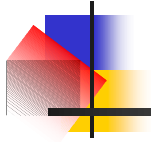


Perceptions of Business Education Students' Feature Requirements in Educational Web Sites



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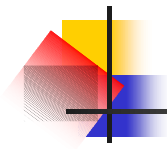
**DPE National Conference
November 18 – 20
Washington D.C**



Agenda



- n Need for this research
- n Literature Review
- n Methodology
- n Analysis & Results
- n Q&A



Purpose of commercial webs

- n Develop brand reputation
- n Transaction based (e-commerce)
- n Public relations
- n Intranet/portals

3



Characteristics of Eduwebs

Instructional websites should have:

- n Intended learning goals
- n Instructional strategies (sequencing of events and activities)
- n Learning materials and activities
- n Learner assessment and feedback

4

Home Site Map Contents

Computer Applications How Do Computers Work?

Narrative The Basics The Components The Usage The Money The Big Mac

WELCOME

This Web Module has been designed to be very easy to use. It is divided into five Learning Phases represented by the buttons above. Each Phase is then divided into Activities represented by buttons on the Blue Navigation Bar on the left of the screen. To complete each phase:

1. Click the button above that corresponds to the phase you wish to complete.
2. Click the First Activity Button for the Phase on the Right.
3. When you finish Activity One, either:
 1. Click the Activity 2 Button to your left, or
 2. Click the Continue to Next Activity Link at the bottom of the Screen.
4. Follow the directions on the screen to complete each phase. When you are finished with the entire module, seek directions from your teacher.

We welcome your questions and comments. Please click [HERE](#) to email us!

*This site was created by
Stephanie Holloway, Mike Marx, John McKeeman, and Linda Neri for
ABBD 6128 Instructional Strategies for Basic Business, Dr. Sunit Kasse
Fall 2004 Semester, State University of West Georgia*

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Welcome

Home Instructions Objectives Lessons Activities Site Map

Guiding Teens Through the Budgeting Maze

The purpose of this website is to give you a basic understanding of money management and career choices as choices you make in the area of personal finance will affect you and your future.

Get The Facts!

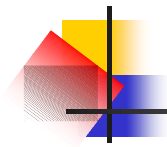
- American teenagers, as a group, spent over \$172 billion in 2001.
- Teens surveyed by Teenage Research Unlimited reported spending 98% of their money rather than s
- 40% of Americans say they are living beyond their means.
- University administrators state they lose more students to credit card debt than to academic failure.
- The U.S. has recently seen a 50% increase in bankruptcies among people under age 25.
- Only 26% of 13 to 21-year-olds reported their parents actively taught them how to manage money.

Don't become a statistic! We will guide you through the maze of budgeting and personal finance.

**Click [here](#) to view the Instructions for this site before you begin.

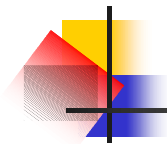
*Prepared by Christie Carbine, Kristin Caverly, Shannette Finley, and Kalin Foed for Dr. Sunit Hazari's Instructional Strategies for Basic Busi
Fall 2004

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Objectives of this study

- n Identify important features of educational webs
- n Explore self-referent perception of human subjectivity
- n Identify commonly shared attitudes or perspectives
- n Build framework to provide understanding of educators' interaction with eduwebs
- n Discuss theoretical and practical implications of findings & directions for future research



Factors

USABILITY

1. Ease of navigation through website
2. Visual appeal of web pages
3. Consistency of design between web pages

LEARNABILITY

4. Clearly stated objectives and instructions
5. Quality of instructional content
6. Good Interactivity (such as Quizzes, simulations)

TECHNICAL FUNCTIONALITY

7. Multimedia elements (such as audio/video)
8. Web page download/refresh time
9. Cross browser (such as IE, Netscape) functionality



Statements

1. Ease of Navigation through website [NAVI]
2. Visual appeal of web pages [VISU]
3. Consistency of design between web pages [CONS]
4. Clearly stated objectives and instructions [OBJT]
5. Quality of instructional content [CONT]
6. Good Interactivity (such as Quizzes, simulations) [INTR]
7. Multimedia elements (such as audio/video) [MULT]
8. Web page download or refresh time [REFR]
9. Compatibility with all Web browsers [COMP]
(e.g. IE & Netscape)

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Research Design

- n Extraction of variables from literature review
- n Subjects: 58 Business Education Graduate Students enrolled in ABED6128 during Fall 2003 and Fall 2004
- n WebQ instrument used
Subjects rank ordered 9 feature statements
(NAVI, VISU, CONS, OBJT, CONT, INTR, MULT, REFR, COMP)
- n Q sorts from subjects were correlated and factor-analyzed to obtain clusters of subjects with consensus

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Q-Sort Analysis

- n Variation of Factor analysis where subjects rather than variables are grouped
- n Technique for studying human subjectivity (Stephenson, 1953; Brown 1980)
- n Forces subjects to conform to certain expectations
- n Helps place respondents into clusters based on consensus or conflict
- n Ideal for self referent perception study

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Q-sort instrument

Least important feature= (-2), Less important feature= (-1), Neutral feature = (0), Important feature = (+1), Most important feature= (+2).

Rank order items (that are currently presented in random order) by selecting radio button & click Update on top of screen. Repeat this process as necessary. Note number of items in each category as stated above. When ALL slots are green, click Send button (on top of screen) to e-mail your data. When asked for code word enter your last name for credit. PLEASE verify correct data is being sent. Cut and paste into your mail program if necessary.

Category	Item	-2	-1	0	+1	+2
+2		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
+1		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
0		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2. Visual appeal of web pages	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	3. Consistency of design between web pages	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	4. Clearly stated objectives and instructions	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	3. Ease of Navigation through website	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	5. Quality of Instructional content	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	6. Web page download or refresh time	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	4. Good Interactivity (such as quizzes, simulations)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	7. Multimedia elements (such as audio/video)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	9. Compatible with all web browsers (such as IE, Netscape)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
-1		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-2		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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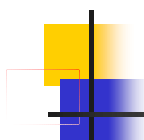


Preliminary Rankings - Features in order of importance

Statement	Rank	Mean	SD
Ease of Navigation	1	3.84	0.98
Visual Appeal	5	3.00	1.03
Consistency of design	8	2.36	1.06
Clear Objectives/Instructions	3	3.49	1.01
Quality of instructional content	2	3.72	0.96
Good Interactivity	4	3.21	0.88
Multimedia Element	9	1.98	0.85
Web page download time	5	3.00	1.01
Compatibility across browsers	7	2.38	1.08

(Mean) 5 = Most Important, 1=Least Important

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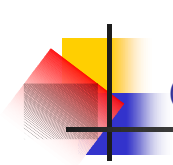


Pearson Correlation

	NAVI	VISU	CONS	OBJT	CONT	INTR	MULT	REFR	COMP
NAVI	1.000	0.053	-0.407	-0.207	-0.048	-0.106	-0.195	-0.090	0.008
VISU		1.000	-0.081	-0.304	-0.054	-0.117	-0.020	-0.220	-0.271
CONS			1.000	0.044	-0.177	-0.065	-0.228	0.050	-0.235
OBJT				1.000	0.034	-0.117	-0.154	-0.138	-0.191
CONT					1.000	0.008	-0.137	-0.311	-0.255
INTR						1.000	0.123	-0.339	-0.218
MULT							1.000	-0.164	-0.050
REFR								1.000	0.114
COMP									1.000

Low correlation indicates high degree of independence between statement variables

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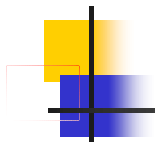
Eigenvalues

(Amount of variance in the original variable associated with the factor)

	Eigenvalues	As Percentages	Cumul. %
1	21.33	37.43	37.43
2	8.03	14.09	51.53
3	7.41	13.00	64.53
4	5.99	10.51	75.04
5	4.01	7.04	82.08
6	3.87	6.80	88.88
7	3.72	6.53	95.41
8	2.61	4.59	100.00
9	0.00	0.00	100.00

Table 3: Eigenvalues of unrotated factors

- Mean Eigenvalue = 6.33
- 3 Factors with Eigenvalues > Mean subjected to PCA with Varimax rotation



Rank statement totals with each factor

No.	Statement	Factor 1		Factor 2		Factor 3	
1	Ease of navigation	1.37	1	1	2	-0.74	7
2	Visual Appeal	-0.05	5	-0.18	5	-1.03	9
3	Consistency of design	-0.86	7	-1.65	9	0.79	3
4	Clear objectives	0.79	3	-0.37	7	1.52	1
5	Quality of content	1.18	2	-0.71	8	-0.72	6
6	Good interactivity	0.23	4	-0.31	6	-0.37	5
7	Multimedia	-1.51	9	-0.18	4	-0.92	8
8	Web Page Download time	-0.18	6	0.67	3	1.4	2
9	Compatible with Browsers	-0.98	8	1.73	1	0.07	4



Factor Characteristics

	Factors		
	1	2	3
No. of Defining variables	34	8	7
Average Rel. Coeff	0.8	0.8	0.8
Composite Reliability	0.993	0.97	0.966
S.E. of Factor Scores	0.085	0.174	0.186

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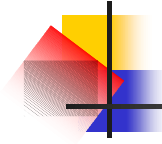


Distinguishing statements

- n Group 1: Quality of content, clear objectives, good interactivity
- n Group 2: Compatible with browsers, web page download time, multimedia
- n Group 3: Clear objectives, web page download time, consistency of design

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Discussions and Implications for Practice



- n There were no consensus statements between any pair of factors
- n The study was not conclusive in arriving at a definite set of factors for eduweb development
- n Results show there is a need for new information on Eduweb development
- n Further research is needed to identify additional variables in which there may be consensus

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Author's Note



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