with the site. In addition, more positive comments were made about the site's ease of use and navigation than any other aspect of the site, versus only 2 negative comments. This suggests that although there were some shortcomings, respondents were generally very impressed with these aspects of the site.

In other written comments, some respondents suggested that maps be more printable, that interactivity be improved, and font size be increased.

### **Lesson Plans**

Only 54 % of the respondents reviewed a lesson plan or activity. The average overall score for the lessons was 76.33 %. The lessons were rated for curriculum relevance, appropriateness to classroom practice, age levels, previous knowledge required, level of detail, and suggestions for assessment. The suggestions for assessment were rated as the least useful element, at 68 %, and only 73 % of teachers felt the activities accurately reflected their classroom practices. Several teachers commented positively on the usefulness of the lesson plans and suggested activities. Other teachers recommended a number of additions or changes to lesson plans, including closer links to curriculum, shorter lessons, or specific lessons.

### **Overall Impressions**

Overall impressions of the site were very highly rated at 89.0 %. This corresponds with a global average of all scores of 85.1 %. 92.6 % of respondents indicated that they would recommend the site to a colleague.

## **Comparability**

This element was rated to better understand how educators would compare the CITM Phase III content with other materials they might use to teach the same content (e.g.: texts, video, fact sheets). This comparison might be expected to predict the likelihood that educators would turn to CITM instead of those other materials. It compared relevance, credibility and accuracy, features and ease of use. The average rating given to the CITM Phase III content was 56 % higher than that given to other materials.

## **Positive Comments**

Respondents made a number of positive comments about the site. The most common comments are those on the ease of use and navigation on the site. Many comments were also made about access to primary source documents, the design of the site, and the depth and range of the information presented. These comments can be read in **Appendix D**.

## **Suggestions for Improvement and Future Content Development**

The greatest number of suggested changes was for more lesson plans and learning activities, with suggestions for specific plans or improvements to the plans. Some respondents requested a larger font size or improvements to the design. A breakdown of suggestions for improvement can be found in **Appendix E**, along with the specific text of those suggestions.

Comments for improvement to Navigability includes improved graphical design, improved arrangement and breakdown of materials, an improved introduction page, and the addition of a search engine.

Respondents provided some ideas for the future development of content on the ECO site. Of these suggestions, only the following were relevant to the mandate and resources of Canadiana.org and CITM:

- Immigration and pioneers
- The Boer War
- Canadian geography in history
- The Loyalists
- Riel
- Notable Canadians
- The fur trade

Many respondents requested the development of content on 20<sup>th</sup> century history as well as current events. It is understood that this kind of content development is beyond the scope of CITM database content, and presents copyright issues. World War I content may be possible in the future, but cannot be envisioned at present.

A more detailed breakdown of suggestions for future development can be found in **Appendix F**, along with the specific text of those suggestions.

### **Relationships within the Data**

The quantitative data obtained from the surveys was analyzed using standard linear regression techniques in order to determine:

- Is there a relationship between the median grade level taught by the educators responding to the survey, and their ratings of the site?
- Is there a relationship between the curriculum relevance of the site to the material taught by educators responding to the survey, and their ratings of the site?

To study the first question, scores for each survey category were averaged by teacher and compared with the median grade level taught by the educators responding to the survey. For the second question, scores for each survey category were averaged by teacher and compared with the rating given for site curriculum relevance (items 1-5 on the survey). **Appendix G** contains the data and analysis results.

Although the sample sizes were not large enough to generalize to the educators across Canada, the analysis demonstrated that for this study there was no statistically significant relationship between the median grade level taught by the respondents and their ratings of the site in any category. It is safe to say that educators generally rated the site equally well across the grade levels (grades 7 to 12).

Site Relevance and Appropriateness proved to be a more reliable predictor of responses. A statistically weak correlation ( $\alpha > 0.1$ ) was found with Lesson Plans (slope 0.309). A statistically weak correlation ( $\alpha > 0.05$ ) was also found with Content Credibility and Accuracy (slope of 0.295). A statistically strong correlation ( $\alpha < 0.001$ ) was found with Overall Impressions (slope of 0.514) and with Comparability (slope of 0.233). This suggests that educators are more likely to rate the site well if it is relevant to the curriculum they are teaching.

As a final test, Overall Impressions was compared to the categories of Site Accessibility and Navigability. Site Accessibility showed a statistically weak correlation ( $\alpha > 0.05$ ), with a slope of 0.255. Navigability showed a statistically significant correlation ( $\alpha < 0.001$ ) with Overall Impressions (slope of 0.523). This suggests that respondents that have difficulties accessing the site and finding their way through the site will rate the site lower. Thus, although a multiple linear regression was not conducted, these results suggest that a model including both Site Relevance and Appropriateness and Navigability would predict Overall Impressions of the site. As to reasons for difficulty navigating the site, this is difficult to determine without a larger sample size and more detailed analysis. Comments by respondents provide some suggestions for possible improvement.

## **Conclusions and Recommendations**

The evaluation educators welcomed the new content. The Overall Impressions category of the survey was rated at 89.0 %. Scores were consistent, with standard deviation showing that 67 % of respondents scored items between 76 % and 100 % of the maximum score possible – with the exception of a flawed survey item on bias. Respondents were most likely to rate the site highly if they viewed it as relevant to their curriculum and if they could navigate the site without difficulty.

A comparison with the CITM Phase II evaluation shows significant improvement in accessibility and navigability of the site. Lesson plans and suggested activities were rated lowest, with comments revealing that educators sought more lessons with closer links to their curriculum, as well as shorter, more focused lessons.

### **Strengths of CITM Phase III**

CITM Phase III rated well in all areas, but extremely well in:

- Site relevance and appropriateness
- Content credibility and accuracy
- Site accessibility

Items that rated higher than 90 % included:

- Curriculum relevance
- Qualifications of content development and review team
- Content accuracy
- Level and quality of writing
- References and copyrights
- Site loading time
- Lack of hardware or software problems
- Likelihood of recommending site to a colleague

### **Weaknesses of CITM Phase III**

The most prominent weakness was the range and specific content of lessons and activities. Items that rated less than 70 % included:

- Suggestions for assessment (68.5 %)
- Bias (63 % - flawed item)

## **Recommendations**

It is recommended that the content of Phase III be amended to address the major shortcomings identified above and expanded as requested and appropriate. Specifically:

- Development of more short lessons and activities;
- Development of content on immigration and pioneers (work currently under way); and
- Development of content on minorities, exploration or women in Canadian history.

Improving assessment strategies for lesson plans is a more problematic issue. As curriculum requirements are specific not only to individual provinces, but also to individual courses, greater precision would require a level of research and detail not feasible under current budgets. Thus, this suggested improvement is not recommended.

Other possible improvements recommended are:

- The addition of a search engine to the site;
- Increasing font size; and
- Keeping page length shorter.

By making these changes, Canadiana.org will continue increase its utility to educators across Canada.

## References

Bron, Ian (2003). *Canada in the Making: Evaluation Report* (Report for the Canadiana.org). Ottawa, Ontario: Author.

SchoolNet (2000). SchoolNet's On-line Connectivity Survey Final Report: April 2000. (Online: <[http://www.schoolnet.ca/home/e/Research\\_Papers/Research/SchoolNet\\_Research/Final\\_Survey\\_Report\\_2000\(English\).htm](http://www.schoolnet.ca/home/e/Research_Papers/Research/SchoolNet_Research/Final_Survey_Report_2000(English).htm)>, accessed March 18, 2003.).

## Appendix A: Patterns in Provincial Curricula

The analysis determined areas of commonality in curricula across Canada. The table below shows the curricular relevance of the new CITM Phase III content, *Aboriginals: Treaties and Relations*.

<b>Province</b>	<b>Social Studies Curriculum Area of Relevance</b>	<b>Grade/Year</b>
Alberta	Social Studies 10 Social Studies 13 Aboriginal Studies 10 Aboriginal Studies 20	Grade 10 Grade 10 Grade 10 Grade 11
British Columbia Yukon	Social Studies BC First Nations Studies	Grade 9, 10, 11 Grade 12
Manitoba	Canadian Studies	Grade 11
New Brunswick	Canadian 19 <sup>th</sup> and 20 <sup>th</sup> Century History Native Studies	Grade 8, 12 Grade 12
Newfoundland and Labrador	Canadian History 1759 to Present	Grade 12
NWT and Nunavut	Canadian History to 1912 Northern Studies	Grade 9 Grade 10
Nova Scotia	Canadian History 1812 to Present Mi'kmaq Studies African-Canadian Studies Canadian and North American History	Grade 8 Grade 10 Grade 11 Grade 12
Ontario	History Canada: History, Identity, and Culture World History: The West and the World (Univ) World History: The West and the World (Col)	Grade 7, 8 Grade 12 Grade 12 Grade 12
Prince Edward Island	Canadian History: Pre-contact to 1814 Canadian History: 1814 to 1900 Canadian History: 1900 to Present Canadian Studies	Grade 7 Grade 8 Grade 10, 11 Grade 12
Quebec	General History History of Canada and Quebec	Secondary II Secondary IV
Saskatchewan	Social Studies 10, 30 History 10, 30	Grade 10, 12 Grade 10, 12

In addition, there were regional trends. The four educational regions can be roughly defined as the Atlantic Provinces Education Foundation (including Newfoundland, PEI, Nova Scotia and New Brunswick), Ontario, Quebec, and the Western and Northern Canada Protocol for Collaboration in Basic Education (including British Columbia, Alberta, Saskatchewan, Manitoba and the Territories). CITM contains links to the curriculum outcomes for each course in all provinces and regions, where applicable.

**Appendix B:  
Survey Results for *Canada in the Making* Phase III:**

Educators Surveyed: 48

**Site Relevance and Appropriateness**

**1. Does this site offer valuable content to support a curricular area at your institution?**

No, not at all            0   1   2   3   4            Yes, very

**2. Is sufficient information relevant to curriculum provided to make the site worth visiting?**

No, not at all            0   1   2   3   4            Yes, very much so

**3. Does the content effectively achieve its intended purpose (i.e., to provide information as a secondary source and serve as a gateway to primary sources)?**

No, not at all            0   1   2   3   4            Yes, very much so

**4. Is the site designed appropriately for secondary students? Consider language level, text formatting, images, page design, etc.**

No, not at all            0   1   2   3   4            Yes, very much so

**5. Do you feel that the content has been developed and approved by people with appropriate qualifications? (Visit the Acknowledgements page for more information.)**

No, not at all            0   1   2   3   4            Yes, completely

*Data Analysis*

<b>Question</b>	<b>Mean</b>	<b>Percent of Max</b>	<b>Standard Deviation</b>
Q1	3.44	85.9	0.68
Q2	3.60	90.1	0.71
Q3	3.63	90.6	0.57
Q4	3.25	81.3	0.79
Q5	3.67	91.8	0.60
<b>Average</b>	<b>3.52</b>	<b>87.9</b>	<b>0.69</b>

### Content Credibility and Accuracy

**6. Is the content accurate and verifiable, as far as you can tell?**

No, not at all            0   1   2   3   4            Yes, very

**7. Do you detect any bias?**

No, not at all            0   1   2   3   4            Yes, a great deal

**8. Is the text well written with acceptable grammar and spelling?**

No, not at all            0   1   2   3   4            Yes, very

**9. Are the sources of information on the site identified, and copyrights noted?**

No, never            0   1   2   3   4            Yes, always

**10. Are the links provided to other sites on the useful, meeting the requirements of your classroom/institution?**

No, none            0   1   2   3   4            Yes, very many

#### *Data Analysis*

Question	Mean	Percent of Max	Standard Deviation
Q6	3.65	91.1	0.79
Q7	1.48	37.0	1.40
Q8	3.79	94.7	0.46
Q9	3.70	92.6	0.59
Q10	3.30	82.4	0.75
<b>Average*</b>	<b>3.61</b>	<b>90.2</b>	<b>0.68</b>

\* Excludes Q7 due to error in item rating

### Site Accessibility

**11. Is the font size appropriate?**

No, not at all                      0   1   2   3   4                      Yes, very

**12. Does the site load within a reasonable amount of time?**

No, it was too slow to be useful                      0   1   2   3   4                      Yes, it was almost instantaneous

**13. Is the site printer-friendly?**

No, not at all                      0   1   2   3   4                      Yes, very

**14. Did the site work well on your Web browser?**

No, not at all                      0   1   2   3   4                      Yes, very

**15. Did you have problems because of software or hardware needed to operate the site?**

Yes, lots                      0   1   2   3   4                      No, none at all

**16. How did you feel about the feature that opens new browser windows for certain pages?**

I hated it                      0   1   2   3   4                      I liked it a lot

### *Data Analysis*

<b>Question</b>	<b>Mean</b>	<b>Percent of Max</b>	<b>Standard Deviation</b>
Q11	3.44	85.9	0.82
Q12	3.63	90.6	0.57
Q13	3.21	80.2	0.91
Q14	3.68	92.0	0.78
Q15	3.60	89.9	1.04
Q16	3.34	83.6	0.75
<b>Average</b>	<b>3.48</b>	<b>87.2</b>	<b>0.83</b>

### Navigability

**17. Is the site appealing and user-friendly?**

No, not at all            0   1   2   3   4            Yes, very

**18. Is the site arranged clearly, logically and usefully?**

No, not at all            0   1   2   3   4            Yes, very

**19. Are navigation elements clearly identified and easily identified?**

No, not at all            0   1   2   3   4            Yes, very

**20. Is it easy to track where you are and where you have been on the site?**

No, not at all            0   1   2   3   4            Yes, very

**21. Do all links work?**

No, I encountered several that did not work            0   1   2   3   4            Yes, all I tried worked

**22. Are the index, site map and the “How to Use this Site” pages helpful?**

No, not at all            0   1   2   3   4            Yes, very

### *Data Analysis*

<b>Question</b>	<b>Mean</b>	<b>Percent of Max</b>	<b>Standard Deviation</b>
Q17	3.25	81.4	0.96
Q18	3.29	82.3	0.92
Q19	3.33	83.3	0.88
Q20	3.13	78.2	0.92
Q21	3.18	79.6	1.11
Q22	3.53	88.3	0.84
<b>Average</b>	<b>3.24</b>	<b>81.0</b>	<b>0.94</b>



### Overall Impressions

**30. Would you recommend this site to a colleague?**

No, not at all      0   1   2   3   4      Yes, very

**31. What is your overall impression of the design of the Web site?**

Not at all impressed      0   1   2   3   4      Very impressed

**32. What is your overall impression of the usefulness of the Web site?**

Not at all useful      0   1   2   3   4      Very useful

#### *Data Analysis*

<b>Question</b>	<b>Mean</b>	<b>Percent of Max</b>	<b>Standard Deviation</b>
Q30	3.70	92.6	0.46
Q31	3.45	86.2	0.80
Q32	3.53	88.3	0.58
<b>Average</b>	<b>3.56</b>	<b>89.0</b>	<b>0.64</b>

### Comparability

**33. How does the relevance and appropriateness of this site compare to other resources you would typically use in the classroom for the same purposes?**

Much worse    0   1   2   3   4   5   6    Much better

**34. How does the credibility and accuracy of the content on this site compare to other resources you would typically use for the same purposes?**

Much worse    0   1   2   3   4   5   6    Much better

**35. Does this site offer features or elements which you would not be able to find elsewhere?**

No, none    0   1   2   3   4   5   6    Yes, many

**36. How does this site compare for ease of use with other resources you would typically use for the same purposes?**

Much worse    0   1   2   3   4   5   6    Much better

### *Data Analysis*

Question	Mean	Percent of Max	Standard Deviation
Q33	4.37	72.9	1.01
Q34	4.69	78.2	0.89
Q35	4.85	80.9	1.23
Q36	4.80	80.0	0.99
<b>Average</b>	<b>4.68</b>	<b>4.68</b>	<b>1.08</b>

## Appendix C: Respondents

40. Had you heard of this site before receiving this questionnaire? Yes (34 %) No (66 %)

41. How would you rate your expertise with computers?

Limited                      0   1   2   3   4                      Expert user

Question	Mean	Percent of Max	Standard Deviation
Q41	3.20	80.1	0.60

42. How would you rate the equipment and Internet connections at your school or institution?

Very poor/non-existent                      0   1   2   3   4                      State-of-the-art

Question	Mean	Percent of Max	Standard Deviation
Q41	3.20	80.1	0.69

43. What type of institution do you work at (public/separate/private)?

	Public	Separate	Independent	CEGEP	Unknown
<b>Number</b>	36	4	6	1	1
<b>Percent</b>	75.0	8.3	12.5	2.1	2.1

44. Please provide the following information for the school/institution at which you work:

	Number	Percent
<b>Number of schools responding to solicitation</b>	40	83.3
<b>Number of schools responding that were not solicited</b>	6	12.5
<b>Unknown</b>	2	4.2

*Breakdown by province:*

	BC	AB	SK	MB	ON	QC	NB	NS	PE	NL	U*
<b>Number</b>	4	3	2	6	18	6	1	2	3	1	2
<b>Percent</b>	8.3	6.3	4.2	12.5	37.5	12.5	2.08	4.2	6.3	2.1	4.2

\*Unknown

**45. Please identify your role (e.g., teacher, classroom assistant, principal):**

	<b>Teacher</b>	<b>Librarian</b>	<b>Teacher-Librarian</b>	<b>Administrator</b>	<b>Unknown</b>
<b>Number</b>	24	8	13	2	1
<b>Percent</b>	50.0	16.7	27.1	4.2	2.1

**46. What courses and grade levels do you teach?**

*Courses identified:*

- All research
- Grades 9-12 all subjects
- History 30
- History 12, SS 11, SS 8, Law 12
- Grade 10 History
- Drama
- Socials/History, French, Bible, Web page building
- Social Studies
- West and the World, Canada in the Twentieth Century
- Formation documentaire
- Canadian History 122, Canadian Law 120, Modern History 112
- Socials 9
- English and Teacher-Librarian
- SS8, SS9, SS11
- Senior High (History 11, Global Geography/History, French)
- Social Studies at Grade 9, 10, 11, 12
- 9-11 Eng./Hist
- In-library instruction - Gr. 9-11
- Research across the curriculum gd 10-12 and ESL
- Support library, history, geography and social studies.
- 9-12 French as a S.L.
- Cours d'histoire: Québec, Occident, Amérique du Nord, Guerres modernes et cours sur les méthodes de recherche
- Mi'kmaq Studies (10); Law (12)
- SS 10, 13, 20, 23, 30, 33, 10 Honours, IB
- Aboriginal Studies (10-12)

Grades:

<b>Grade Range Given</b>	<b>Average Grade in Range</b>	<b>Grade Rating</b>	<b>Number</b>	<b>Percent</b>
7to8	7.5	1	1	2.1
7to9	8	2	1	2.1
8to10	9	3	2	4.2
9	9	3	1	2.1
8to11	9.5	4	1	2.1
7to12	9.5	4	2	4.2
8to12	10	5	2	4.2
9to11	10	5	2	4.2
10	10	5	1	2.1
9to12	10.5	6	8	16.7
10to12	11	7	11	22.9
11to12	11.5	8	2	4.2
12	12	9	1	2.1
U			13	27.1
<b>Total</b>			<b>48</b>	<b>100.0</b>

## Appendix D: Positive Comments

### Breakdown of Positive Comments

Subject of Positive Comment	Number of Times Made
Ease of use/navigation	20
Site visually appealing	12
Depth and range of information	12
Primary source access	12
Links to other sites	6
Glossary, biographies and references	4
Quality and level of writing	4
Lesson plans	3
Maps and images	3
General positive comment	3
Bilingual content	2
Canadian content	1
Material is current	1
Curriculum relevance	1
Printable formats	1

### Text of Positive Comments

1. Visually appealing  
Useful navigation bars  
Nice nested links  
Great collection of documents
2. Access to original primary documents
3. The links provided along with the information were great. I also loved that the essays and activities were offered in several formats - very useful!
4. Choice of subtopics  
Variety of web pages
5. Easy to use  
Excellent links  
Well organized
6. Like the links to other sites incl Hudson Bay and Cdn Encyclopedia  
Concise easy to use glossary  
Easy access to primary documents

7. Easy access to primary sources already prepared, detailed lesson plans and assessment strategies
8. Great information
9. I love the primary sources.
10. Maps, documents, suggested activities
11. Valuable links to other sites
12. Great Canadian content!  
Quick links  
Visuals  
I like the specific events and topics page.
13. Excellent way to promote primary resources  
Intuitive, user friendly  
Aesthetically pleasing
14. It seemed so comprehensive
15. Clearly laid out  
Language appropriate for students
16.
  1. La clarté et la facilité de navigation.
  2. La qualité du français.
  3. L'aspect général du site est bien soigné et agréable à l'œil (couleurs).
  4. Le contenu très synthétique.
17. My class enjoyed the links to the primary documents (in BNA, Selkirk Treat) as well as summaries and glossary of key terms. My students also enjoyed the visuals (artwork, pictures, etc.)
18. Its graphics
19. Excellent content  
Easy to read  
Easy to use  
Provides biographies and reference sources
20. Very easy to navigate - numerous links - easy to read and comprehend - comprehensive in scope - bilingual
21. There is a wealth of document material here that is linked to excellent introductions.
22. The amount of info that the students have access to.
23. Very easy to navigate. Visually attractive and clear. View size was helpful for primary documents. Grouping of related documents, major treaties provide a wealth of information.
24. It is comprehensive; well-designed for the most part, not fussy
25. Layout was good.
26.
  1. Colour
  2. Up-to-date information

3. Great links
4. Speed
27. Plethora of useful links, not simply reproductions of microfiches.
28. Well laid out lesson plans w/ learning objectives and outcomes.
29. Easy for students to navigate  
Maps and Images were helpful to Teachers and students  
Glossary was also very helpful
30. Graphics, ease of navigation, full range of options
31. Interactive, good chronological layout, primary documents are accessible to students from anywhere!
32. Amount of information
33. Accuracy/validity and depth of information
34. The overall content. There is a lot of info that could be used in the classroom.
35. Primary source documents and links all in one place
36. It is current! Multitude of materials.
37. I like the way the template is consistent and that there are several choices in viewing the site. The site links the appropriate historical documents to the time period. Excellent!!
38. Bilingual is great for students.
39. Belle présentation, facile a utilisé.
40. Very easy to navigate. New windows opened at appropriate times to allow you to look back and forth easily.
41. Organization of site and information.
42. This site is useful for our Honours History 10 classes and will become even more useful when Aboriginal Studies curriculum is implemented. For our regular courses, however, the site has limited application.
43. Timeline, clearly laid out sections

## Appendix E: Suggested Improvements

### Breakdown of Suggested Improvements

Subject of Positive Comment	Number of Times Made
Make modifications/additions to lesson plans	7
Larger font size	4
Improve visual appeal (design)	4
Arrange material better	3
Closer links to curriculum	2
Improve the ease of use and navigation	2
More interactivity	2
Add search engine	1
Add a new “Did you know” column on right	1
Improve printability	1
Lower level of language	1
Have translations of documents made	1
Add more primary sources	1

### Text of Suggested Improvements

1. It is of limited use beyond law and civics because most of our history program focuses on 20<sup>th</sup> C; I realize there are copyright issues with more modern materials
2. Search engine - easier to quickly access image, map, source, etc.
3. The font size is small. The colors are a bit drab.
4. Opening page needs to be better organized for ease of use. Until you get into the site the value is not clear.
5. The information is very general but still accurate  
could highlight interesting facts on a side bar in a "Did you know?" section
6. Dans l'index, je mettrais les titres de rubrique plus visible (petites majuscules ou taille de police supérieure de façon) a bien détacher l'intitulé, de ses sous-liens.  
Beaucoup de soulignement (hyperliens). Ca devient agaçant.
7. One change we agreed upon would be making sections of the BNA Act more accessible. For example, clicking on the link #72 may take you to a French or English page and often it would take several minutes to access the desired section. Designing a link that provides content clues might help here.
8. I would have more appropriate (age) lessons

9. The maps are colored and do not copy well. In addition to the color maps, it would be nice to have b/w outline maps for classroom use.
10. The quality of the printed document could be improved. Limit the number of documents for a specific limited lesson goal.
11. I would vary the lesson plans more as First Contact is at a gr 9 level in BC.
12. Perhaps an addition on opposing viewpoints regarding some of the issues that students are researching. Develop the overview further so students can read an example of a critical analysis and then move forward to produce their own.
13. Font size too small  
Too much info on one page - could be overwhelming, esp. for weaker students.
14. Larger fonts for easier reading.
15. Assessment rubrics included - much easier for teacher to assess student outcomes. Once set, teacher could modify to their own expectations.
16. A little more multi-media, some Flash animation, QuickTime movies, etc.
17. More about Canada's role/culture through 1900s.
18. More pictures (not primary source pictures, just graphics that appeal to high school students). The pages are very wordy and can be daunting for some students.
19. Too text heavy and complex for students to navigate w/o reading instructions or providing verbal instructions
20. The design is a little boring. But overall the Web site seems very useful.
21. Make the print on Web perhaps slightly bigger font.
22. Make the language student-friendly and brief.
23. It would be great to have some of the early documents with an English translation available.
24. Avoir plus de documents.
25. I would like to see information linked directly to the Curriculum Outcomes for Mi'kmaq Studies in NS rather than just the KSCO in APEF guidelines.
26. More "quick and dirty" lesson plans. We have such limited time to cover a huge amount of curriculum so it's hard to spend time on really in-depth activities.
27. I believe this site could be more interactive. Students may tune out with the site being predominantly text-based.
28. I would like to see lesson plans use the same resources . In at least some of them not appropriate level for Gr 7 & 8 history curriculum.
29. It would be nice if it had more teachers' resources available and more online quizzes for students.

## Appendix F: Suggestions for Further Development

### Breakdown of Suggestions for Further Development

Subject of Positive Comment	Number of Times Made
Current period and current issues	7
Immigration and pioneers	5
World War I	5
Second half of 20 <sup>th</sup> century	5
Civics and Canadian identity	5
World War II	3
Great Depression	2
Diversity and multiculturalism	2
Boer War	1
Canadian geography in history	1
Loyalists	1
Riel	1
Notable Canadians	1
Canadian literature	1
The fur trade	1
Labour history	1
Generally expand site	1

### Text of Suggestion for Future Development

1. Immigration; Boer War; WWI; 1990s; 1930s; WWII; Korean War; post war period
2. Canadian geography in history  
Diversity and multiculturalism - "What is a Canadian?" - historical influences
3. Role of the Loyalists during the Am Rev. and in the founding of N.B., N.S. and Ont.
4. Immigration, WWI, WWII, regionalism, etc.
5. Some ethnic history. Something on the great referendum battles.
6. Canadian book award winners  
Canadian Nobel prize winners
7. I'd like to see cultural content. For example, providing more examples of paintings or early literature might help students get a better feeling for the times they study.
8. More World War I material
9. Canadian literature  
Evolution of Canadian Culture

10. Select a series of historical issues; rebellion of 1837; Riel, alcohol and the fur trade. Provide a limited number of documents for students to use in preparation for a formal way or use in academic controversy.
11. Current issues such as regionalism, civil rights, poverty in Canada, the spirit of democracy.
12. More controversial issues - Health care, AIDS in Africa, Globalization
13. Anything is great. Perhaps controversial areas of Cdn history, i.e., Conscription, Internment, etc.
14. More focus on 20th C.
15. Just keep expanding! I like the link to search the National Library of Canada.
16. More information on multicultural groups, immigrants, current social trends.
17. Canadian culture
18. Youth Justice
19. More social history - settler's journals, diaries and original maps.
20. Documents officiels lors de la crise des années 1930, les programmes sociaux (de Douglas a aujourd'hui).
21. WWI, WWII, Canadian Foreign Policy, Cold War
22. Labour history

## Appendix G: Regression Data and Results

### Regression Data

Median Grade Level Taught	Site Relevance & Appropriateness	Content Credibility and Accuracy	Site Accessibility	Navigability	Lesson Plans	Overall Impressions	Comparability
10.5	4	4	3.5	3.833	3.667	4	4.75
7.5	3.4	4	3	3		3	4.25
12.0	4	4	3.833	3.833	3.286	4	4.75
9.5	3.5	3.25	2.8	2.5		4	5.75
10.0	3.6	3.25	3.667	3.333	3.167	3.667	4.25
10.5	3.6	3.667	3.667	2.667	3.429	3.333	5.333
10.0	2.8	3.25	3.833	3.5	3	4	5.25
8.0	3.4	3.5	3.667	3.333	3.75	3.667	4.875
9.5	3.6	3.75	3.333	2.667	3.286	4	5.25
10.5	2.8	3.5	3.8	3.833	3.167	3.667	3.25
	3	4	3.833	2.333		3	2.75
	3.8	2	3	3	3	3	3.75
7.5	3.4	3.75	3.833	3.667		4	5
10.5	4	4	3.667	3.5		4	4
	4	3.75	4	4		4	5.25
11.0	4	3.75	3.833	3.833	4	4	5
10.5	2.8	3.75	2.667	2.833	3.333	3.667	4.75
11.0	4	3.5	3.25	3.75		4	5.5
11.5	3.6	3	1.6	0.833	3.143	3	5.25
11.0	2.6	3.25	3.5	4	2.714	2.667	3.25
	3.8	3.75	3.833	3.5		4	4.75
	3.6	3.75	3.5	3.833		4	5.75
11.0	4	4	4	3.75	2.286	3	5
9.0	4	4	3.333	3.4		4	4.75
11.0	3.8	3.75	3.833	3.667	2.833	3.667	4.5
	3.8	4	3.333	4	3.714	4	5.5
	3.6	3.5	3.4	3		3.667	4
9.5	4	3.75	4	3.167	2.714	3.667	5.75
11.0	3.6	3.75	3.833	4	3.286	4	4.5
	2.6	3.75	3.667	3.333	3.143	3	3.5
10.5	3.4	4	3.667	3.833	3	3.333	4.25
10.0	2.6	3.5	3.5	3.5	2.429	3	5.25
10.0	3.8	3.75	3.167	3.167		3.667	5.5
	3.6	3.75	4	2.667		4	5.25
10.0	3.6	3	3.167	2.667		2.667	4
9.0	2.8	3	2.667	2.667	2.714	2.667	3.75
	3.2	4	2.8	2.167	3.571	3.333	5.5
10.5	3.6	3.5	3.667	2.5		3	3.75
10.0	2.6	3.25	3.833	3.667	1.667	2.667	4.5
10.5	3.2	3.75	4	3.333		3	4
	4	4	4	4	2.5	4	4.125
	3.8	3.25	3.167	3.333			
11.0	3.8	3.75	3.5	3.333	3.143	3.333	3.75
	4	4	3.667	3.833		4	6
11.0	3.8	4	3.667	3.667	2.714	4	5.25
11.0	4	4	4	3.4		3.667	5.5
11.0	3.2	3.75	2.667	3		3.333	5
9.0	3.2	2.25	2.833	3.167		4	4.5

## Relevance – Median Grade Level Taught

### *Model Summary*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.218	.047	.019	1.04005

a Predictors: (Constant), RELEV

### *ANOVA*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.775	1	1.775	1.641	.209
	Residual	35.696	33	1.082		
	Total	37.471	34			

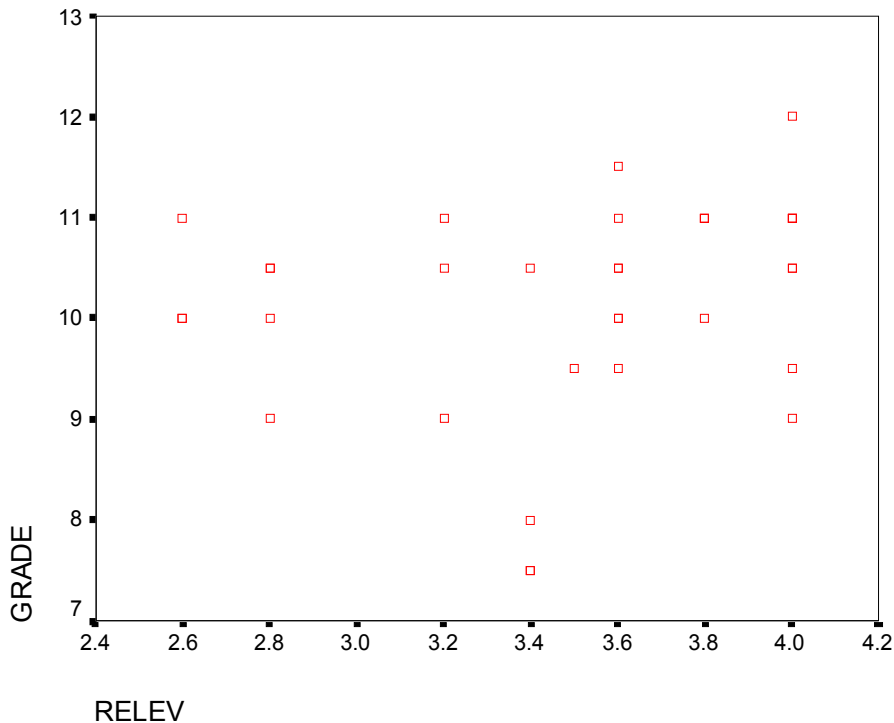
a Predictors: (Constant), RELEV

b Dependent Variable: GRADE

### *Coefficients*

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	8.460	1.348		6.278	.000
	RELEV	.491	.383	.218	1.281	.209

a Dependent Variable: GRADE



## Content Credibility and Accuracy – Median Grade Level Taught

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.178	.032	.002	1.04859

a Predictors: (Constant), CONTENT

### ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.187	1	1.187	1.079	.306
	Residual	36.285	33	1.100		
	Total	37.471	34			

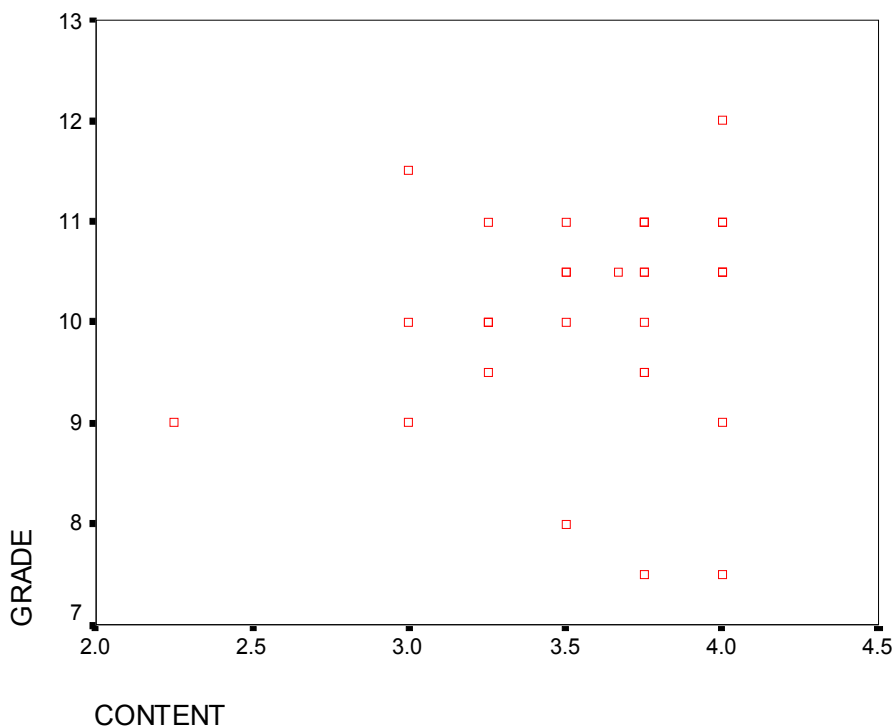
a Predictors: (Constant), CONTENT

b Dependent Variable: GRADE

### Coefficients

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	8.462	1.655		5.113	.000
	CONTENT	.475	.457	.178	1.039	.306

a Dependent Variable: GRADE



## Site Accessibility – Median Grade Level Taught

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.078	.006	-.024	1.06236

a Predictors: (Constant), ACCESS

### ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.227	1	.227	.201	.657
	Residual	37.244	33	1.129		
	Total	37.471	34			

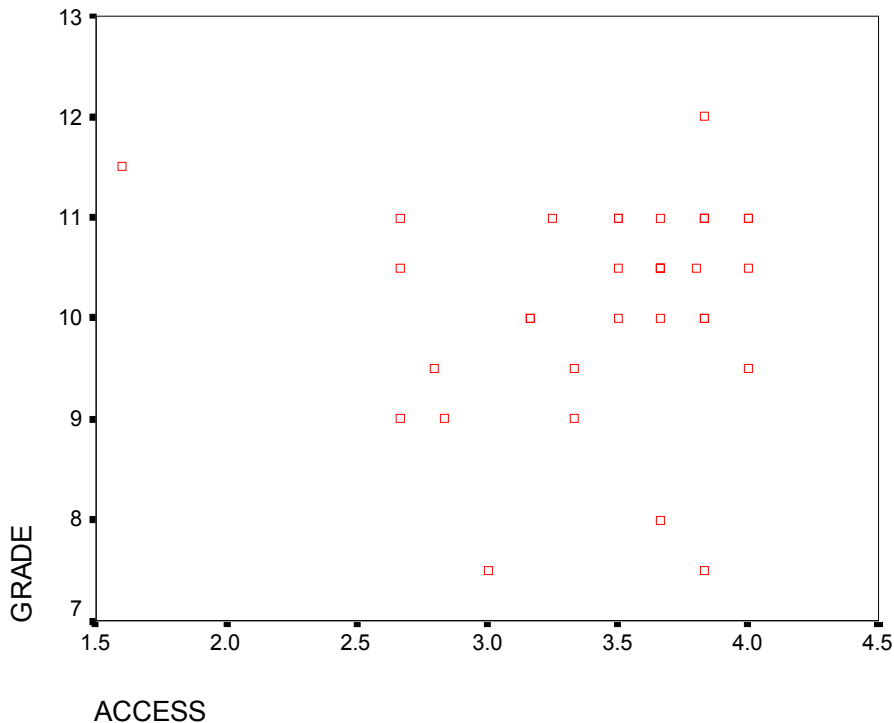
a Predictors: (Constant), ACCESS

b Dependent Variable: GRADE

### Coefficients

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	9.629	1.222		7.877	.000
	ACCESS	.157	.350	.078	.448	.657

a Dependent Variable: GRADE



## Navigability – Median Grade Level Taught

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.094	.009	-.021	1.06088

a Predictors: (Constant), NAVIG

### ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.331	1	.331	.294	.591
	Residual	37.140	33	1.125		
	Total	37.471	34			

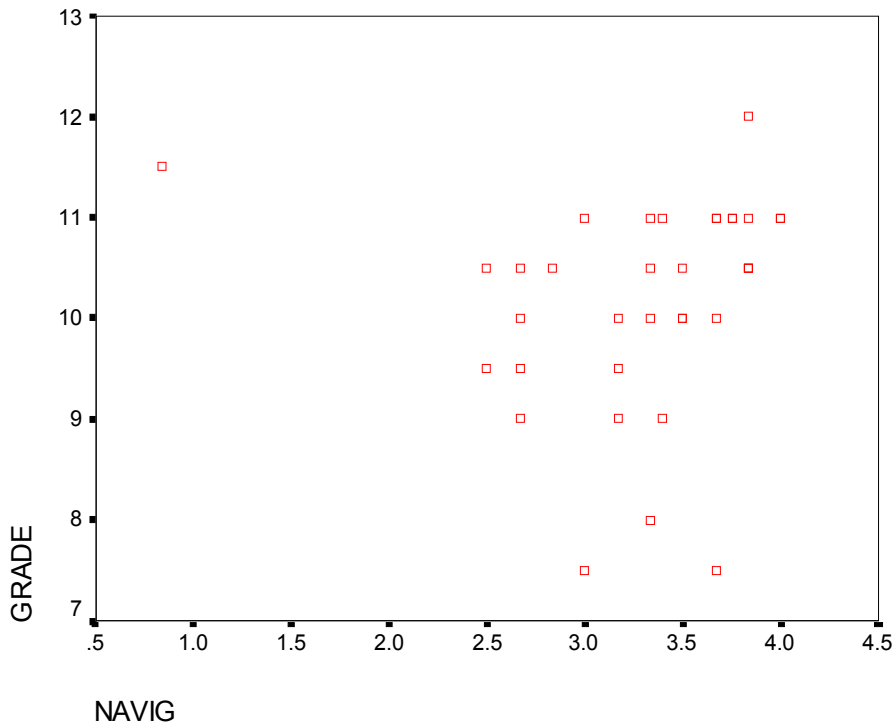
a Predictors: (Constant), NAVIG

b Dependent Variable: GRADE

### Coefficients

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	9.646	.985		9.788	.000
	NAVIG	.160	.295	.094	.543	.591

a Dependent Variable: GRADE



## Lesson Plans – Median Grade Level Taught

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.005	.000	-.050	.90327

a Predictors: (Constant), LESSONS

### ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.000	1	.000	.001	.982
	Residual	16.318	20	.816		
	Total	16.318	21			

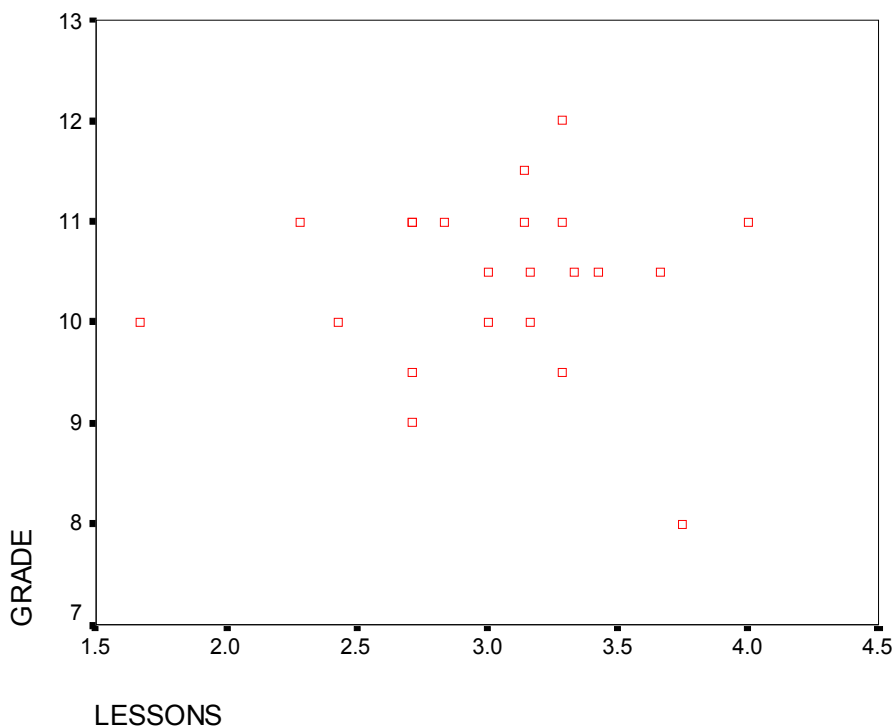
a Predictors: (Constant), LESSONS

b Dependent Variable: GRADE

### Coefficients

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	10.383	1.175		8.837	.000
	LESSONS	8.712E-03	.382	.005	.023	.982

a Dependent Variable: GRADE



## Overall Impressions – Median Grade Level Taught

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.018	.000	-.030	1.06542

a Predictors: (Constant), OVERALL

### ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.012	1	.012	.011	.918
	Residual	37.459	33	1.135		
	Total	37.471	34			

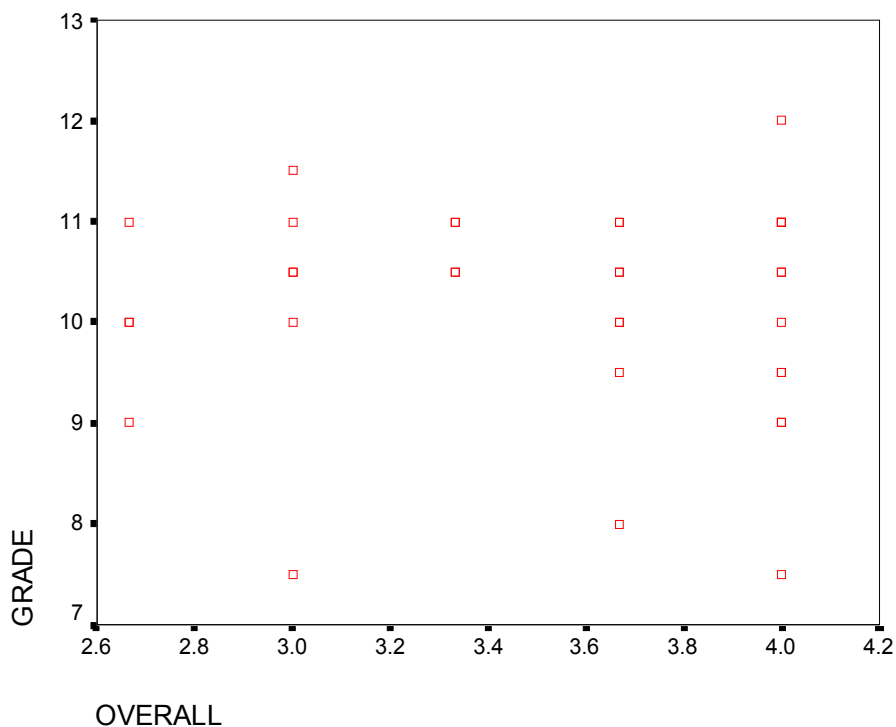
a Predictors: (Constant), OVERALL

b Dependent Variable: GRADE

### Coefficients

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	10.311	1.353		7.622	.000
	OVERALL	-3.964E-02	.381	-.018	-.104	.918

a Dependent Variable: GRADE



## Comparability – Median Grade Level Taught

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.029	.001	-.029	1.06516

a Predictors: (Constant), COMPARE

### ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.031	1	.031	.027	.871
	Residual	37.441	33	1.135		
	Total	37.471	34			

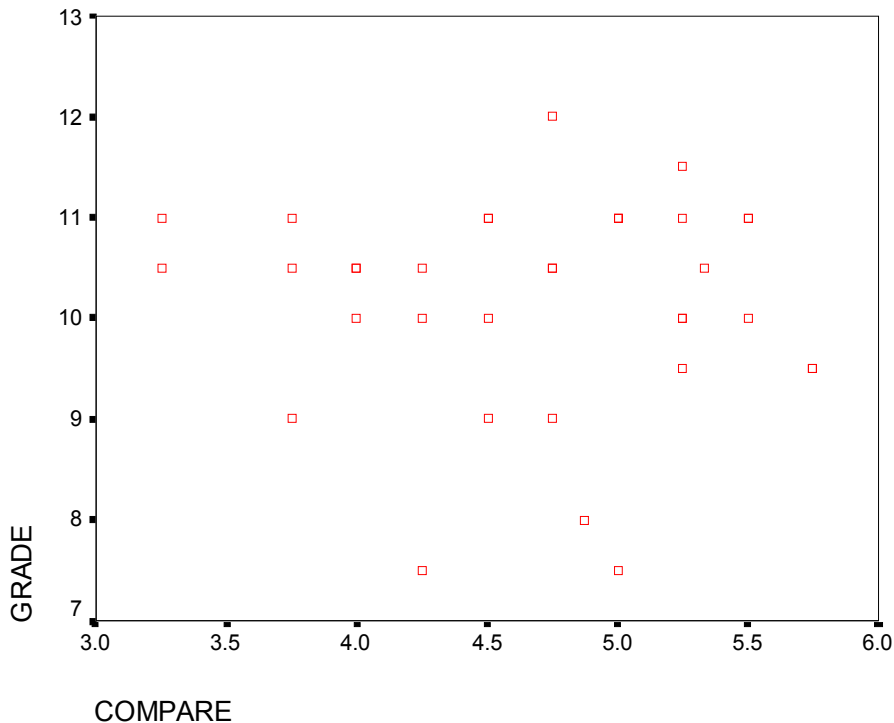
a Predictors: (Constant), COMPARE

b Dependent Variable: GRADE

### Coefficients

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	10.379	1.277		8.128	.000
	COMPARE	-4.432E-02	.270	-.029	-.164	.871

a Dependent Variable: GRADE



## Relevance – Lesson Plans

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.296	.088	.051	.51172

a Predictors: (Constant), LESSONS

### ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.630	1	.630	2.405	.133
	Residual	6.546	25	.262		
	Total	7.176	26			

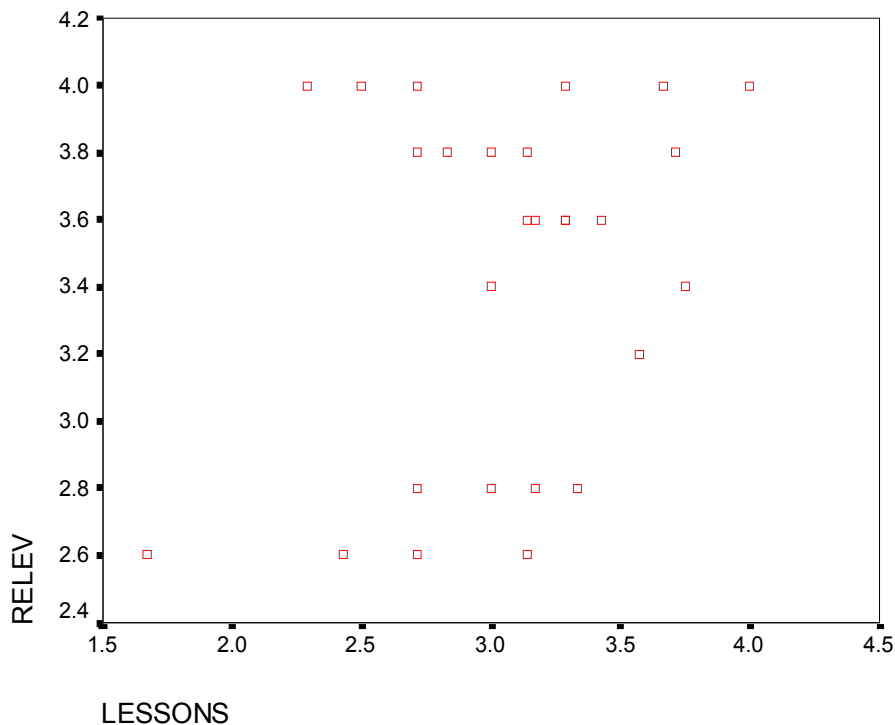
a Predictors: (Constant), LESSONS

b Dependent Variable: RELEV

### Coefficients

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	2.485	.617		4.028	.000
	LESSONS	.309	.199	.296	1.551	.133

a Dependent Variable: RELEV



## Relevance – Content Credibility and Accuracy

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.283	.080	.060	.43938

a Predictors: (Constant), CONTENT

### ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.772	1	.772	4.001	.051
	Residual	8.881	46	.193		
	Total	9.653	47			

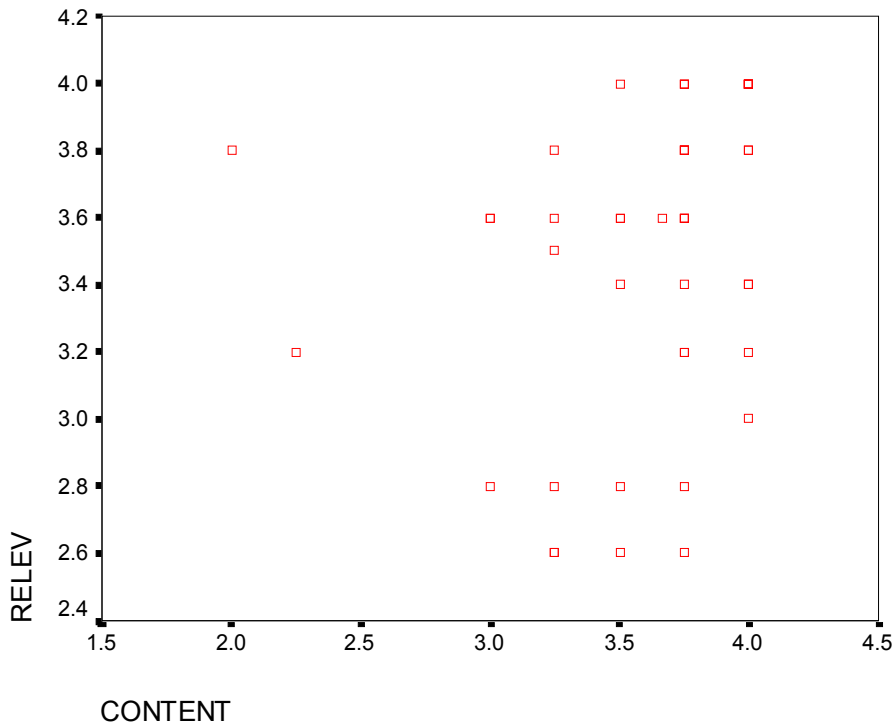
a Predictors: (Constant), CONTENT

b Dependent Variable: RELEV

### Coefficients

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	2.452	.537		4.563	.000
	CONTENT	.295	.148	.283	2.000	.051

a Dependent Variable: RELEV



## Relevance – Overall Impressions

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.531	.282	.267	.39068

a Predictors: (Constant), OVERALL

### ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.704	1	2.704	17.715	.000
	Residual	6.868	45	.153		
	Total	9.572	46			

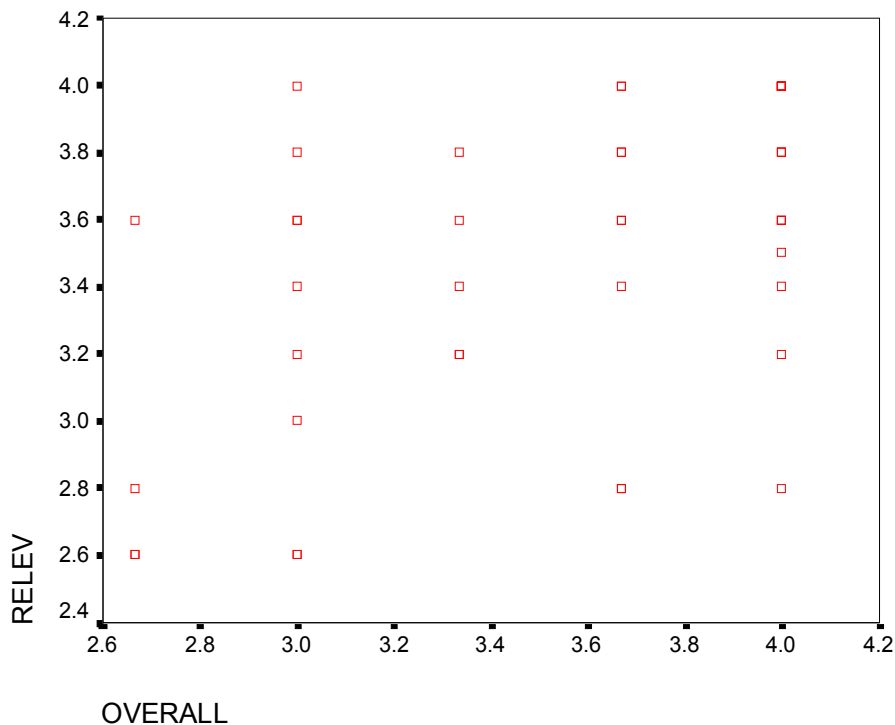
a Predictors: (Constant), OVERALL

b Dependent Variable: RELEV

### Coefficients

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	1.684	.438		3.841	.000
	OVERALL	.514	.122	.531	4.209	.000

a Dependent Variable: RELEV



## Relevance – Comparability

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.393	.155	.136	.42404

a Predictors: (Constant), COMPARE

### ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.481	1	1.481	8.235	.006
	Residual	8.092	45	.180		
	Total	9.572	46			

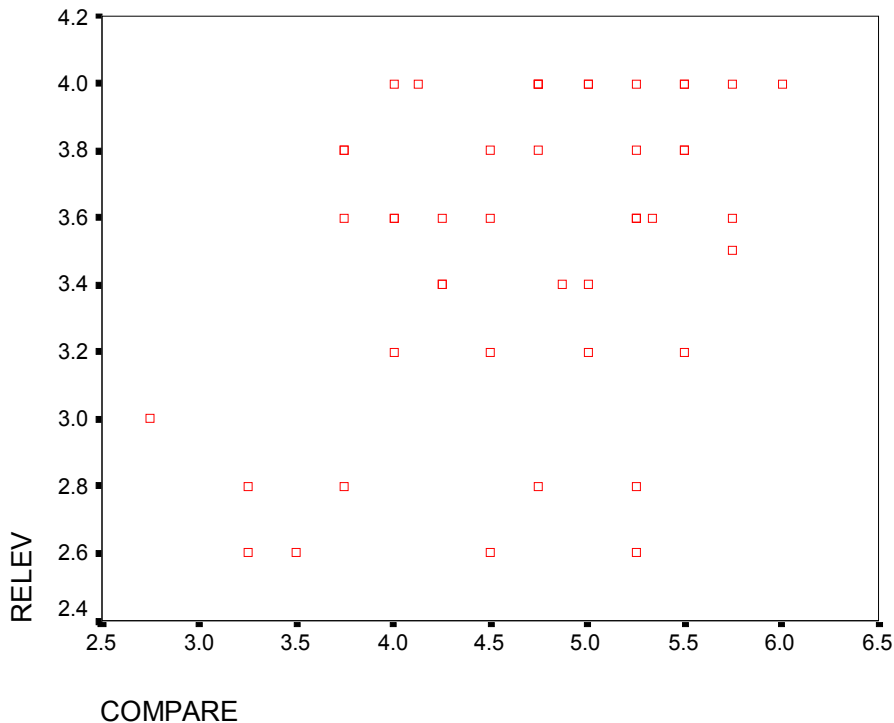
a Predictors: (Constant), COMPARE

b Dependent Variable: RELEV

### Coefficients

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	2.421	.386		6.278	.000
	COMPARE	.233	.081	.393	2.870	.006

a Dependent Variable: RELEV



## Overall Impressions – Site Accessibility

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.245	.060	.039	.48095

a Predictors: (Constant), OVERALL

### ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.665	1	.665	2.873	.097
	Residual	10.409	45	.231		
	Total	11.074	46			

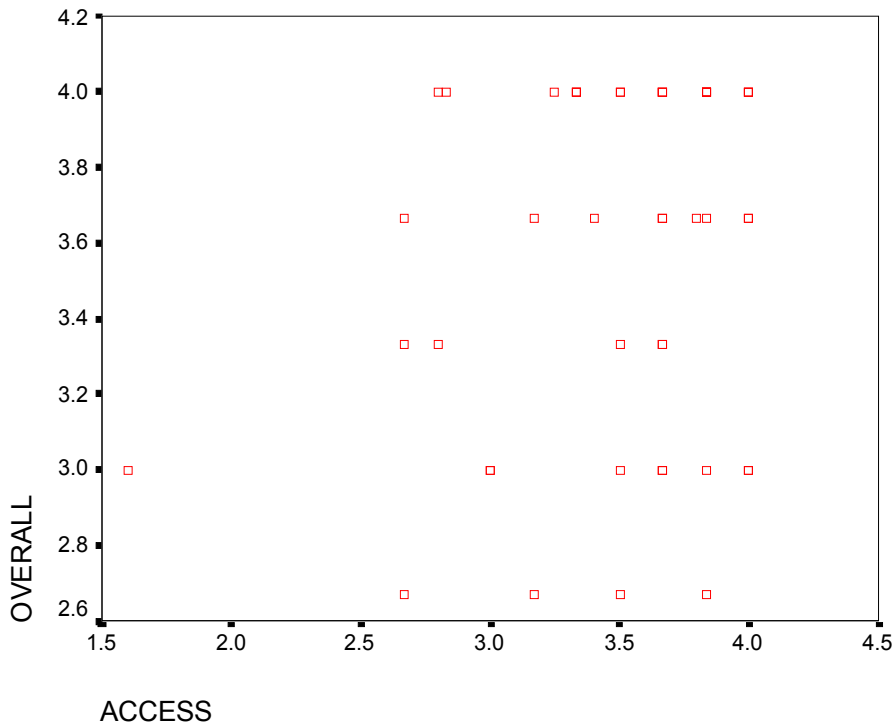
a Predictors: (Constant), OVERALL

b Dependent Variable: ACCESS

### Coefficients

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	2.579	.540		4.779	.000
	OVERALL	.255	.150	.245	1.695	.097

a Dependent Variable: ACCESS



## Site Accessibility – Navigability

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.660	.435	.423	.37031

a Predictors: (Constant), NAVIG

### ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.865	1	4.865	35.475	.000
	Residual	6.308	46	.137		
	Total	11.173	47			

a Predictors: (Constant), NAVIG

b Dependent Variable: ACCESS

### Coefficients

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	1.759	.294		5.992	.000
	NAVIG	.523	.088	.660	5.956	.000

a Dependent Variable: ACCESS

