Final Presentation
5th Grade Gifted Independent Intervention Program
Sierra Ruiz, Kelly Markel, Scott Geiser

Analysis Phase

Introduction to the learning situation

Within each classroom setting, there is a wide range of academic abilities and learning needs. At the elementary level, there can oftentimes be an even larger gap in students' performance levels due to the fact that all students, regardless of academic abilities, are placed in the same learning environment. It is an educator's job to ensure that each individual child is supported in a way that allows him or her to reach their maximum learning potential. While there are many different interventions put into place to support students who are performing at or below-grade-level, there are often times little to no interventions for accelerated and gifted students. Shelle Campbell, a fifth-grade math teacher and Subject Matter Expert, has recognized this problem and is looking for a way to ensure that the mathematical needs of her gifted and accelerated students are met. Shelle has been teaching for 29 years and has had 23 years of experience teaching fifth-grade math. She has been the head of the 5th-grade mathematics department for many years and has also served on ODE's Content Advisory Committee for the past two years. Shelle would like to provide her students with the opportunity to engage in a self-paced accelerated intervention program that will empower them to achieve at levels that correspond to their academic abilities. This intervention would be incorporated into the general education classroom, and allow students to work on mathematical activities that deepen their understanding of previously-learned concepts and engage in higher-level mathematical content as well.

Identification of the Learning Problem: Throughout the past several years, most gifted math students at the fifth-grade level have not been making adequate yearly progress or showing significant growth on statewide assessments. After speaking with the SME, she believes that this is happening for several different reasons. First off, at the intermediate level, gifted students are placed in the general education setting for all subject areas, regardless of their identification. Within the North Olmsted City School District, advanced placement and accelerated courses are not offered until students get to middle school, making it difficult for gifted students at this level to be provided with the daily enrichment support that they need. Many times gifted students are finishing tasks much quicker than their peers because their academic needs are more demanding than the current depth and pace of the instructional program. When these students finish their tasks, it is up to the general education teacher to provide enrichment activities that will help extend their learning. Unfortunately, this isn't happening too often since teachers are too busy providing other interventions and supporting the students who are working at grade level. Our SME said that it is very difficult to teach gifted students new concepts during the instructional time since there are so many other academics needs to reach, and no other type of classroom support. She said that often times these students will read a book or play a math game when they are finished and wait for unit the others have caught up and are ready to move on.

In addition to this problem, the gifted intervention program has also recently changed at the intermediate level. Up until last year, gifted math students used to be pulled out of class for

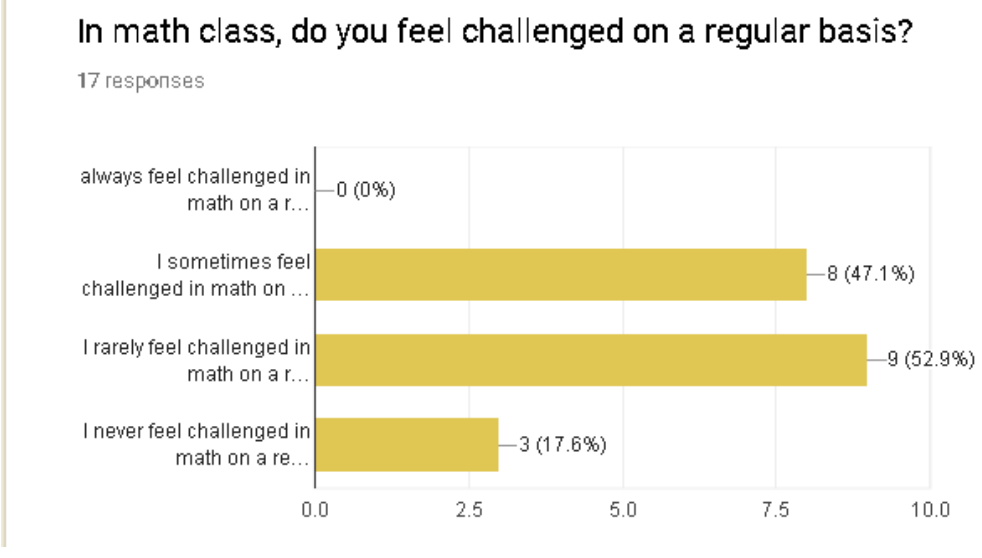
50 minutes each week to work on accelerated math activities and projects. This has now ended, making it the classroom teacher's job to provide the type of support these students used to receive. Our SME says it has been very difficult to provide this additional support to these students since all of the gifted students are dispersed into different homerooms and are not grouped together at all during the day. If there is a new skill or concept that she wants to teach, it is hard to find a time to meet with all of these students during the day and provide this type of small-group support. The enrichment projects that these students used to work on together has also been taken away because they require a lot of higher-level mathematical thinking and reasoning, which, in turn, demands a lot of teacher support and feedback.

Finally, our SME believes that many teachers do not feel as though they have the appropriate resources to support these children, and find it difficult to obtain readily available resources that fit the rigor and complexity that these children need. Although North Olmsted has a gifted coordinator, she is responsible for serving the entire district, making it difficult to find the time to work with her individually to discuss resources and support for individual students.

Learning Goals: Through the implementation of an independent gifted and accelerated intervention program the students will:

- Increase the depth and breadth of their mathematical knowledge through the study of advanced concepts and skills.
- Engage in activities that promote creativity, critical thinking and collaboration
- Show adequate yearly progress and significant growth on statewide assessments

Detailed needs analysis: After communicating with Shelle Campbell, our SME, a needs assessment was designed for the gifted and accelerated math students to complete. The SME believed that the best way to ensure that the gifted intervention program was suitable for students was to gain their perspective on various learning elements. The purpose of this assessment was to not only identify the areas in which the students felt they needed the most support in, but to also gain a deeper understanding of their learning styles and preferences. In addition, the survey was created to gain a students perspective on math and verify the lack of challenge the general education setting is providing them. The survey was taken by 17 fifth-grade students via Google Forms and was completed anonymously to maintain student security. The results from the survey are summarized below:



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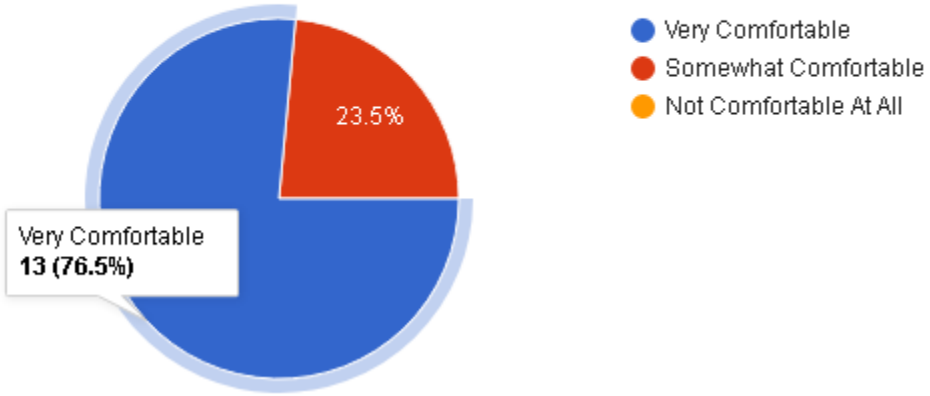
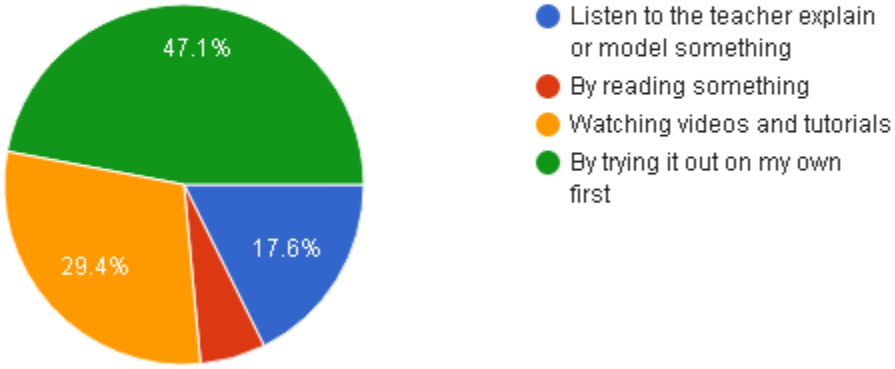
How comfortable do you feel using technology to learn?

17 responses



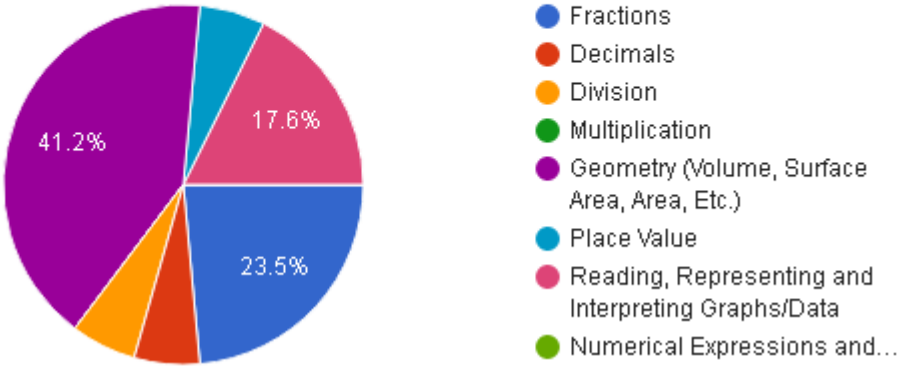
How do you like to learn new things?

17 responses



What area of math do you feel is most challenging for you?

17 responses



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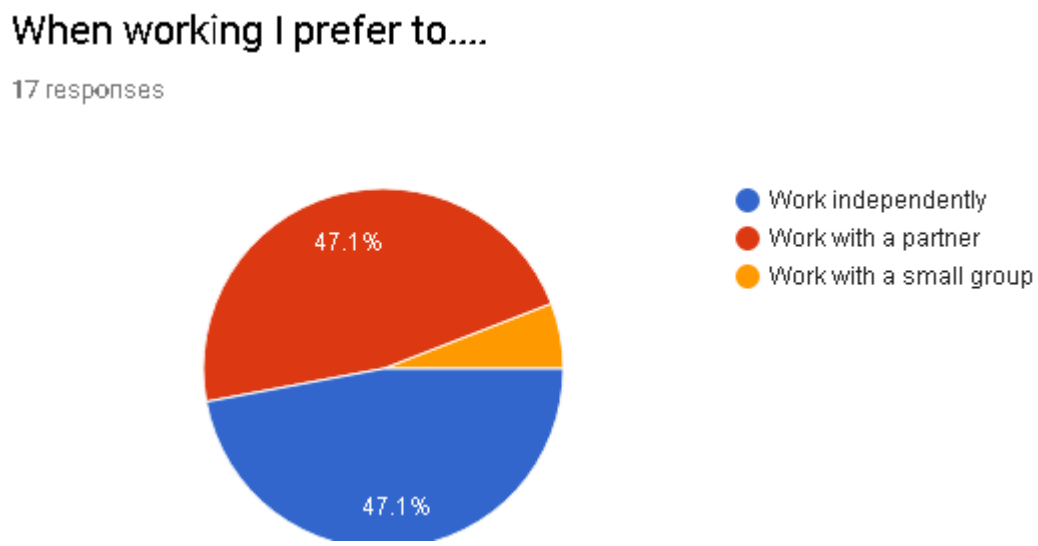
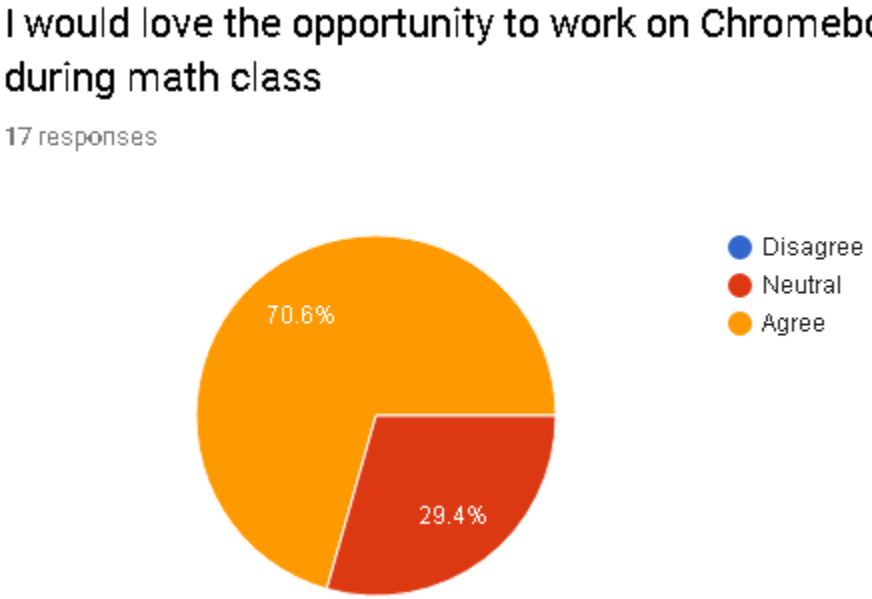
Based on the results from the student needs assessment, it was evident that the majority of the students do not feel challenged in math class on a daily basis. More than 70% of the students surveyed said that they rarely or never feel challenged in math class, verifying the need for an enrichment intervention. In addition, most students would love the opportunity to work more on the Chromebook, and over 75% of the students said they enjoy using technology to learn. Furthermore, over 80% of the students said that they learn best by trying something out on their own first or by watching a video/tutorial. These assessment results support the idea of providing students with an independent online intervention program where they can learn new material at their own pace through trial/error or video tutorials. Finally, the students who took this survey differed on their learning styles. There was a clear divide of students wanting to work





independently or with a partner to learn new material. These results substantiate the need to allow students the choice as to how they want to learn in the enrichment program.

Report Card Data-Individual and Grade Level: In addition to the student needs assessment, the team also felt it would be beneficial to collect data from the school report card on gifted student growth. The data shows an the average student growth index for a gifted math student at Chestnut Intermediate over the course of the past three years:After taking a look at the report card data, it is evident that the gifted math students are not making significant growth.

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		Achievement Groups				
		1 (Lowest)	2	3 (Middle)	4	5 (Highest)
Growth Standard		0.0	0.0	0.0	0.0	0.0
2018	Growth					0.4
	Standard Error					3.2
	Number of Students	0	0	0	4	16
	Percent of Students	0.0	0.0	0.0	20.0	80.0
Previous Years	Growth					-10.9
	Standard Error					2.4
	Number of Students	0	0	0	0	9
	Percent of Students	0.0	0.0	0.0	0.0	100.0

Growth is defined as the average difference between students' current year and prior year NCEs.

When averaging the student growth of gifted math students over the past three years, the standard error index was -10.9. This means that the gifted math students are achieving significantly lower than expected and making well-below average growth. The student data from the 2017-2018 school year showed a standard error index of 0.4, which is still significant evidence that the students are not meeting their expected years worth of growth.

MAP Assessment: In addition to the student needs assessment and report card data, the team analyzed the data from the MAP (Measures of Academic Progress) Assessment that the students take three times a year. The team looked at the students' scores from the Fall of 2018 to the Winter of 2019 to see if they met their projected growth in mathematics. The results from the MAP Assessment are summarized below:

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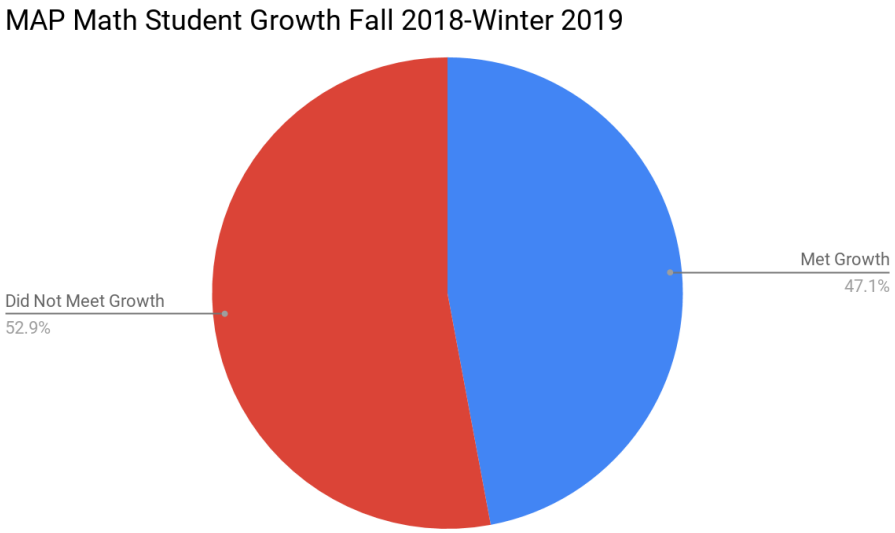

By taking a look at the results from the MAP Assessment, more than half of the gifted and accelerated students did not meet their projected goal. This evidence provides additional substantiation for the need of an intervention support program put into place for this sub-group of students.

Detailed learner analysis: Through an interview with the SME, the following information was gathered about the students' characteristics:

- Students from various ethnic and socio-economic backgrounds
- Ages ranging from 10-11
- Both male and female students
- Different learning styles including: visual, audio and kinesthetic
- Learners are above average to well-above average mathematical ability
- Highly motivated to learn and have a positive attitude towards school
- Varied reading abilities and Lexile levels
- Intellectually curious
- Students identified through 2nd Grade CogAT and newly identified students through MAP test
- Various levels of technology skills including keyboarding, familiarity using Google Drive, navigation, etc.

Design Phase

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Task Analysis:

System awareness and navigation: Since students will be using their Google account to access Google applications, listed below is the knowledge and skills that allows them to do be successful using their Google account:

1. Login to their Google account with their school login information
2. Know how to view/edit assignments
3. Know how to submit assignments once completed
4. Change the text size/font in assignments
5. Make comments within a document
6. Know how to share documents with the teachers and classmates
7. Know how to view feedback from assignments that the teacher has graded
8. Know how to logout of Google account
9. Access the correct website when given a direct website link
10. View and recognize the main objectives to be completed
11. View and recognize the purpose of the website

Instructional content and Materials: A lot of the instructional content will be linked with the navigation and system awareness. Listed below is the knowledge and skills that will help them with instruction.

1. Navigate to the different learning modules within the website via the categorized tabs
2. Locate and open the different resources within the website to complete the assignments.
3. Click on videos that will explain how to complete each mod, assignment and materials being used
4. Locate and view YouTube videos within the website
    a. Adjust sound of videos
    b. Adjust screen size to best fit the user's needs
    c. Stop, rewind, fast-forward video
    d. Navigate and return to the website after viewing the YouTube videos
5. Read written instructions if provided.

Assessments:

1. Login to google account
2. Click on the learning module that they are currently working on
3. Click on the assessment link
4. Fill out the google form including their name and any information needed for identification
5. Complete the google form by clicking on the correct answers depending on the question format
6. Know how to navigate question formats such as drop down questions, multiple choice, check all that apply, fill in the blank, short answer
7. Submit google form for review by instructor
8. Obtain feedback from instructor and revise the assessment if necessary.

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Content Analysis: The Gifted Independent Intervention Program (GIIP) will allow students to engage in a variety of different learning modules that will not only deepen their understanding of several fifth-grade mathematical standards but also introduce them to various sixth-grade mathematical standards as well. Since this is an independent program, students will be able to choose the order in which they complete the modules, based on their learning interests and needs. After talking with the SME and reviewing the needs assessments, the following topics have been chosen for the GIIP:

1. **Fractions and Mixed Numbers**:
    - **a.** Add and subtract fractions with unlike denominators (including mixed numbers and fractions greater than 1)
    - **b.** Interpret and compute quotients of fractions
    - **c.** Solve real-life word problems involving division of fractions by fractions

Objective: *5th Grade gifted students will be able to manipulate fractions and mixed numbers in basic operations at least a 70% rate on their assessment.*

2. **Rates and Ratios:**
    - **a.** Understanding the concept of ratios and unit rates
    - **b.** Use ratio and rate reasoning to solve real-world and mathematical problems
    - **c.** Solve unit rate problems including those involving unit pricing and constant speed

Objective: *5th Grade gifted students will be able to identify and utilize unit rates and ratios in real life situations at least a 70% rate on their assessment.*

3. **Decimals and Percents**
    - **a.** Divide whole numbers by decimals and decimals by whole numbers
    - **b.** Divide decimals by decimals
    - **c.** Add and subtract decimals from whole numbers, and decimals from decimals
    - **d.** Multiply whole numbers by decimals and decimals by whole numbers
    - **e.** Solve real-life problems involving adding, subtracting, multiplying and dividing decimals
    - **f.** Find percents of whole numbers and decimals

Objective: *5th Grade gifted students will be able to identify and utilize decimals and percents in real life situations at least a 70% rate on their assessment.*

4. **Surface Area and Volume:**
    - **a.** Understand concepts of volume and relate volume to multiplication and to addition.

b. Solve real-world and mathematical problems involving, surface area and volume.
c. Measure volumes by counting unit cubes, using cubic cm, cubic in and cubic feet
d. Apply the formulas $V = \ell \times w \times h$ and $V = B \times h$ for rectangular prisms to find volumes

Objective: *5th Grade gifted students will be able to identify and surface area and volume in real life situations at least a 70% rate on their assessment.*

5. Representing and Interpreting Data

a. Display numerical data in plots on a number line, including line plots and histograms
b. Find the quantitative measures of center for a numerical data (mean and median) and find the range, interquartile range, and outliers of a set of numerical data
c. Solve real-life problems involving the analysis of numerical data

Objective: *5th Grade gifted students will be able to identify and apply pertinent data information in real life situations at least a 70% rate on their assessment.*

- All objectives will be assessed differently according to however we decide. Some may be a google form/edulastic assessment, others may be a project-based assessment.

Site Organization:

After talking with the SME and learning more about the students familiarity with technology, it was determined that the most appropriate means of instructional delivery would be a Google Website. All the students in the district already have a Google username and password, and have had prior experience using a variety of Google applications including Docs, Slides and Classroom. Since the students are only in fifth-grade, they haven't had a whole lot of experience learning in a virtual environment. A Google website will allow students a smooth transition into a web-based environment and hopefully diminish some of the apprehension the students may have about working in a different learning environment. Since the students will be working on this within the general education setting, the teacher will always be there to assist students if they are experiencing difficulty or come to any technical errors.

The GIIP will be organized into five different learning modules that each cover a different mathematical concept. In addition to these modules, there will also be an introduction page which will help students get acquainted with the website layout and introduce them to some of the different features on the learning system. All media sources and documents will be embedded within the site so that students do not need to worry about navigating to and from different websites. The GIIP will be formatted in the following manner:

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Page 1- Homepage/ Introduction: The goal of the Homepage/Introduction module is to provide the learners with an overall introduction to the site and set a purpose for learning. Here, students will be able to read and understand the course goals and objectives, listen to a teacher-created introduction Voki, watch a site navigation video and become familiar with the different features and functions of the various learning tools within the site.

Page 2-6- Learning Modules 1-5: After students have viewed and participated in the introduction activities, they will then proceed to a learning module of their choice. Each of the five modules will begin in the same manner and will include an introduction to the task, followed by a list of objectives that correspond. The learner will then participate in a pre-test for the particular skill that is addressed within the module and then proceed to the different learning activities. There will be a detailed, step-by step set of instructions for the students to follow so that they are very clear on what is expected from them when they are participating in the module. After the students have completed all of the learning tasks for the module, they will then conclude by taking a post-assessment to see how well they mastered the skill. The following is a list of the content that students will be working on within each module:

Page 2: Module 1- Fractions
Page 3: Module 2-Rate and Ratios
Page 4: Module 3- Decimals and Percents
Page 5: Module 4-Surface Area and Volume
Page 6: Module 5-Representing and Interpreting Data
Below is a layout on how the site will be organized:

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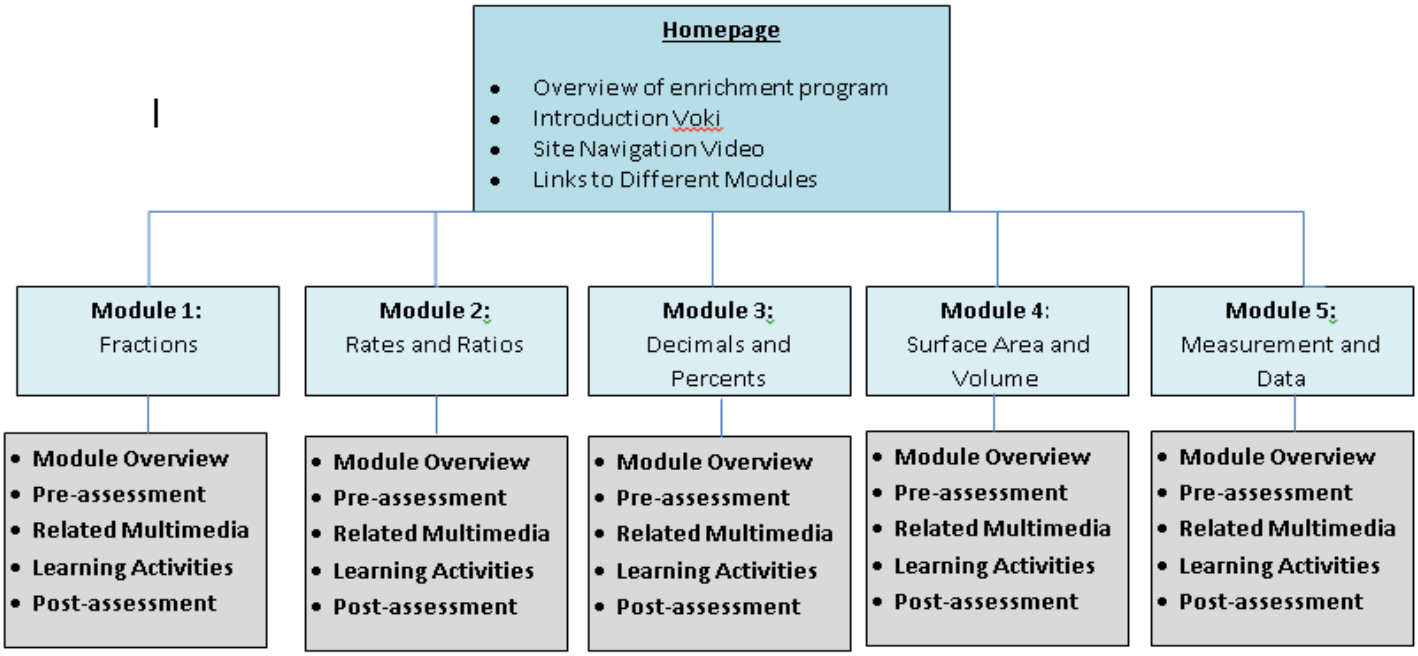

Site Navigation: When designing this online learning experience for students, the ease of site navigation is crucial for successful implementation. The fifth grade gifted math students have had very little experience working with a virtual environment, so the design of the website must correlate to their technological abilities. To accomplish this goal, the students will be working within a website where all of instructional material and content will be embedded. Students will never have to navigate away from the website and worry about having to try and find their way back since they will work within each module page to complete all learning tasks. In addition to the embedded material, the website will also include a horizontal navigation bar at the top of the page which will allow the students to determine their current location within the GIIP and easily move from one module to the other. The navigation bar will be fixed so that the students can access any part of the GIIP, at any time, regardless of the current page they are on. This fixed navigation bar will ensure that the students don't get lost within the website and will make navigation much more efficient.

Site Conventions: Throughout the entire GIIP, a consistent website design will be utilized in order to provide the learners with stability as they move from one module to the next. This uniform design will help students move easily and effortlessly throughout the content, and allow them spend the maximum amount of time engaging in the learning materials. Students will not have to waste time trying to locate and access important interface elements, since every page will follow the same format.

In terms of the look and feel of the website, the GIIP will use a consistent color scheme of neutral tones including whites, blues, blacks and greys. There will be a header at the top of each page that will remain the same as students navigate throughout the site and will use the font, “Happy Monkey”. Below is a sample of the page header with the fixed navigation bar:

The actual content of the website, including all instructional materials, will use either Arial or Calibri and rage from 11-12pt. font. These fonts were chosen since they are very easy to read and the students are used to reading most of the instructional material in class in either of these two fonts. Since there are no students with any language barriers, all of the content and instructional material will be in English.

Format and Media: Within this web-based learning system there will be a variety of different document types used including PDF’s, Google Docs, and Google Slides. These will all be embedded within the site so that students can complete their learning tasks within each module. In addition to these document types, various media will be incorporated throughout the website to engage students in the content. These media sources include YouTube videos, Voki’s and interactive games.

Evaluation Phase

Overview: The formative evaluation process involved the participation of several different stakeholders including the Subject Matter Expert (SME) and fifth-grade gifted, mathematics students. The goal of this process was to evaluate the website’s overall effectiveness, appeal and efficiency prior to the initial implementation in order to improve the quality of the user’s experience. The following categories were chosen for analyzation in the formative evaluation:

- Project’s Goals and Objectives
- Module Content and Resources
- Implementation of Technology
- Website Design, Organization and Navigational Features

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SME Formative Evaluation: The formative evaluation process on the Gifted Independent Intervention Program began with a thorough analysis done by the SME, Shelle Campbell. It was important to have the SME review and evaluate the website first, so we could modify and adjust any content before the students viewed it. In addition to our SME, MaryBeth Prusa, a 5th Grade teacher at Chestnut Intermediate, also reviewed the content for feedback. A series of questions were developed in order to guide the SME in the review process and provide the design team with valuable data. The questions were given to the SME prior to the analysis so she knew what to look for when evaluating the modules. It was decided that a Google form was the best way to gather data from the SME so it could be looked over and reviewed at a later time. The following questions were asked to the SME during the formative evaluation process:

1. Are the learning goals and objectives attainable, relevant and realistic?
2. Do the goals and objectives effectively align to Ohio's Fifth Grade Mathematics Learning Standards?
3. Do the activities each module align appropriately with the objectives and standards?
4. Did the assessments (both formative and summative) align appropriately with the content and objectives?
5. Are the activities presented in each module appropriate for all students, regardless of their prior knowledge?
6. Are the resources and information within each module up-to-date and relevant? Yes or no? If no, what resources were they?
7. Do the activities foster academic success for students?
8. Do the instructional activities promote higher level thinking and thoughtful responses?
9. Is the information presented in a clear and concise manner?
10. Is the vocabulary and tone suitable for fifth grade students?
11. Are there any typographical, spelling, grammar, or punctuation errors? If so, what are they?
12. Do the graphics and media sources (YouTube Videos, PowerPoint, etc) enhance the students' learning?
13. Is there anything about the website that is confusing or hard to understand? If so, be specific.
14. What suggestions do you have for improving the site?

Link to Google Form:
https://docs.google.com/forms/d/e/1FAIpQLSeZMGd6EU_rfsbDVT4pZNc0zYVn3xthMwfE-MiPbJi56tEDFw/viewform

SME Input: SME and Additional Content Expert Feedback: Based on the results from the formative evaluation, both the SME and content expert believed that the goals and objective were aligned with the 5th Grade Ohio Learning Standards. In addition, both agreed that the goals were realistic for gifted mathematics students and attainable to reach with minimal guidance. Furthermore, both parties believed the activities supported the goals and objectives and would be appropropriate for the students regardless of their background knowledge.. The content expert expressed how she loved having the the material presented through videos and slideshows because it thoroughly explained the skills and provided multiple modalities of learning. In terms of the assessment, both the SME and content expert felt that the assessments were challenging, yet achievable for the students. The SME really liked how the students have to complete a pre-assessment before starting a modules in order to gather baseline data. She did suggest that we add the same pre-assessment at the end of the module to truly see how the child is progressing with the skills. The SME also expressed how she really liked the idea of completing the formative assessments via Google Docs. She expressed how this would still allow her to check-in with the students, but not during instructional time. The content-expert agreed with the SME that this was a great idea, yet she was concerned that the students wouldn't know how to make a copy of the documents before starting on them. She suggested that there be a video tutorial on how to do this in case the students don't have any background knowledge.

In terms of the language and the formatting of the website, the SME and content expert thought website was very accessible and easy to navigate. The content expert has little background working on Google, yet she felt very comfortable navigating to the different parts of the website and was able to find all of the materials and instructional activities easily. Both agreed the language was appropriate for the intended audience and didn't notice any spelling or grammatical issues. Overall both were very impressed with the first look at the website.

At the end of the formative evaluation, the SME and content expert were asked to provide some suggestions for improvement. The following are their suggestions:

1. It would be very nice if all of the website pages were laid out exactly the same. Although they all begin with an overview and directions, some pages have all the material embedded, while some only have a few activities embedded. Having all of the material embedded would be extremely helpful for students and would eliminate a lot of questions. It would make the experience more flawless.
2. As suggested earlier, would it be possible to add some "How-to" videos on the Introduction page so that students could refer back to they have a question regarding some of the basic features of Google? It was suggested to add a "How-to" video for the following:
    a. Making a copy of a document
    b. Sending a document to the teacher via the share tool
    c. Making comments on a doc (sending questions via the comments to the teacher)

   d. Basic tools on toolbar (larger font, alignment, hyperlinks, etc)
3. Not all materials were able to be accessed due to privacy restraints. It was suggested that before the next evaluation that all docs, slides and other media have the privacy restraints removed so that all material could be seen.
4. Could all the modules have the buttons at the bottom of the page to go onto the next activity. It was nice to have these on the first two modules and was expecting them to throughout the website. It makes the website easier to use instead of having to go all the way back up to the top.
5. It was suggested that the activities in Module 3 be modified. The practice activities are all very basic. Could there be more application of the skills? Are there other activities besides Khan academy that the kids could do? This was noted again in Module 4.
6. The content expert and SME agreed that in the final assessment in module 5, the mean, median and mode could be added. Also, the SME was concerned that the project was in a PDF. She suggested that this be turned into a Google Doc so that the students could make a copy for themselves and then edit it. It was noted that this module was still a work in progress.
7. Both the content expert and SME really liked how Module 5 gave the students a certain percentage that they must reach in order to move onto the other activities. Could this be done for all the modules? This holds the students more accountable for their learning.

5th Grade Students Formative Evaluation: After the SME had reviewed and analyzed the website, it was crucial that we had a group of fifth grade students evaluate it as well. The students are the ones who are eventually going to use the site, so the feedback that we received from this group was critical to our success. In order to gain feedback from this group of people, a different set of questions were developed that were more age-appropriate and relevant to their analyzation. The students responded in a Google Form so all data could be collected and used in the future. The following questions were asked in the student evaluation:

1. On a scale of 1-5, how easy is it to navigate through the website?
2. Did you experience any issues while using or playing any of the media sources (Videos, Slideshows, etc?) If so, what was the issue?
3. Do feel that the content and activities were appealing? If so, what did you enjoy?
4. Were the learning goals and objectives clearly stated? Do you understand the purpose of this program?
5. On a scale of 1-5, how helpful are the instructional videos and other media sources in learning the new content?
6. Is there anything on the website that is confusing or hard to understand? If yes, please explain.
7. Are the directions for the modules and activities clear and concise? If not, what was unclear?
8. Are all the learning resources (Google Docs, PDFs, Google Forms) easily accessible? Did you have any trouble accessing any of the documents?
9. What recommendations do you have to improve the website?

10. Would you like more opportunities to work with other students while completing the learning activities within the modules?
11. On a scale of 1-5, how would you rate your overall experience using website?

Link to Google Form:
https://docs.google.com/forms/d/e/1FAIpQLSdjsDZieFd2CkZn8S4Ybb8UmNyTJGeYT57UCoVf8FW4mKvzcA/viewform

Student Input:

The students gave a lot of good feedback to us after they did their trial run. On a scale of 1-5 all the students put a 4 or a 5 for site navigation so I think as far as the layout goes we are good. The biggest issue that the students had were not having specific codes for certain sites or needing to ask permission to view certain forms or tasks that we had for them to do. It will run a lot smoother when only one person (the teacher) runs the site and not 3 different people having all different logins. Most of the responses were pretty short, but here is a list of some suggestions:

1. Shorter Videos: We tried to keep most of the videos to 5 minutes or shorter. I know attention span is short but some of them have little details that need to be emphasized.

2. More Games!! This is something that we need to add more of from mod 2-5. Sierra did a great job having games. It was hard for kelly and myself to find games when we were focused on content. This is definitely something that can be added in.

3. Use different words: One student suggested using a different tone. Instead of using a tone that was trying to convince them that it was going to be fun, use a tone that set expectations and just told them what to do. I think we need to have a healthy mix of the two.

Changes before Implementation

1. Make sure everything is accessible to students. Codes, access and everything figured out.
2. Try to implement more games into the mods for more practice and making it competitive.
3. Do some finishing touches on some of the modules that aren't yet completed.

Summative Evaluation

The students filled out a form that gave us feedback for the site and they elaborated on what they liked about the site along with other improvements that could be made. Due to time with state testing and a short school week, students did not go through and complete the pre and post test for each section, but they did check to see if

they had access to them. This program is designed to be completed over a full year or semester. The google form had the following questions:

1. Since the last time you viewed the website, do you now have access to all of the Google Docs, Forms, Slides, etc? If not, what are the specific forms you cannot access?
2. What are your thoughts on the new games that have been added to the site? Did you find them engaging?
3. Did all of the new added material and games work? If not, which ones didn't?
4. Did all of the links at the bottom of the modules work? (The ones that link you to the next module or the homepage). If there were any that did not work, please specify the module that the buttons did not work in.
5. Are there any other improvements that need to be made on the site?
6. What was your favorite module overall and why?
7. Would you enjoy doing a website like this in the future for other grade levels? Why or Why not?

After reading the responses to the questions, we found that the students really love the games! Most of the feedback was sharing the game they liked and how it was engaging to them. They also noticed the new slideshows we put in for extra help as suggested by the SME, and found that they could be helpful to complete each of the modules. They also liked the fact that the site was very easy to navigate from one module to the next. The only critique we got was that one student was still not able to access a video which is hopefully the last one we have to figure out.