*Table 10.7*. Learner Reaction Questionnaire

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| **LEARNER REACTION TO INSTRUCTION** |
| COURSE: DATE: |
| INSTRUCTOR: LEARNER: |
| One way that instruction is improved is by sampling learner reaction to the instruction. Please answer the following questions. |
| 1. Prior to this instruction, my experience in this area was:

\_\_\_ extensive \_\_\_ moderate \_\_\_ little or none |
| 1. Did your knowledge of the subject increase as a result of the instruction?

\_\_\_ yes \_\_\_ no |
| 1. If your knowledge increased as a result of the instruction, to what extent did it increase?

\_\_\_ not applicable (my knowledge didn't increase) \_\_\_ slightly \_\_\_ moderately \_\_\_ extremely |
| 1. Based on my experience, the level of instruction was:

\_\_\_ too advanced \_\_\_ about right \_\_\_ too elementary |
| 1. The organization of the instruction was:

\_\_\_ very helpful \_\_\_ helpful \_\_\_ not very helpful |
| 1. The lecture outline (main points of instruction) was:

\_\_\_ very helpful \_\_\_ helpful \_\_\_ not very helpful |
| 1. Audiovisual aids were:

\_\_\_ of great value \_\_\_ valuable \_\_\_ of little or no value\_\_\_ not used, but could have helped \_\_\_ not used and not needed |
| 1. Answers to learner questions were:

\_\_\_ meaningful \_\_\_ somewhat helpful \_\_\_ not helpful\_\_\_ not applicable (no questions asked) |
| 1. Should the subject matter covered be changed?

\_\_\_ yes (please explain below) \_\_\_ no |
| 1. Should the methods of instruction be changed?

\_\_\_ yes (please explain below) \_\_\_ no |
| 1. Overall, the instruction was:

\_\_\_ outstanding \_\_\_ good \_\_\_ fair \_\_\_ poor |
| 1. Instruments (including tests) to evaluate learner performance were:

\_\_\_ outstanding \_\_\_ good \_\_\_ fair \_\_\_ poor |
| COMMENTS, EXPLANATIONS, OR RECOMMENDATIONS:  |