



Your Immediate Impressions of the Learning Experience



Provide your Feedback Below—I will read each response carefully.

Value of Specific Information

Learning Concept	Circle One # Below	Circle ONE Below	Circle ONE Below
A. Two common practices in measurement bias our results. Measuring learning at end of program may bias the results. Similarly, measuring learning in the learning context.	<p><i>How valuable is the concept to you?</i></p> <p>Value of this Concept (Circle NUMBER)</p> <p>Low 1 2 3 4 5 6 High</p>	<p><i>How new was concept to you?</i></p> <ol style="list-style-type: none"> 1. Concept was new to me. 2. Deepened earlier understanding. 3. Provided nice reminder. 4. I already use concept regularly. 5. Most people already know this. 	<p><i>How well was concept taught?</i></p> <ol style="list-style-type: none"> 1. Taught really well. 2. Taught well. 3. Taught inadequately. 4. Taught poorly.
B. Measuring retrieval is essential (even if we measure on-the-job performance and results) because retrieval is required for on-the-job application. It is on the causal pathway from learning to performance and results.	<p>Value of this Concept (Circle NUMBER)</p> <p>Low 1 2 3 4 5 6 High</p>	<ol style="list-style-type: none"> 1. Concept was new to me. 2. Deepened earlier understanding. 3. Provided nice reminder. 4. I already use concept regularly. 5. Most people already know this. 	<ol style="list-style-type: none"> 1. Taught really well. 2. Taught well. 3. Taught inadequately. 4. Taught poorly.
C. Retrieval Authenticity. The more our assessments mirror the real world, the better. Simulations and scenario-based questions are better than memorization questions, which are not to be trusted for most situations.	<p>Value of this Concept (Circle NUMBER)</p> <p>Low 1 2 3 4 5 6 High</p>	<ol style="list-style-type: none"> 1. Concept was new to me. 2. Deepened earlier understanding. 3. Provided nice reminder. 4. I already use concept regularly. 5. Most people already know this. 	<ol style="list-style-type: none"> 1. Taught really well. 2. Taught well. 3. Taught inadequately. 4. Taught poorly.
D. As learning professionals we typically get very poor feedback about how well our learning programs produce retrieval, application, and results. This makes it almost impossible for us to make valid improvements.	<p>Value of this Concept (Circle NUMBER)</p> <p>Low 1 2 3 4 5 6 High</p>	<ol style="list-style-type: none"> 1. Concept was new to me. 2. Deepened earlier understanding. 3. Provided nice reminder. 4. I already use concept regularly. 5. Most people already know this. 	<ol style="list-style-type: none"> 1. Taught really well. 2. Taught well. 3. Taught inadequately. 4. Taught poorly.
E. Our learning programs must be designed not just to create understanding, but also to support long-term retrieval. We must do specific things to minimize the hazards of the forgetting curve.	<p>Value of this Concept (Circle NUMBER)</p> <p>Low 1 2 3 4 5 6 High</p>	<ol style="list-style-type: none"> 1. Concept was new to me. 2. Deepened earlier understanding. 3. Provided nice reminder. 4. I already use concept regularly. 5. Most people already know this. 	<ol style="list-style-type: none"> 1. Taught really well. 2. Taught well. 3. Taught inadequately. 4. Taught poorly.
F. By aligning the learning and performance contexts we can help our learners spontaneously remember what they learned when they encounter their on-the-job performance situations.	<p>Value of this Concept (Circle NUMBER)</p> <p>Low 1 2 3 4 5 6 High</p>	<ol style="list-style-type: none"> 1. Concept was new to me. 2. Deepened earlier understanding. 3. Provided nice reminder. 4. I already use concept regularly. 5. Most people already know this. 	<ol style="list-style-type: none"> 1. Taught really well. 2. Taught well. 3. Taught inadequately. 4. Taught poorly.
G. The Spacing Effect. Spacing “repetitions” of learning events over time is a powerful way to support long-term remembering.	<p>Value of this Concept (Circle NUMBER)</p> <p>Low 1 2 3 4 5 6 High</p>	<ol style="list-style-type: none"> 1. Concept was new to me. 2. Deepened earlier understanding. 3. Provided nice reminder. 4. I already use concept regularly. 5. Most people already know this. 	<ol style="list-style-type: none"> 1. Taught really well. 2. Taught well. 3. Taught inadequately. 4. Taught poorly.

H. By providing retrieval practice, we support our learners in remembering over the long term. Presenting information is simply insufficient—retrieval practice is essential.	Value of this Concept (Circle NUMBER) Low 1 2 3 4 5 6 High	1. Concept was new to me. 2. Deepened earlier understanding. 3. Provided nice reminder. 4. I already use concept regularly. 5. Most people already know this.	1. Taught really well. 2. Taught well. 3. Taught inadequately. 4. Taught poorly.
I. SEDA Concept. People in their real-world situations are faced with Situations, must Evaluate them, make Decisions, and take Action. We ought to give our learners practice in doing this.	Value of this Concept (Circle NUMBER) Low 1 2 3 4 5 6 High	1. Concept was new to me. 2. Deepened earlier understanding. 3. Provided nice reminder. 4. I already use concept regularly. 5. Most people already know this.	1. Taught really well. 2. Taught well. 3. Taught inadequately. 4. Taught poorly.
J. Situation-Based Learning Design. Topic-based learning design is fraught with problems. Situation-Based Learning Design offers a significant improvement.	Value of this Concept (Circle NUMBER) Low 1 2 3 4 5 6 High	1. Concept was new to me. 2. Deepened earlier understanding. 3. Provided nice reminder. 4. I already use concept regularly. 5. Most people already know this.	1. Taught really well. 2. Taught well. 3. Taught inadequately. 4. Taught poorly.
K. Implementation Intentions provide a powerful method for triggering retrieval in on-the-job performance situations. Providing learners with IF-THEN Situation-Action pairings are the key.	Value of this Concept (Circle NUMBER) Low 1 2 3 4 5 6 High	1. Concept was new to me. 2. Deepened earlier understanding. 3. Provided nice reminder. 4. I already use concept regularly. 5. Most people already know this.	1. Taught really well. 2. Taught well. 3. Taught inadequately. 4. Taught poorly.

What other Concepts Captured Your Imagination?

Add your concept here...	Value of this Concept (Circle NUMBER) Low 1 2 3 4 5 6 High	Why valuable/interesting, how new, how well taught, etc.?
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Overall Ratings

Rate the overall value of the learning experience. Circle ONE number (Please Don't Circle the Words).	Very Little Value 1 2 3 Average Value 4 5 6 Highest Value
Rate your physical comfort during the learning experience. (consider breaks, food, temperature, furniture, lighting, etc.). Circle ONE number.	Very Uncomfortable 1 2 3 Average 4 5 6 Very Comfortable
Likelihood that you will utilize what you learned in the next two weeks. Circle ONE of the percentages.	0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Likelihood that you will share what you've learned with a coworker or friend in the next two weeks.	0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Overall Comments – Please write your feedback here. Very valuable to us!!!