End-of-Course Evaluation and Post-Then-Pre-Course Survey Results

Student End-of-Course Evaluations

TEAM OREGON students complete an evaluation form at the end of every course. The evaluation forms ask students to rate, on a scale of one to 10 (10 being highest), various aspects of the course including the registration process, instructor coaching, and overall satisfaction.

Student responses to three questions on the evaluation form were collected and analyzed for the eRider™ field test:

A. The range exercises improved my riding skills
B. The classroom presentation improved my knowledge
C. I would recommend the course to friends

In total, 921 field test students completed an end-of-course evaluation form. The scores were consistently high, ranging from 8.7 to 9.6 (Table 1).

Table 1.

Evaluation Questions	Evaluation Score	BRT 95% CI	ONB 95% CI	IRT 95% CI	ONI 95% CI
A. The range exercises improved my riding skills.	Mean	9.6	9.4	8.8	9.0
	(N)	(376)	(185)	(251)	(109)
B. The classroom presentation improved my knowledge.	Mean	9.4	8.9	8.7	9.0
	(N)	(376)	(184)	(251)	(109)
C. I would recommend the course to friends.	Mean	8.8	8.9	8.8	9.1
	(N)	(369)	(183)	(250)	(110)

Questions A and B received the highest scores from basic course students, particularly those who took a course with traditional classroom (BRT). Each question received the lowest scores from traditional intermediate (IRT) students. Question C received the highest scores from eRider™ intermediate (ONI) students.

All responses for Question A were very high, but there was no significant difference in “The range exercises improved my riding skills” among all four groups (Table 2).

Table 2.

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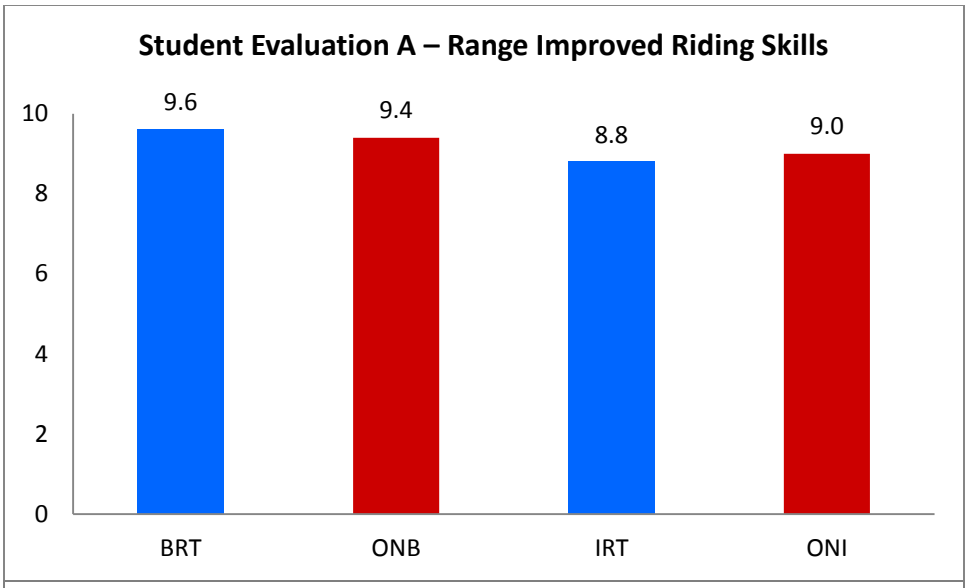
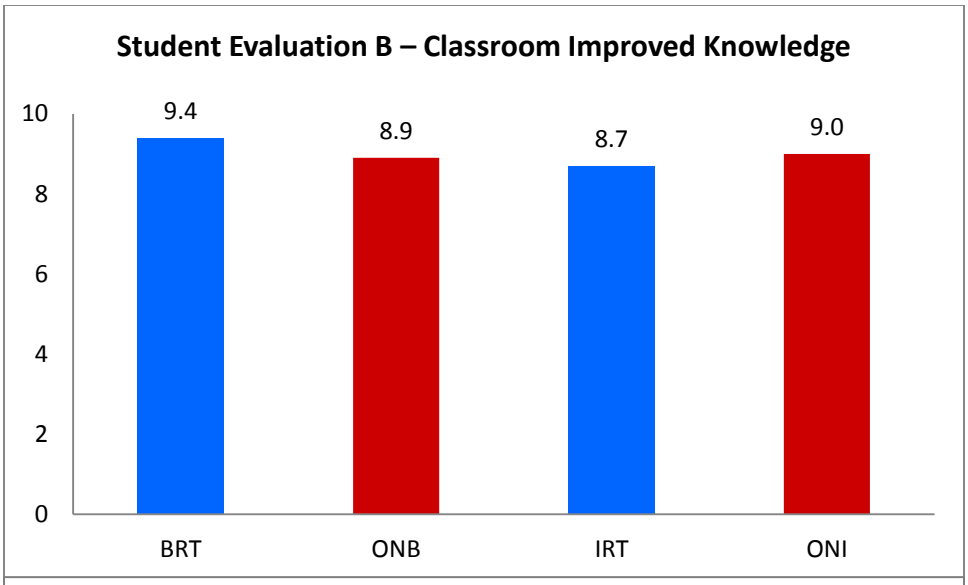


Average student responses to Question A ranged from 8.8 to 9.6. The differences between traditional and online course student responses are not significant.

All scores for Question B were very high, and the differences in "The range exercises improved my riding skills" were significant between traditional and online courses for each group. BRT students had evaluation scores 0.5 points greater (p-value <0.05, 95% CI 0.28-0.74) than ONB students, a small but significant difference. ONI students had evaluation scores 0.3 points greater (p-value <0.05, 95% CI 0.01-0.7) than IRT students, a small but significant difference (Table 3).

Table 3.



Average student responses to Question B ranged from 8.7 to 9.4. The differences between traditional and online course student responses are significant.

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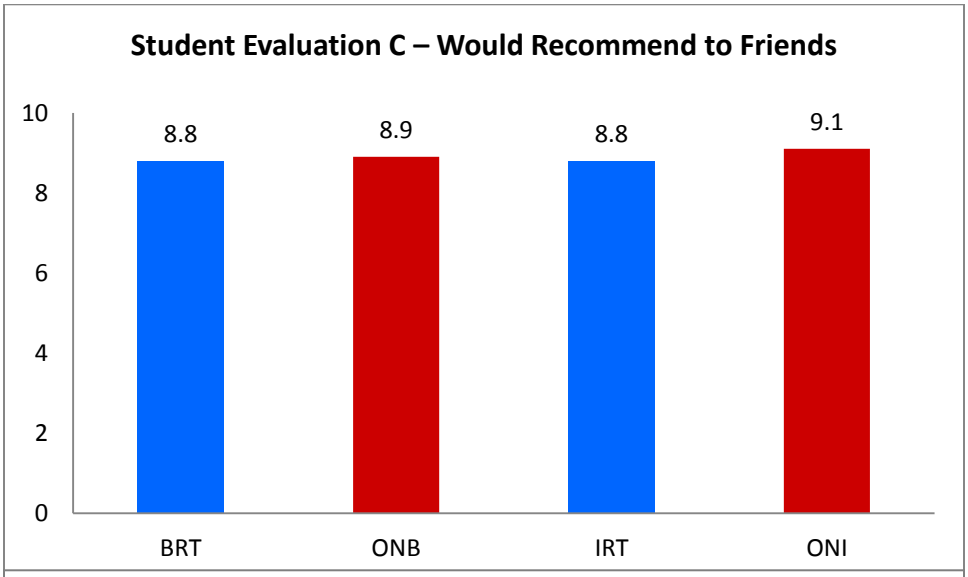
For Question C, ONI students also had evaluation scores 0.3 points greater (p-value <0.05, 95% CI 0.04-0.6) than IRT students (Table 4).

Table 4.



Average student responses to Question C ranged from 8.8 to 9.1. The difference between traditional and online basic course student responses is not significant. The difference between traditional and online intermediate course student responses is small, but significant.

Student Post-then-Pre Surveys

TEAM OREGON students also completed an online "post-then-pre" course survey after their course. The survey asked students to rate, on a scale of one to 10 (10 being highest), their knowledge of various motorcycle safety topics before and after taking the course. This survey format allows students to rate course curricula and effectiveness through an evaluation of their own learning.

Students rated their courses in 10 topic areas:

1. Features and function of protective riding gear
2. Control location and operation
3. Basic riding skills
4. Riding strategies

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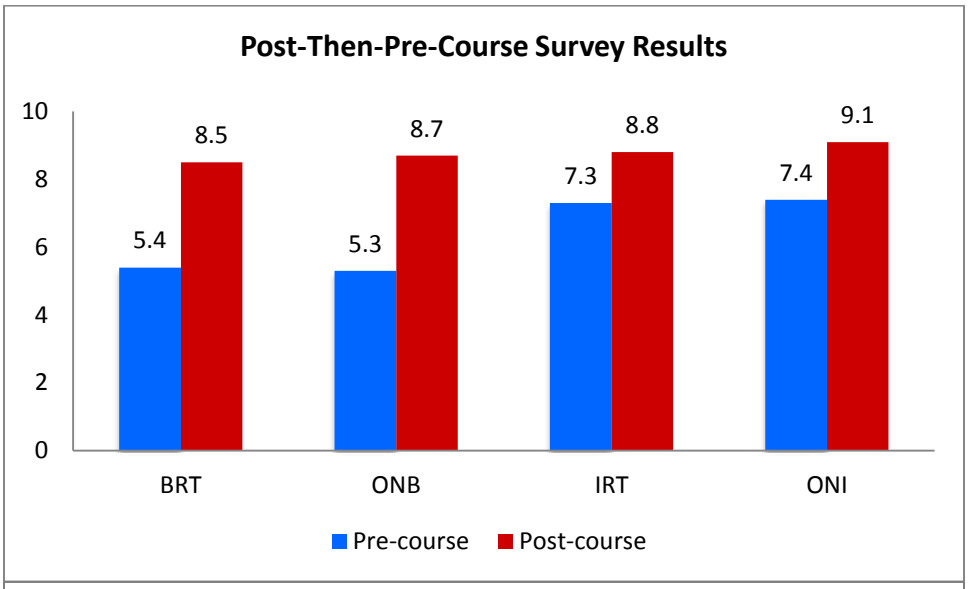
5. Advanced riding skills
6. Passing, surface hazards, weather
7. Passengers, group riding and touring
8. Effects of impairments
9. Classroom engagement
10. Practice-riding (range) engagement

Students in all groups reported significant increases in knowledge of motorcycle riding topics after completing the course. Not surprisingly, basic students had significantly greater increases in learning than intermediate students (Table 5).

Table 5.



Students rated eRider™ courses consistently higher overall than courses using traditional classroom, but the differences are not significant.

The most significant increases among BRT students were riding strategies, advanced riding skills, and passing, surface hazards and weather. ONB students had similar results. Significant increases for ONB students also included basic riding skills and carrying passengers, group riding and touring. Intermediate student surveys did not reflect as great a change in knowledge as basic students, but all score differences in every question in the surveys were statistically significant (p-value<0.05). Detailed results for the differences between before and after scores are shown in Table 6.

Table 6.

Survey	BRT	ONB	IRT	ONI

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Questions	95% CI	95% CI	95% CI	95% CI
1. How much did/do you know about the features and function of protective riding gear?	2.8	3.7	1.6	2.0
2. How much did/do you know about motorcycle/scooter controls location and operation?	2.9	3.7	0.9	0.6
3. How much did/do you know about basic riding skills such as getting underway, turning, shifting and stopping?	3.6	4.3	1.2	1.3
4. How much did/do you know about strategies for seeing and being seen, positioning and scanning for hazards and escape routes?	4.4	4.3	2.4	2.6
5. How much did/do you know about advanced riding skills such as stopping quickly, cornering and swerving?	4.2	4.8	2.0	2.2
6. How much did/do you know about passing and adjusting to surface hazards, weather and limited-visibility conditions?	3.9	4.2	1.5	2.0
7. How much did/do you know about carrying passengers, group riding and touring?	2.9	4.3	1.5	2.4
8. How much did/do you know about the effects of impairments on rider performance?	2.0	2.3	1.1	1.2
9. How much did/do you expect to be engaged by the classroom activities of the course?	2.4	1.6	1.7	1.6
10. How much did/do you expect to be engaged by the practice-riding (range) activities?	1.7	1.4	1.4	1.2

The average score of the post-course survey was 8.5 for BRT and 8.7 for ONB. The difference is consistent but not significant – BRT students reported the same post-course level of knowledge as ONB students. A consistent result was found between IRT and ONI, with an average post survey of 8.8 and 9.1, respectively. This difference is also consistent but not significant. Specific response averages are presented in Tables 7 and 8.

Table 7.

Survey Questions	BRT	ONB
1. How much do know about the features and function of protective riding gear?	8.5	8.9
2. How much do you know about motorcycle/scooter controls location and operation?	9.0	9.2
3. How much do you know about basic riding skills such as getting underway, turning, shifting and stopping?	8.8	8.7
4. How much do you know about strategies for seeing and being seen, positioning and scanning for hazards and escape routes?	8.7	8.8
5. How much do you know about advanced riding skills such as stopping quickly, cornering and swerving?	8.3	8.6
6. How much do you know about passing and adjusting to surface hazards, weather and limited-visibility conditions?	8.3	8.6
7. How much do you know about carrying passengers, group riding and touring?	6.6	7.7
8. How much do you know about the effects of impairments on rider performance?	8.9	9.2
9. How much do you expect to be engaged by the classroom activities of the course?	8.5	8.0

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10. How much do you expect to be engaged by the practice-riding (range) activities?	9.3	9.4

Table 8.

Survey Questions	IRT	ONI
1: How much do know about the features and function of protective riding gear?	8.6	9.1
2: How much do you know about motorcycle/scooter controls location and operation?	9.3	9.2
3: How much do you know about basic riding skills such as getting underway, turning, shifting and stopping?	9.3	9.3
4: How much do you know about strategies for seeing and being seen, positioning and scanning for hazards and escape routes?	9.0	9.3
5: How much do you know about advanced riding skills such as stopping quickly, cornering and swerving?	8.9	9.0
6: How much do you know about passing and adjusting to surface hazards, weather and limited-visibility conditions?	8.8	9.0
7: How much do you know about carrying passengers, group riding and touring?	8.0	8.8
8: How much do you know about the effects of impairments on rider performance?	9.1	9.3
9: How much do you expect to be engaged by the classroom activities of the course?	8.0	8.7
10: How much do you expect to be engaged by the practice-riding (range) activities?	9.2	9.2

Conclusions

Student scores for all TEAM OREGON courses were consistently high.

- In the end-of-course evaluations, basic students gave significantly higher ratings to the traditional classroom; intermediate students gave significantly higher ratings to the online classroom.
- In the post-then-pre-course surveys, all students gave slightly but consistently higher ratings to courses using online classroom.
- Students in all groups reported significant increases in knowledge of motorcycle riding topics after completing the course.

Taken all together, these results demonstrate eRider™ is an effective and viable option for TEAM OREGON basic and intermediate students, but the current traditional classroom should not be discontinued at this time.

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