

WRAP-UP AND EVALUATION

TIME FRAME: 15 minutes

MATERIALS:

- Workshop Objectives (1 transparency)
- Workshop Evaluation Form (1 per participant)
- *Virtual Economics* Evaluation Form (1 per participant)

STEP 1: 10 minutes

Using the transparency from the earlier session, review the workshop objectives to validate that the objectives were addressed. Continue by asking these questions:

- Based on what you've seen and heard today, do you have any questions concerning the use of *Virtual Economics*?
- How do the Concept Videos and lessons fit with the curriculum you teach?
- Which specific activities would you most enjoy teaching? Why?
- Which specific activities would your students most enjoy? Why?
- How do you plan to incorporate these instructional materials into your lesson plans?

STEP 2: 5 minutes

Ask the participants to complete the evaluation forms.

WORKSHOP EVALUATION

Date and location of the workshop _____

Grades(s) Taught _____

Course(s) Taught _____

1. Please rank the economic content knowledge of the presenters.

(1 = Poor, 3 = About Average, 5 = Excellent)

1 2 3 4 5

2. Please rank the teaching skills of the presenters.

(1 = Poor, 3 = About Average, 5 = Excellent)

1 2 3 4 5

3. How helpful do you think the workshop will be in preparing you to use *Virtual Economics*?

(1 = Useless, 3 = Somewhat Useful, 5 = Very Useful)

1 2 3 4 5

4. Please rank the overall quality of this workshop.

(1 = Poor, 3 = About Average, 5 = Excellent)

1 2 3 4 5

5. Would you be interested in other programs offered by us? If so, what kind of programs would you be interested in?

6. Additional comments about the workshop:

VIRTUAL ECONOMICS EVALUATION

1. Please rank your ability to navigate the content of *Virtual Economics*.
(1 = Poor, 3 = About Average, 5 = Excellent)

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
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2. Please rank the quality of the content in *Virtual Economics*.
(1 = Poor, 3 = About Average, 5 = Excellent)

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
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3. Overall, how effective will *Virtual Economics* be in helping you plan instruction?
(1 = Very Effective, 3 = Somewhat Effective, 5 = Useless)

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
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4. Does *Virtual Economics* require previous knowledge of computer use? Did you encounter any difficulties in operating *Virtual Economics*?

5. Please tell us what strengths you see in *Virtual Economics* as a resource. How does *Virtual Economics* suit your needs?

6. What features would you like to see changed in future versions of *Virtual Economics*?

7. How will *Virtual Economics* help you in teaching economics?

8. _____ I plan to use *Virtual Economics* with the following grade level(s)/course(s):

- _____ I do not plan to use *Virtual Economics*.