# IST526 Storyboard:

# IST622 Questionnaire Development

*Course Title*: IST622 Questionnaire Development

*Client*: California State University, Monterey Bay

*Instructor*: Dr. Su Bude

*Instructional Designer*: Sarah Wright

*Authoring Tool*: Lumi H5P

*Audio Tool*: Windows Sound Recorder

*Audio Host*: Panopto

*Duration (scope)*: 20-25 minutes

*File Formats*: Canvas SCORM Assignment, Github HTML, Github SCORM
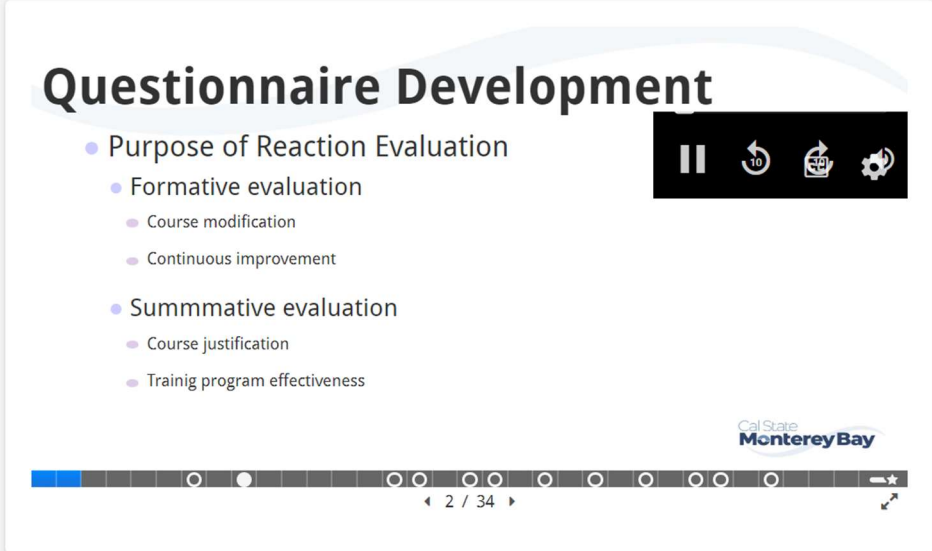
*Due Date*: 5.15.24

# IST526 Storyboard:

# IST622 Questionnaire Development

| **Project Name**: Questionnaire Development | **Screen Title**: Cal State Monterey Bay Questionnaire Development | **Screen #**: 1 |
|---|---|---|
|  | | **Graphic Info**: |
| | | Media: Title on-screen text, background image and audio |
| | | **Navigation**: Linear (next and previous or table of contents) |
| | | **Reviewer Comments**: |
| **Audio**: | | |
| "In this lecture, we'll talk about questionnaire development issues" | | |

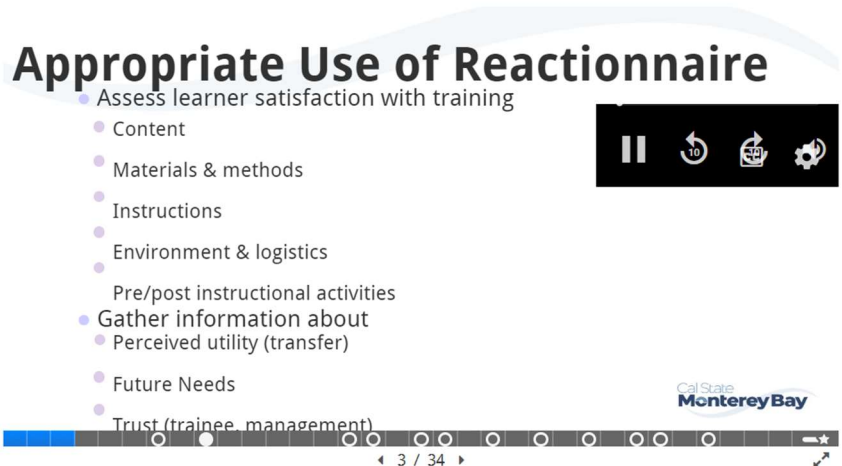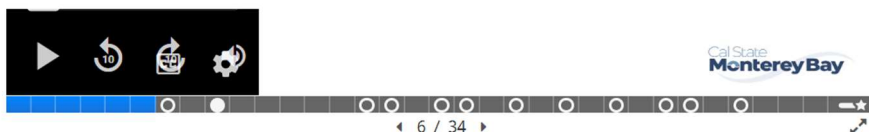# IST526 Storyboard:

# IST622 Questionnaire Development

| **Project Name**: Questionnaire Development | **Screen Title**: Questionnaire Development | **Screen #**: 2 |
|---|---|---|

| | **Graphic Info**: |
|---|---|
| Questionnaire Development<br>• Purpose of Reaction Evaluation<br>  • Formative evaluation<br>    • Course modification<br>    • Continuous improvement<br>  • Summmative evaluation<br>    • Course justification<br>    • Trainig program effectiveness<br><br>Cal State Monterey Bay<br><br>2 / 34 | Media: Instructional on-screen text, background image and audio |
| | **Navigation**: |
| | Linear (next and previous or table of contents) |
| | **Reviewer Comments**: |
| | |

| **Audio**: |
|---|
| "The main purpose of reaction evaluation is to enhance the quality of instructional or training programs, which in turn leads to improved performance. Reaction evaluations are a type of formative evaluation. Where the results are used for program evaluation and the redesign of content, course materials, and presentations. Reaction evaluation can also be summative in nature, the goal then is to determine the value, effectiveness, or efficiency of a training program." |
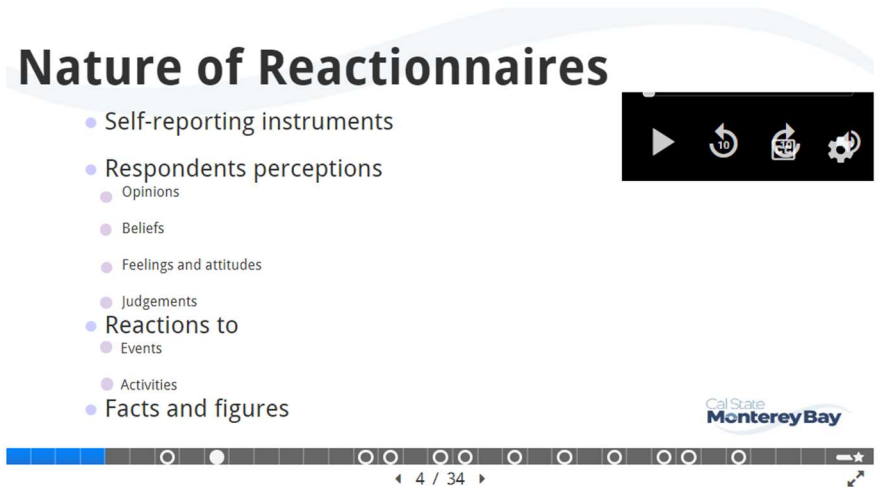
# IST526 Storyboard:

# IST622 Questionnaire Development

| **Project Name**: Questionnaire Development | **Screen Title**: Appropriate Use of Reactionnaire | **Screen #**: 3 |
|---|---|---|
| | | **Graphic Info**: |
| | | Media: Instructional on-screen text, background image and audio |
| | | **Navigation**: |
| | | Linear (next and previous or table of contents) |
| | | **Reviewer Comments**: |



**Audio**:

"While a reactionnaire can help evaluators to understand the above mentioned items on this slide, it is very important to know that reactionnaires cannot measure learning, changes in attitudes or beliefs, transfer of skills or knowledge, or organizational impact."
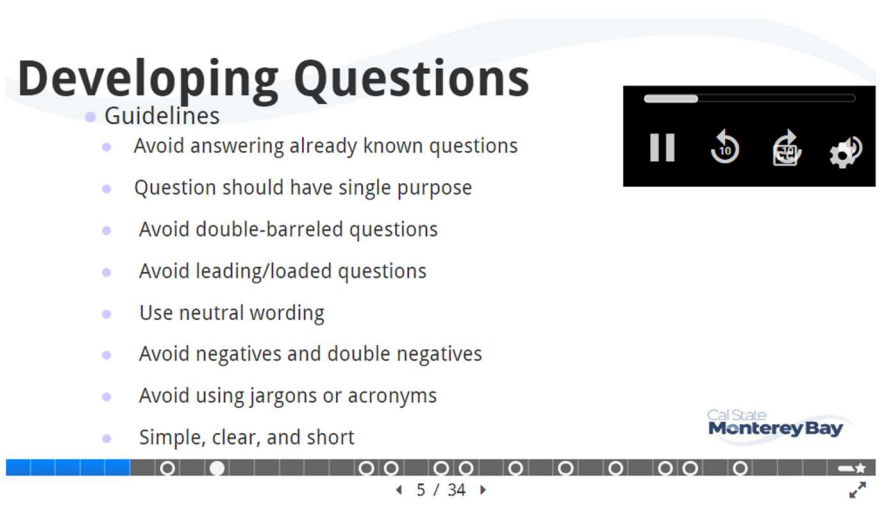
# IST526 Storyboard:

# IST622 Questionnaire Development

| **Project Name**: Questionnaire Development | **Screen Title**: Nature of Reactionnaires | **Screen #**: 4 |
|---|---|---|

| | **Graphic Info**: |
|---|---|
| ## Nature of Reactionnaires<br><br>• Self-reporting instruments<br><br>• Respondents perceptions<br>　• Opinions<br>　• Beliefs<br>　• Feelings and attitudes<br>　• Judgements<br>• Reactions to<br>　• Events<br>　• Activities<br>• Facts and figures<br><br>Cal State **Monterey Bay**<br><br>◀ 4 / 34 ▶ | Media: Instructional on-screen text, background image and audio |
| | **Navigation**: |
| | Linear (next and previous or table of contents) |
| | **Reviewer Comments**: |
| | |

| **Audio**: |
|---|
| "Since reactionnaires are self-reports, they are surely subjected and sensitive to the context and expectations. Context examples include required or voluntary surveys." |

# IST526 Storyboard:

# IST622 Questionnaire Development

| **Project Name**: Questionnaire Development | **Screen Title**: Developing Questions | **Screen #**: 5 |
|---|---|---|

| | **Graphic Info**: |
|---|---|
| **Developing Questions**<br>● Guidelines<br>　● Avoid answering already known questions<br>　● Question should have single purpose<br>　● Avoid double-barreled questions<br>　● Avoid leading/loaded questions<br>　● Use neutral wording<br>　● Avoid negatives and double negatives<br>　● Avoid using jargons or acronyms<br>　● Simple, clear, and short<br><br>Cal State Monterey Bay<br>5 / 34 | Media: Instructional on-screen text, background image and audio |
| | **Navigation**: |
| | Linear (next and previous or table of contents) |
| | **Reviewer Comments**: |

| **Audio**: |
|---|
| "One of the most critical factors in survey design is question development. This includes how questions are worded and also how the types of questions are asked, and whether there are only one or multiple questions for each category. Let's use some examples to illustrate the rules mentioned on this slide next." |

# IST526 Storyboard:

# IST622 Questionnaire Development

| **Project Name**: Questionnaire Development | **Screen Title**: Avoid Already Known | **Screen #**: 6 |
|---|---|---|

| | | **Graphic Info**: |
|---|---|---|
|  | | Media: Instructional on-screen text, background image and audio |
| | | **Navigation**: |
| | | Linear (next and previous or table of contents) |
| | | **Reviewer Comments**: |

| **Audio**: |
|---|
| "Avoid already known. Rule, do not ask questions for which the analyst or evaluator already knows the answer." |

# IST526 Storyboard:

# IST622 Questionnaire Development

| **Project Name**: Questionnaire Development | **Screen Title**: Avoid Already Known | **Screen #**: 7 |
|---|---|---|
|  | | **Graphic Info**:<br><br>Media: Interactive activity, directional on-screen text, background image and audio |
| | | **Navigation**:<br><br>Linear (next and previous or table of contents) |
| | | **Reviewer Comments**: |
| **Audio**: | | |
| "Select the example that avoids the already known" | | |

# IST526 Storyboard:

# IST622 Questionnaire Development

| **Project Name**: Questionnaire Development | **Screen Title**: Single Purpose | **Screen #**: 8 |
|---|---|---|
| | | **Graphic Info**: |
| | | Media: Instructional on-screen text, background image and audio |
| | | **Navigation**: |
| | | Linear (next and previous or table of contents) |
| | | **Reviewer Comments**: |

**Single Purpose**

*Rule*: Separate issues from sources

Cal State
**Monterey Bay**

◀ 8 / 34 ▶

| **Audio**: |
|---|
| "Single Purpose. Rule: separate issues from sources" |
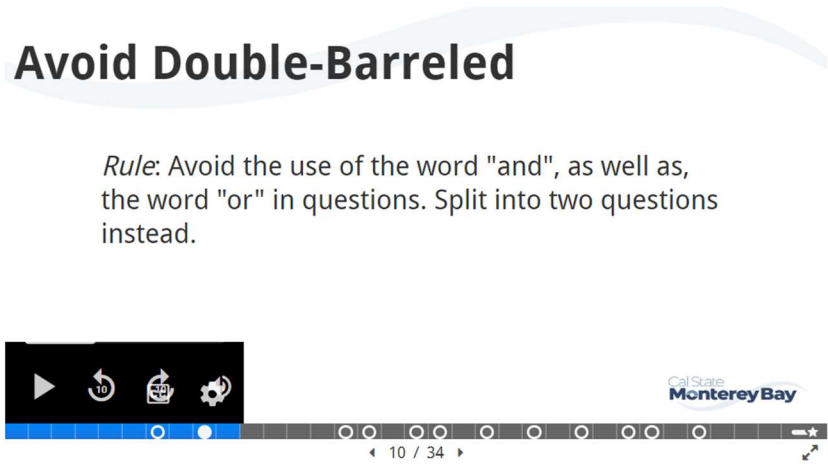
# IST526 Storyboard:

# IST622 Questionnaire Development

| **Project Name**: Questionnaire Development | **Screen Title**: Single Purpose | **Screen #**: 9 |
|---|---|---|
| | | **Graphic Info**: |
|  | | Media: Interactive activity, directional on-screen text, background image and audio |
| | | **Navigation**: |
| | | Linear (next and previous or table of contents) |
| | | **Reviewer Comments**: |
| **Audio**: | | |
| "Drag and drop Single Purpose examples into corresponding categories" | | |

# IST526 Storyboard:

# IST622 Questionnaire Development

| **Project Name**: Questionnaire Development | **Screen Title**: Avoid Double-Barreled | **Screen #**: 10 |
|---|---|---|

| | **Graphic Info**: |
|---|---|
| **Avoid Double-Barreled**<br><br>*Rule*: Avoid the use of the word "and", as well as, the word "or" in questions. Split into two questions instead.<br><br>Cal State **Monterey Bay**<br>◄ 10 / 34 ► | Media: Instructional on-screen text, background image and audio |
| | **Navigation**: |
| | Linear (next and previous or table of contents) |
| | **Reviewer Comments**: |
| | |

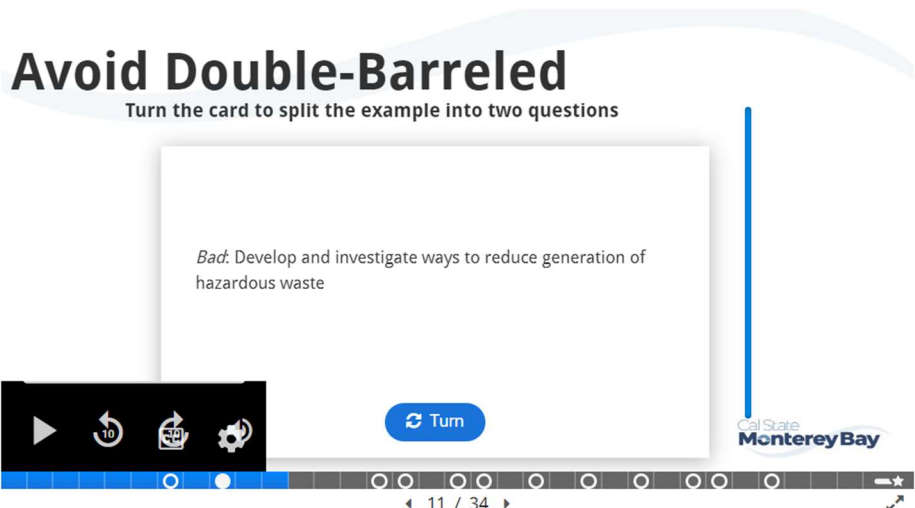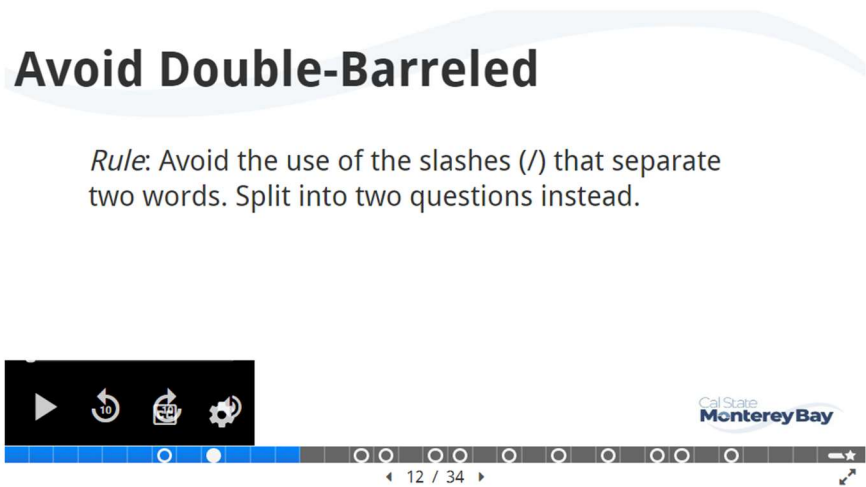| **Audio**: |
|---|
| "Avoid Double Barreled. Rule: Avoid the use of the word "and", as well as, the word "or" in questions. Split into two questions instead." |

# IST526 Storyboard:

# IST622 Questionnaire Development

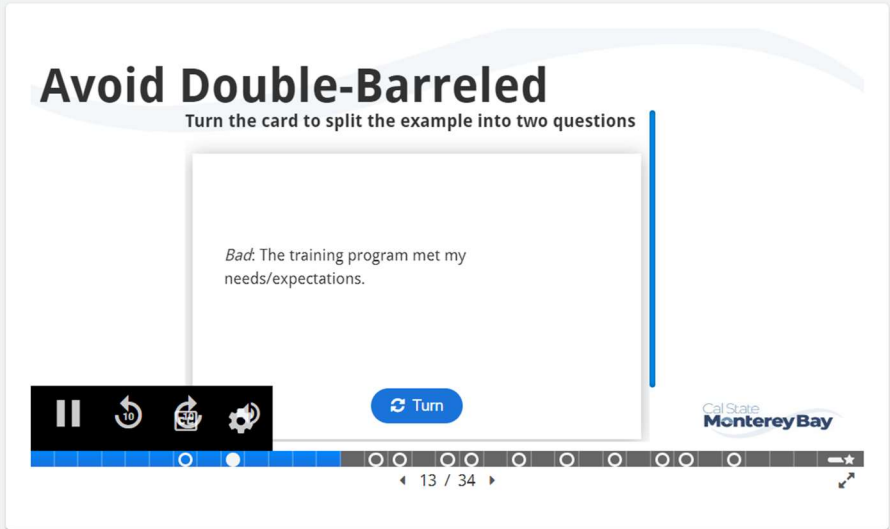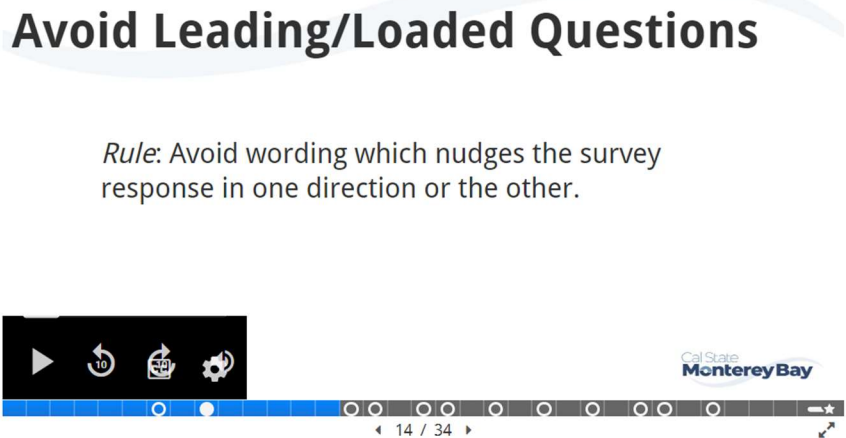| **Project Name**: Questionnaire Development | **Screen Title**: Avoid Double-Barreled | **Screen #**: 11 |
|---|---|---|
|  | | **Graphic Info**: |
| | | Media: Interactive activity, directional on-screen text, background image and audio |
| | | **Navigation**: |
| | | Linear (next and previous or table of contents) |
| | | **Reviewer Comments**: |
| **Audio**: | | |
| "Turn the card to split the example into two questions" | | |

# IST526 Storyboard:

# IST622 Questionnaire Development

| **Project Name**: Questionnaire Development | **Screen Title**: Avoid Double-Barreled | **Screen #**: 12 |
|---|---|---|
| | | **Graphic Info**: |
| **Avoid Double-Barreled**<br><br>*Rule*: Avoid the use of the slashes (/) that separate two words. Split into two questions instead.<br><br>Cal State Monterey Bay<br><br>◀ 12 / 34 ▶ | | Media: (on-screen text, images, videos, audio, etc.) |
| | | **Navigation**: |
| | | Linear (next and previous or table of contents) |
| | | **Reviewer Comments**: |
| | | |
| **Audio**: | | |
| "Avoid Double- Barreled. Rule: Avoid the use of the slashes that separate two words. Split into two questions instead." | | |

# IST526 Storyboard:

# IST622 Questionnaire Development

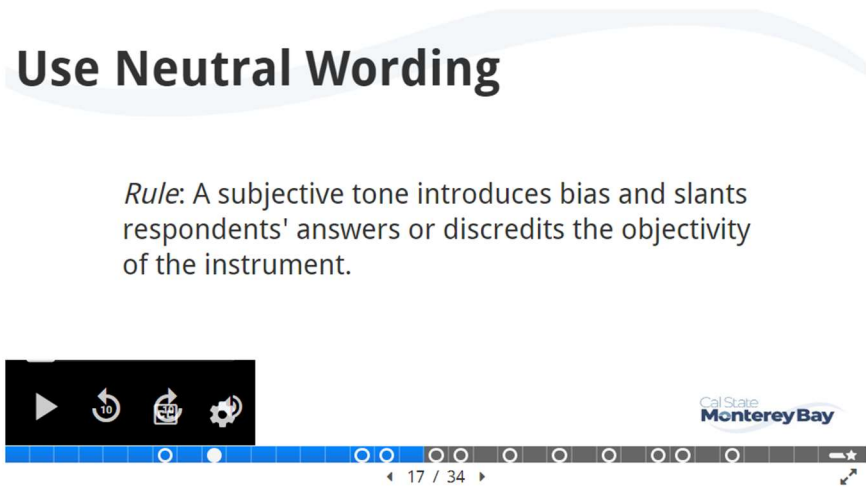| **Project Name**: Questionnaire Development | **Screen Title**: Avoid Double-Barreled | **Screen #**: 13 |
|---|---|---|
|  | | **Graphic Info**: |
| | | Media: Interactive activity, directional on-screen text, background image and audio |
| | | **Navigation**: |
| | | Linear (next and previous or table of contents) |
| | | **Reviewer Comments**: |
| **Audio**: | | |
| "Turn the card to split the example into two questions" | | |

# IST526 Storyboard:

# IST622 Questionnaire Development

| **Project Name**: Questionnaire Development | **Screen Title**: Avoid Leading/Loaded Questions | **Screen #**: 14 |
|---|---|---|
|  | | **Graphic Info**: |
| | | Media: Instructional on-screen text, background image and audio |
| | | **Navigation**: |
| | | Linear (next and previous or table of contents) |
| | | **Reviewer Comments**: |
| **Audio**: | | |
| Avoid Leading/Loaded Questions. Rule, avoid wording which nudges the survey response in one direction or the other." | | |

# IST526 Storyboard:

# IST622 Questionnaire Development

| **Project Name**: Questionnaire Development | **Screen Title**: Avoid Leading/Loaded Questions | **Screen #**: 15 |
|---|---|---|

| | | **Graphic Info**: |
|---|---|---|
| | | Media: Interactive activity, directional on-screen text, background image and audio |
| | | **Navigation**: |
| | | Linear (next and previous or table of contents) |
| | | **Reviewer Comments**: |

## Avoid Leading/Loaded Questions

The following is a good example of avoiding a leading/loaded question:

**Training is important to career advancement.**

○ True    ○ False

✔ Check

◀ 15 / 34 ▶

Cal State Monterey Bay

Feedback on correct answer

This will override the default feedback text. Variables available: @score and @total

Correct, this statement does not contain words that nudge the survey respon:

Feedback on wrong answer

This will override the default feedback text. Variables available: @score and @total

Does this statement does not contain words that nudge the survey response

| **Audio**: |
|---|
| "The following is a good example of avoiding a leading/loaded question. Select true or false" |

# IST526 Storyboard:

# IST622 Questionnaire Development

| **Project Name**: Questionnaire Development | **Screen Title**: Avoid Leading/Loaded Questions | **Screen #**: 16 |
|---|---|---|
| | | **Graphic Info**: |
| | | Media: Interactive activity, directional on-screen text, background image and audio |
| | | **Navigation**: |
| | | Linear (next and previous or table of contents) |
| | | **Reviewer Comments**: |

## Avoid Leading/Loaded Questions

The following is a good example of avoiding a leading/loaded question:

**Generally, training is extremely important for career advancement.**

○ True     ○ False

✓ Check

◀ 16 / 34 ▶

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**Monterey Bay**

### Feedback on correct answer

This will override the default feedback text. Variables available: @score and @total

Try again. Does this statement contain words that nudge the survey response

### Feedback on wrong answer

This will override the default feedback text. Variables available: @score and @total

Correct, this statement does contain words that nudge the survey response in

**Audio**:

"The following is a good example of avoiding a leading/loaded question. Select true or false"

# IST526 Storyboard:

# IST622 Questionnaire Development

| **Project Name**: Questionnaire Development | **Screen Title**: Use Neutral Wording | **Screen #**: 17 |
|---|---|---|
| | | **Graphic Info**: |
| | | Media: Instructional on-screen text, background image and audio |
| **Use Neutral Wording** | | |
| *Rule*: A subjective tone introduces bias and slants respondents' answers or discredits the objectivity of the instrument. | | |
| | | **Navigation**: |
| | | Linear (next and previous or table of contents) |
| | | **Reviewer Comments**: |
| **Audio**: | | |
| "Use neutral wording. Rule: a subjective tone introduces bias and slants respondents' answers or discredits the objectivity of the instrument." | | |

# IST526 Storyboard:

# IST622 Questionnaire Development

| **Project Name**: Questionnaire Development | **Screen Title**: Use Neutral Wording | **Screen #**: 18 |
|---|---|---|
| | | **Graphic Info**: |
| | | Media: Interactive activity, directional on-screen text, background image and audio |
| | | **Navigation**: |
| | | Linear (next and previous or table of contents) |
| | | **Reviewer Comments**: |

## Use Neutral Wording

Fill in the missing words with "good" or "bad"

"The colorful annual report accurately described the role of the sales department." is an example of [      ] neutral wording use.

"The annual report accurately described the role of the sales department", is an example of [      ] use of neutral wording.

⊘ Check

▶  ↺  ⤴  ⚙

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**Monterey Bay**

◀  18 / 34  ▶

▼ Overall Feedback

Define custom feedback for any score range

Click the "Add range" button to add as many ranges as you need. Example: 0-20% Bad score, 21-91% Average Score, 91-100% Great Score!

Score Range *          Feedback for defined score range

| 0 % – 50 % | Does the tone introduce bias? Review the ru | ⊗ |
| 51 % – 100 % | Correct, the use of the word colorful discredit | ⊗ |

ADD RANGE     Distribute Evenly

**Audio**:

"Fill in the missing words with good or bad"

# IST526 Storyboard:

# IST622 Questionnaire Development

| **Project Name**: Questionnaire Development | **Screen Title**: Avoid negatives and double negatives | **Screen #**: 19 |
|---|---|---|

| | | **Graphic Info**: |
|---|---|---|
| | | Media: Interactive activity, directional on-screen text, background image and audio |
| | | **Navigation**: |
| | | Linear (next and previous or table of contents) |
| | | **Reviewer Comments**: |

## Avoid negatives and double negatives

Fill in the missing words with "good" or "bad"

"My department is ready to conduct a program review." is an example of [ ] neutral wording use.
"My department is not ready to conduct a program review", is an example of [ ] use of neutral wording.

✓ Check

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**Monterey Bay**

◀ 19 / 34 ▶

▼ Overall Feedback

Define custom feedback for any score range
Click the "Add range" button to add as many ranges as you need. Example: 0-20% Bad score, 21-91% Average Score, 91-100% Great Score!

Score Range *          Feedback for defined score range

| 0 % – 50 % | Review the next slide and try again | ⊗ |
|---|---|---|
| 51 % – 100 % | Double negatives could introduce bias avoid | ⊗ |

**ADD RANGE**      Distribute Evenly

**Audio**:
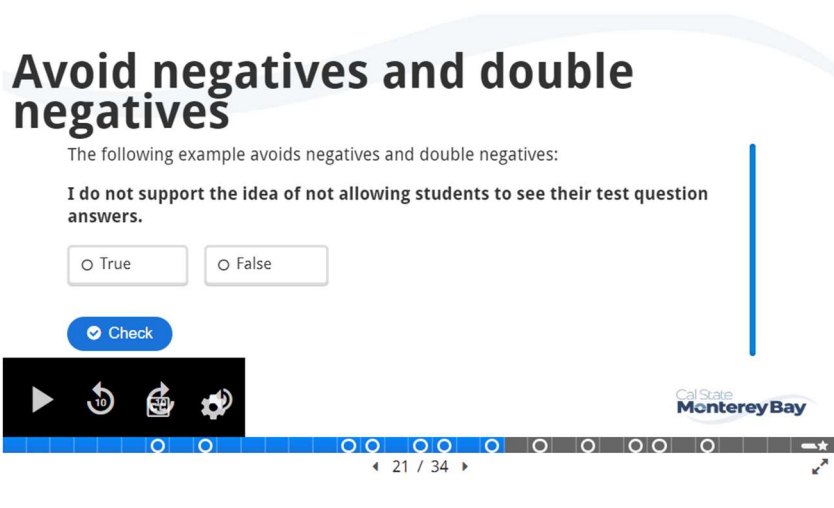
"Fill in the missing words with good or bad"

# IST526 Storyboard:

# IST622 Questionnaire Development

| **Project Name**: Questionnaire Development | **Screen Title**: Avoid negatives and double negatives | **Screen #**: 20 |
|---|---|---|

| | | **Graphic Info**: |
|---|---|---|
| | | Media: Instructional on-screen text, background image and audio |

**Avoid negatives and double negatives**

*Rule*: Double negatives are not to be used under any circumstances. Respondents may fail to notice there are two negatives and will give an answer opposite to what they intended.

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◀ 20 / 34 ▶

**Navigation**:

Linear (next and previous or table of contents)

**Reviewer Comments**:

**Audio**:

"Avoid negatives and double negatives. Rule, double negatives are not to be used under any circumstances. Respondents may fail to notice there are two negatives and will give an answer opposite to what they intend."

# IST526 Storyboard:

# IST622 Questionnaire Development

| **Project Name**: Questionnaire Development | **Screen Title**: Avoid negatives and double negatives | **Screen #**: 21 |
|---|---|---|
| | | **Graphic Info**: |
| | | Media: Interactive activity, directional on-screen text, background image and audio |
| | | **Navigation**: |
| | | Linear (next and previous or table of contents) |
| | | **Reviewer Comments**: |

## Avoid negatives and double negatives

The following example avoids negatives and double negatives:

**I do not support the idea of not allowing students to see their test question answers.**

○ True    ○ False

Check

▶ ↺ ⟳ ⚙

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Monterey Bay

◀ 21 / 34 ▶

### Feedback on correct answer

This will override the default feedback text. Variables available: @score and @total

Correct, this statement contains double negatives

### Feedback on wrong answer

This will override the default feedback text. Variables available: @score and @total

Review the rule and try again!

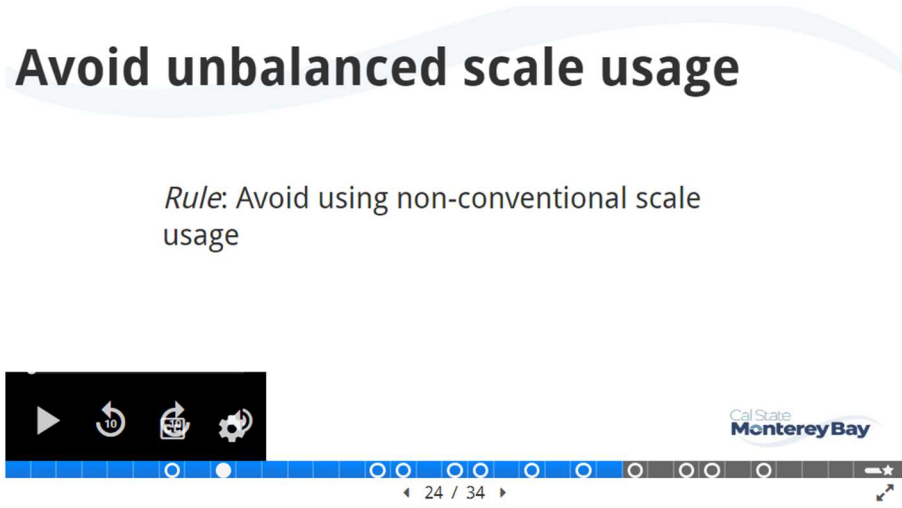| **Audio**: |
|---|
| "The following example avoids negatives and double negatives, select true or false" |

# IST526 Storyboard:

# IST622 Questionnaire Development

| **Project Name**: Questionnaire Development | **Screen Title**: Avoid providing answers that are not mutually exclusive | **Screen #**: 22 |
|---|---|---|



| | **Graphic Info**: |
|---|---|
| | Media: Instructional on-screen text, background image and audio |
| | **Navigation**: |
| | Linear (next and previous or table of contents) |
| | **Reviewer Comments**: |

**Audio**:

"Avoid providing answers that are not mutually exclusive. Rule, make certain that there is only one possible response to a question"
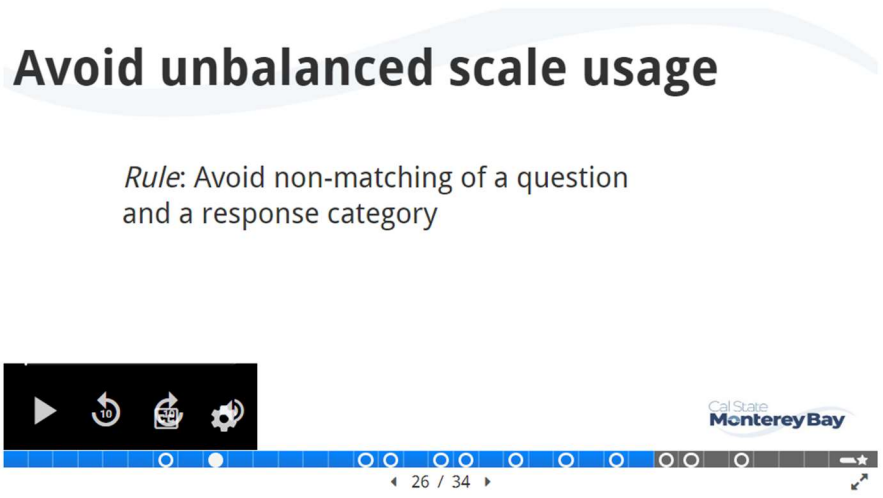
# IST526 Storyboard:

# IST622 Questionnaire Development

| **Project Name**: Questionnaire Development | **Screen Title**: Avoid providing answers that are not mutually exclusive | **Screen #**: 23 |
|---|---|---|
|  | | **Graphic Info**: |
| | | Media: Interactive activity, directional on-screen text, background image and audio |
| | | **Navigation**: |
| | | Linear (next and previous or table of contents) |
| | | **Reviewer Comments**: |

**Audio**:

"Select the answer that is mutually exclusive"

# IST526 Storyboard:

# IST622 Questionnaire Development

| **Project Name**: Questionnaire Development | **Screen Title**: Avoid unbalanced scale usage | **Screen #**: 24 |
|---|---|---|
|  | | **Graphic Info**: |
| | | Media: Instructional on-screen text, background image and audio |
| | | **Navigation**: |
| | | Linear (next and previous or table of contents) |
| | | **Reviewer Comments**: |
| **Audio**: | | |
| "Avoid unbalanced scale usage. Rule, avoid using non-conventional scale usage." | | |

# IST526 Storyboard:

# IST622 Questionnaire Development

| **Project Name**: Questionnaire Development | **Screen Title**: Avoid unbalanced scale usage | **Screen #**: 25 |
|---|---|---|
|  | | **Graphic Info**: |
| | | Media: Interactive activity, directional on-screen text, background image and audio |
| | | **Navigation**: |
| | | Linear (next and previous or table of contents) |
| | | **Reviewer Comments**: |
| **Audio**: | | |
| "Which scale is conventional? Select your answer." | | |

# IST526 Storyboard:

# IST622 Questionnaire Development

| **Project Name**: Questionnaire Development | **Screen Title**: Avoid unbalanced scale usage | **Screen #**: 26 |
|---|---|---|
| | | **Graphic Info**: |

<table>
<tr>
<td rowspan="4">

## Avoid unbalanced scale usage

*Rule*: Avoid non-matching of a question and a response category

▶ ↺ ⟳ ⚙

◀ 26 / 34 ▶

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**Monterey Bay**

</td>
<td>**Media:** Instructional on-screen text, background image and audio</td>
</tr>
<tr>
<td>**Navigation**:</td>
</tr>
<tr>
<td>Linear (next and previous or table of contents)</td>
</tr>
<tr>
<td>**Reviewer Comments**:</td>
</tr>
</table>

| **Audio**: |
|---|
| "Avoid unbalanced scale usage. Rule, Avoid non-matching of a question and a response category." |

# IST526 Storyboard:

# IST622 Questionnaire Development

| **Project Name**: Questionnaire Development | **Screen Title**: Avoid unbalanced scale usage | **Screen #**: 27 |
|---|---|---|
| | | **Graphic Info**: |
| | | Media: Interactive activity, directional on-screen text, background image and audio |
| | | **Navigation**: |
| | | Linear (next and previous or table of contents) |
| | | **Reviewer Comments**: |

### Avoid unbalanced scale answers

- Provide balanced scale answers

Which scale is balanced? (select all that apply)

O Very Good   Good   Average   Poor   Very Poor

O Excellent   Good   Fair   Poor

Check

27 / 34

Cal State Monterey Bay

▼ Overall Feedback

Define custom feedback for any score range
Click the "Add range" button to add as many ranges as you need. Example: 0-20% Bad score, 21-91% Average Score, 91-100% Great Score!

Score Range *          Feedback for defined score range

0 %  –  50 %    Review the rule, then try again

51 %  –  100 %    Correct, this answer avoids non-matching qu

ADD RANGE    Distribute Evenly

**Audio**:

"Avoid unbalanced scale answers. Provide balanced scale answers"

# IST526 Storyboard:

# IST622 Questionnaire Development

| Project Name: Questionnaire Development | Screen Title: Avoid unbalanced scale usage | Screen #: 28 |
|---|---|---|
| | | **Graphic Info**: |
|  | | Media: Interactive activity, directional on-screen text, background image and audio |
| | | **Navigation**: |
| | | Linear (next and previous or table of contents) |
| | | **Reviewer Comments**: |
| **Audio**: | | |
| "Choose the matching question and response category" | | |

# IST526 Storyboard:

# IST622 Questionnaire Development

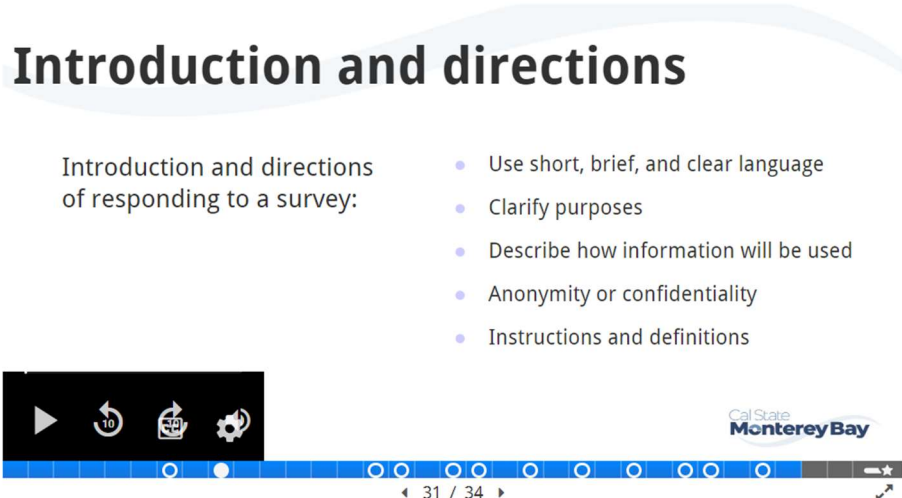| **Project Name**: Questionnaire Development | **Screen Title**: Be Simple, Clear, and Short | **Screen #**: 29 |
|---|---|---|
| <br><br>**Be Simple, Clear, and Short**<br><br>*Rule*: Fewer words are better than more. Write clear and concise questions.<br><br>29 / 34 | **Graphic Info**: | |
| | Media: Instructional on-screen text, background image and audio | |
| | **Navigation**: | |
| | Linear (next and previous or table of contents) | |
| | **Reviewer Comments**: | |
| **Audio**: | | |
| "Be Simple, Clear, and Short. Fewer words are better than more. Write clear and concise questions." | | |

# IST526 Storyboard:

# IST622 Questionnaire Development

| **Project Name**: Questionnaire Development | **Screen Title**: Be Simple, Clear, and Short | **Screen #**: 30 |
|---|---|---|
| | | **Graphic Info**: |
| | | Media: Interactive activity, directional on-screen text, background image and audio |
| | | **Navigation**: |
| | | Linear (next and previous or table of contents) |
| | | **Reviewer Comments**: |

**Be Simple, Clear, and Short**

Fill in the missing words with "good" or "bad"

"The unit question construction was useful," is a [          ] simple, clear, and short wording.

"The unit presented on the first day which dealt with question construction for level 1 evaluations was useful," is a [          ] example of simple, clear, and short wording.

✓ Check

Cal State Monterey Bay

◄ 30 / 34 ►

▾ Overall Feedback

Define custom feedback for any score range

Click the "Add range" button to add as many ranges as you need. Example: 0-20% Bad score, 21-91% Average Score, 91-100% Great Score!

Score Range *          Feedback for defined score range

| 0 % | – | 50 % | Review the rule and try again! | ✕ |
| 51 % | – | 100 % | Correct, this answer is Simple, Clear, and Sh | ✕ |

ADD RANGE          Distribute Evenly

**Audio**:

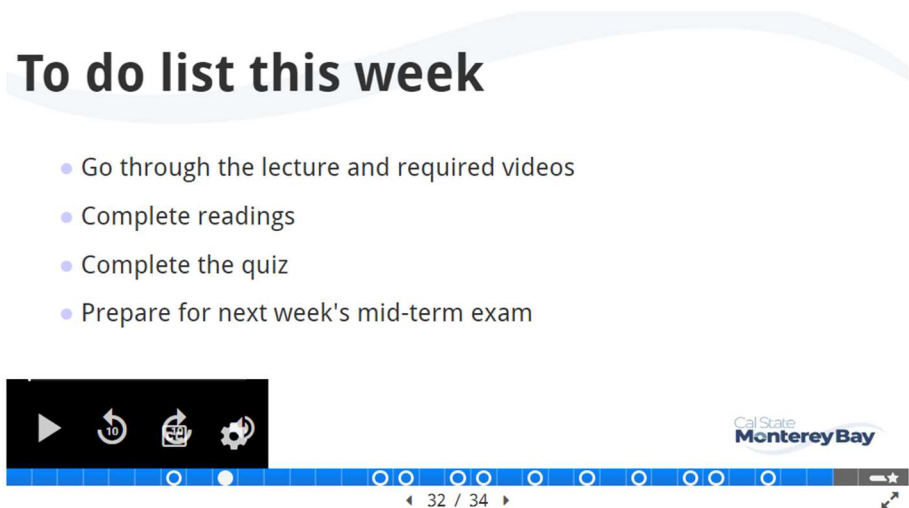"Fill in the missing words with good or bad"

# IST526 Storyboard:

# IST622 Questionnaire Development

| **Project Name**: Questionnaire Development | **Screen Title**: Introduction and directions | **Screen #**: 31 |
|---|---|---|
|  | | **Graphic Info**: |
| | | Media: Instructional on-screen text, background image and audio |
| | | **Navigation**: |
| | | Linear (next and previous or table of contents) |
| | | **Reviewer Comments**: |

| **Audio**: |
|---|
| "Besides developing good survey questions, having a clear introduction and directions of responding, is also important as shown on this slide. Other things you want to pay attention to include: 1. when to administer the questionnaire, 2. who should administer, 3. how much time to allow, 4. anonymity or confidentiality, 5. how to ensure a high response rate." |

# IST526 Storyboard:

# IST622 Questionnaire Development

| **Project Name**: Questionnaire Development | **Screen Title**: To do list this week | **Screen #**: 32 |
|---|---|---|
| | | **Graphic Info**: |
| **To do list this week**<br><br>• Go through the lecture and required videos<br>• Complete readings<br>• Complete the quiz<br>• Prepare for next week's mid-term exam<br><br>Cal State Monterey Bay<br><br>◄ 32 / 34 ► | | Media: Instructional on-screen text, background image and audio |
| | | **Navigation**: |
| | | Linear (next and previous or table of contents) |
| | | **Reviewer Comments**: |
| | | |

**Audio**:

"Reliability, validity, and data collection methods are very useful and practical topics that you face a lot in your professional career. Having a good grasp on this week's content will benefit you lifelong. If you have any questions post in the instructor Q&A forum; unless they are specific to you only. Have a nice week."
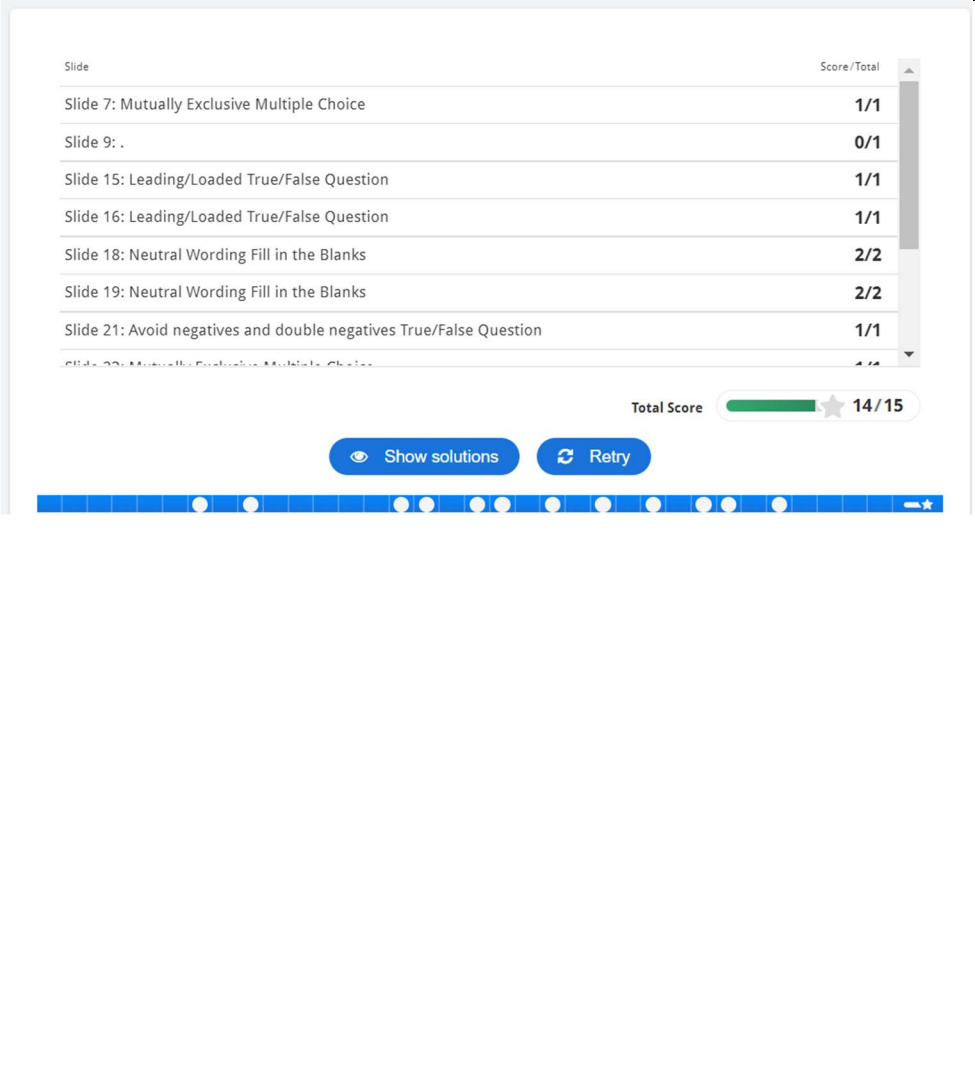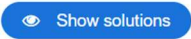
# IST526 Storyboard:

# IST622 Questionnaire Development

| **Project Name**: Questionnaire Development | **Screen Title**: Appendix | **Screen #**: 33 |
|---|---|---|
|  | **Graphic Info**: | |
| | Media: (on-screen text, images, videos, audio, etc.) | |
| | **Navigation**: | |
| | Linear (next and previous or table of contents) | |
| | **Reviewer Comments**: | |
| **Audio**: | | |
| N/A | | |

# IST526 Storyboard:

# IST622 Questionnaire Development

| **Project Name**: Questionnaire Development | **Screen Title**: Score / Total | **Screen #**: 34 |
|---|---|---|
|  | | **Graphic Info**: |
| | | Media: (on-screen text, images, videos, audio, etc.) |
| | | **Navigation**: |
| | | Linear (next and previous or table of contents) |
| | | **Reviewer Comments**: |
| **Audio**: | | |
| N/A | | |