



PaRentsEdu

The Parents' Role in the out-of-school Education of their children

Project number: 2017-1-PL01-KA204-038295

Learning Platform – Module 2

“Self-analysis as a parent and identifying own skills”



Content

1. Structure of Learning Module 2
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Structure Of The Learning Module

Number	Module 2
Title of module	Self-analysis as a parent and identifying own skills
Topic / Short Description	Being mother or father is a process in permanent construction. It starts with the awareness that our children learn from everything we do and our actions directly impact them and how they choose to behave. Sometimes, however, things get in the way of us being the parent we want to be. We feel we respond to our children in ways that we don't like, without really understanding why it happens. At those moments it is important to stop and reflect on our parenting skills, because through self-reflection we can become more aware of why we think, feel and behave the way we do. Through self-reflection and self-analysis we can be flexible and adaptive as parents, and thus we can feel more confident in our role as a parent and engage in successful parenting practices. This module intends to encourage parents to analyse their parenting skills and gain an awareness of positive parenting.
Target groups	Parents, Carers, Educators
Training Goal	The training goal of this module is to focus of development of parents' skills of self-analysis and help them to gain awareness of their own skills, which will lead to a positive parenting which is defined as "parental behaviour based on the best interests of the child and ensures the fulfilment of the main needs of the children and their training without violence, providing them with the recognition and the necessary orientation, which implies the setting of limits to their behaviours, to enable their full development."
Learning Objectives / Learners skills	After this training module, the learners will develop: <ul style="list-style-type: none"> • self-awareness as parents about their own skills; • a strong parent-child relationship; • positive parenting skills; • parental awareness/understanding of parental VALUES, ATTITUDES, and PRACTICES.

Tips for Trainer	<p>The trainer welcomes the participants and introduces her/himself. The trainer presents the project PaRentsEdu briefly.</p> <p>Afterwards, she/he proposes an Ice-breaker (e.g. Classroom Ball Game – Handout 2.1) to help parents get to know each other.</p> <p>The trainer makes an introduction and gives the presentation of module’s objectives and theoretical background (ParentsEdu_MODULE 2_pp (presentation)).</p> <p>Then, the trainer facilitates a set of chosen exercises and activities:</p> <p>E1. Exercise related to get parents to talk about their children. See Handout 2.2.</p> <p>E2. Exercise related to help parents assess their parenting skills. Dr. Katrina Wood’s test for parents of children; See Handout 2.3.</p> <p>E3. Exercise related to help parents assess their parenting skills. SWOT analysis for parents; See Handout 2.4.</p> <p>E4. Exercise related to help parents to know each other’s parenting. People Bingo, see Handout 2.5. If you have time you can use this activity but it is not necessary to use.</p> <p>E5. The “Strong Emotions” is an activity that allows self-assessment skills for parents. See Handout 2.6.</p> <p>E6. The activity “Express your feelings” related to help people to develop recognition of emotions and the quality of understandin the interlocutor. See Handout 2.7.</p> <p>E7. The activity “Story Game” related to develop the level of understanding of the value of the Boundaries and Guidance skills on parents skills. See Handout 2.8.</p> <p>E8. The activity “videotrening” related to improve trust relationship and empathy between child and parents. See Handout 2.9.</p>
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	The trainer gives the participants' time for discussing, commenting and asking the questions after the whole set of exercises or after each of them. A general summary and evaluation should take place.
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Handouts: In the document named "Handout 2... (2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, and 2.9)" you can find all the handouts as separate files.

Evaluation.

The trainer can propose own method of the evaluation or use the form proposed by the project. Separate file Evaluation.

Bibliography and references.

The document named "Bibliography and references Module 2" you will find more information from links about this module.

HANDOUT 2.1

Icebreaker	: Classroom Ball
For whom	: 15 +
Duration	: 10-20 minutes
Number of participants	: 10 – 15 people
Place	: Inside a meeting room/classroom etc.
Characteristic	: To help parents get to know each other.
Needs Materials	: A ball.
Goal	: Everyone has the ball and tell their name.

Instructions

Ask everyone to stand up and form a circle. Toss the ball to someone. Person who catches the ball says their name and something about their child, such as what their child likes about school. Then this person tosses the ball to someone different and this person does the same. The game continues until everyone has the ball and tell their name.



HANDOUT 2.2

Icebreaker	: My Child
For whom	: 15 +
Duration	: 10-20 minutes
Number of participants	: 10 – 15 people
Place	: Inside a meeting room/classroom etc.
Characteristic	: To get parents to talk about their children.
Needs Materials	: None.
Goal	: Everyone shares stories about their child

Instructions

Ask parents if their child likes to play inside or outside? If the answer is outside, then please stand on the right side of the classroom. If the answer is inside, please stand of the left side of the classroom. Parents talk in their groups about the types of activities their child prefers inside or outside, why they like inside or outside activities.

Ask parents if their child prefers to read or work with numbers? If their child prefers to read, please stand on the right side of the room. If their child prefers to work with numbers, please stand on the left side of the room. Parents talk in their groups about why their child prefers to read or work with numbers.

Ask parents if their child is a night owl or an early bird? If their child is a night owl, please stand on the right side of the room. If their child is an early bird please stand on the left side of the room. Ask parents to talk in their groups and share stories about why their child is a night owl or an early worm.

The game continues until the trainer runs out of questions to ask to parents.

HANDOUT 2.3

Activity	: Dr. Katrina wood's test for parents of children
For whom	: 15 +
Duration	: 10-20 minutes
Number of participants	: 10 – 15 people
Place	: Inside a meeting room/classroom etc.
Characteristic	: To help parents assess their parenting skills.
Needs Materials	: Pen, Paper and Handouts
Goal	: Answering all of the questions for a quick evaluation of own parenting style.

Instructions

The following quiz is designed to walk you through some positive and effective ways of dealing with your child. Answer all of the questions for a quick evaluation of your parenting style. (It might be easier to print out this quiz.)

For each question, first read the comment BEFORE the question and then read the question. Score yourself on a scale from 5 (best) to 0 (worst). Once you have a total, check your performance on the Parents and Children Quiz Evaluation below.

Dr. Katrina Wood's test for parents of children

- 1. Question: Parenting first:** Your child needs a wise parent, not another friend. Establish boundaries, structure and consequences.

_____ How successful are you at being a parent rather than a pal?

- 2. Question: Open communication:** Begin every conversation with a positive affirmation. Validate what your child is trying to say. If you don't understand, help them be clear via comments such as, "I am not sure if I understand — do you mean (such and such)?"

_____ How good at you at helping the child communicate with you?

- 3. Question: Hearing their side:** Don't criticize your child. Invite him into a conversation by beginning a sentence with, "I was wondering ... " Don't assume you know everything about him. You don't.

_____ Do you consistently invite your child into conversations?

- 4. Question: Sharing time:** Show interest in your child's life. Know what kind of music she listens to; learn about her favorite television shows. Listen to her music and watch these shows together every once in a while.

_____ How often do you share in your child's favorite entertainments?

- 5. Questions: No payoffs:** Don't "buy" or bribe your child. For example, don't give him money for completing his school project. In doing this, you devalue his intelligence and self-worth. This behavior gives your child a model for exploiting you.

_____ Do you resist the temptation to bribe your child?

- 6. Question: Walk the walk:** If you are going to "talk the talk" then you must also do your best to "walk the walk." Children are the first to figure out when something or someone is not authentic.

_____ How good are you at practicing what you preach?

- 7. Question: Love is the word:** Be human, loving and gentle. Anything less than nurturing constitutes abuse.

_____ Does your love for your child show?

- 8. Question: Take child seriously:** Be careful not to disregard what your child is communicating to you. Children are highly sensitive to any form of shaming at this time. They have a deep need to be valued and taken seriously, even if they do not show it.

_____ Do you avoid shaming your child?

- 9. Question: Fighting drugs:** If you suspect your child is using drugs, act on your intuition. Get help for your child early on. He is in pain; don't ignore him.

_____ Would you take immediate action if drug use is in the picture?

10. Question: Keeping your cool: Stay even-tempered with your child. Avoid a judgmental tone. If you feel rage coming on, take a time out. Your child needs you to be in control.

_____ Do you strive to be even-tempered with your child?

11. Question: Being there: No matter how frustrated you may feel, don't threaten your child with abandonment. Ever. You brought this precious child into the world. It is your responsibility to take care of her without abuse or threats.

_____ Does your child know you'll always be there?

12. Question: Support system: If you feel overwhelmed, seek help. The community is there to be of service to you. Use it. Seeking out help is your right and responsibility.

_____ If you need support and guidance with parenting, will you seek it out?

Parents and Children Quiz Evaluation

50-65: Outstanding. Your instincts and techniques are spot on.

40-50: A solid showing, average to above average.

25-40: OK, but parenting skills could be better.

12-25: Parental counseling recommended.

* Remember: score each item from 5 (best) to 0 (worst).

HANDOUT 2.4

Activity	: Swot Analysis For Parents
For whom	: 15 +
Duration	: 10-20 minutes
Number of participants	: 10 – 15 people
Place	: Inside a meeting room/classroom etc.
Characteristic	: To help parents assess their parenting skills.
Needs Materials	: Pen, Paper
Goal	: Sharing own SWOT analysis

Instructions

The trainer explains to the parents what a Swot analysis is and why it is useful. It is important that all parents be objective here at this step. They neither should be too hard on themselves or ignore things they are doing wrong. The trainer hands out the questions to help them carry out the SWOT analysis. Then the parents are allowed some time to do it. After they complete it, they can share it with other participants and discuss about it. Parents who are not willing to share it in front of other parents can do so in private and discuss it with the trainer.

Some questions that might help your SWOT analysis

Strengths

What are you naturally good at and how do you bring that skill or attribute into parenting?

What parenting skills have you worked to develop?

What do your kids tell you they like or don't like about your parenting style?

What do other parents tell you about your parenting?

What do you find easy to do?

What makes you feel good about yourself?

Weaknesses

What do you struggle with the most about parenting?

What do you wish you were better at?

What don't you do well?

What do you avoid doing?

In what areas do you think you 'let your kids down'?

Opportunities

What resources are available to you to enhance your strengths or overcome your weaknesses?

What potential support are you not tapping into?

What does the future look like?

What changes are happening around you right now?

What could you do more or less of?

Threats

What changes are you facing right now that you are not ready for?

Are your children moving into a different area of development or life?

What obstacles are you in your way right now?

What is making you feel bad about yourself or being a parent?

What might cause problems in the future and how will it affect you or your family?

HANDOUT 2.5

Activity	: People Bingo
For whom	: 15 +
Duration	: 30 minutes
Number of participants	: 10 – 15 people
Place	: Inside a meeting room/classroom etc.
Characteristic	: To help parents to know each other's parenting.
Needs Materials	: Pen, Paper
Goal	: Get to know each other's parenting.

Instructions

PEOPLE BINGO

People bingo is a great ice breaker game for adults because it's fun, easy to organize and almost everyone knows how to play. In as little as 30 minutes, you can energize a classroom or a meeting and help your students or coworkers get to know each other better with just a handful of bingo cards and some clever questions.

Whether your event has three people or 300, it's easy to play people bingo. Here's how to get started.

Create Your People Bingo Questions

If you know your participants, make a list of 25 interesting traits that describe different aspects of them, things like, "plays basketball" or "has a tattoo."

If you don't know your participants, make a list of more general traits like "drinks tea instead of coffee," "loves the color orange," "has two cats," "drives a hybrid" or "went on a cruise in the last year." You can make these easy or difficult depending on how much time you want the game to take.

Make Your People Bingo Cards

It's very easy to make your own bingo cards using regular printer paper. There also are lots of places online where you can create customized people bingo cards. Some are free; some are not. One site, [Teachnology](#), has a card maker that allows

you to shuffle the phrases on each card. Another site, [Print-Bingo](#), allows you to customize with your own words or use their suggestions.

Start Playing People Bingo

You can play this game with up to 30 people. If your group is larger than that, consider dividing participants into smaller teams of equal size.

When you're ready to play, give each participant a people bingo card and a pen. Explain that the group has 30 minutes to mingle, introduce themselves and find people who match the traits on the card. They must put the person's name in the corresponding box or have the person sign the appropriate square.

The first person to fill five boxes across or down yells BINGO! and the game is over. For extra fun, give the winner a door prize.

Share Your Experiences

Ask participants to introduce themselves and share an interesting trait they learned about someone else or describe how they feel now that they know their peers better. When we take the time to get to know each other, barriers dissolve, people open up and learning can take place.

HANDOUT 2.6

- Activity : Strong Emotions
- For whom : 10 + / Parents, children and families.
- Duration : 60 minutes
- Number of participants: 10 – 15 people
- Needs Materials : Quiz and “Tips to help parents to regulate their own strong emotions” List.

Preparation: Facilitators should prepare in advance sets of list of questions.

- **Place:** indoor, outdoor
- **Educational Interest:** Empathy and communication are related with Emotional Development skills.

The “Strong Emotions” is an activity that allows self-assessment skills for parents. But also could use on sessions with Children and families. This activity creates a space of exchange between them.

Goals:

- Develop empathy;
- Develop communication skills without grading;
- Improve the level of communication between people;
- Improve the relationship between people.

Method Description:

Part I:

Invite the participants to do pairs and give to each pair the quiz. First in each pair one communicate with emotional expressions that communicate the emotion beyond each statement. When the first finish starts the second ¹?

1. Yesterday Jack got angry with me for no reason.
2. Yesterday Jane smoked a cigarette behind the school.
3. During the meeting Sam did not asked me about my opinion.
4. My grandfather is a good person.
5. Tom works too much.
6. Henry is aggressive.
7. This week Pam is every day the first in the line at the school canteen.
8. My son often forgets about brushing his teeth.

¹ Based on Rosenberg M.B. Nonviolent Communication... (<https://www.cnvc.org>)

9. Lucy said that I do not look good in black.
10. My aunt complains when I talk with her.

Debriefing

Please sit the participants in circle and launch the discussion asking - **how did you feel during the exercise?** The facilitator has to be an active listener of participant's statements doesn't hesitate to ask questions of clarification showing empathy with Them.

Instructions Part II:

After, launch the second question, - How this exercise match with the topic Emotional development? Waiting and active listening participants statements don't hesitate to ask questions of clarification showing empathy with.

Then divide the group in small groups, which one is the reporter, and then give them copies of **Tips to help parents to regulate their own strong emotions. Invite them to:**

- **Identify key triggers for emotional outbursts for yourself and your child, Youngster**

After, Invite the participants to share they own tips about how each one use to:

- **Increase self-awareness and control of strong emotions by using the STOP skill:**

S – STOP, step back

T – Tune into your thoughts, feelings and body sensations

O – Observe and notice what is going on inside and outside of you

P – Proceed mindfully

Finally, each small group reporter, present the conclusions to the big group.

Debriefing

Please sit the participants in circle and launch the discussion asking - **how did you feel during the exercise?** The facilitator have to active listening participants statements doesn't hesitate to ask questions of clarification showing empathy with.

Evaluation

In circle each participant evaluate the session with a positive point and a to improve point.

HANDOUT 2.7

Activity	: Express your feelings
For whom	: 14 + / Parents / children /Youngsters
Duration	: 60 minutes
Number of participants:	10 people
Needs Materials	: Quiz and Set of cards “The Communication Trust”

Preparation: Facilitators should prepare in advance sets of cards “The communication Trust”.

Goals:

- Develop the recognition of emotions
- Improve the quality of communication
- Improve the quality of understanding the interlocutor

Method Description:**Part I**

The facilitator divide the group in 4 members small groups giving to them a quiz. Each group must create a 5 minutes role-play based on at list 4 quiz statements. The context could be parents communicating that emotion with to their children or youngsters:

1. I feel that you don't like me.
2. I'm afraid when you speak like that.
3. I'm happy that I can talk to you.
4. I feel like I want to hit you.
5. I don't feel I'm understood.
6. I felt good when you came.
7. I'm worthless.

After that all small groups present their role-play.

Debriefing

Please sit the participants in circle and launch the discussion asking - **how did you feel during the exercise?** The facilitator have to active listening participants statements doesn't hesitate to ask questions of clarification showing empathy with.

Part II

Distribute for each small group a Set of cards “**The Communication Trust**” empty like the picture

1. Create the right speaking and listening environment	2. Comment more, question less
4. Give children time to answer a question	5. Have fun with words!
3. Use open-ended questions	

And give them a page with the matrix - recommended by Alison Marrs, professional advisor for "The Communication Trust" – based in the matrix invite the small group give examples for parents in order to improve each one and write on the empty cards.

Each small group present their Tips collected in each card.

Debriefing

Please sit the participants in circle and launch the discussion asking:

- **What are the Tips considered by each participant applicable at home?**
- **What are related skills with those examples?**

The facilitator have to active listening participants statements doesn't hesitate to ask questions of clarification showing empathy with.

Evaluation

In a flipchart sheet each participant write a word that they relate with the session.

Annex:

“The Communication Trust” by Alison Marrs

1. Create the right speaking and listening environment

“Children and Youngsters need a quieter environment than adults to listen and learn in, so be aware that even it does not seem noisy to you, it may be for your child,” says Alison. “Have times during the day when there is no background noise, and always do this when engaging in a specific activity with your child (a game, reading, homework...).

2. Comment more, question less

“Adults are naturally keen to lead conversations, and to test children’s and youngsters knowledge. But research shows that frequent parental use of directive and corrective statements – for example, questions and command giving – has been linked with delays in children’s language development,” explains Alison.

“Of course we all naturally ask questions, but if we do it too often it can have a negative effect. Instead, try to open up a chat with a comment, such as: ‘Look, it’s a bird!’ as opposed to asking, ‘What’s that?’ See how your child responds.”

3. Use open-ended questions

“This doesn’t necessarily mean that questioning is to be avoided,” Alison continues. “Research into the use of open-ended questions with school children – that, for example, start with ‘What could we do....?’, ‘Can you find a way to.....?’ – has shown they can support learning and develop creative thinking and problem solving skills. This is compared to closed questions such as, ‘What is the capital of France?’ which needs a one-word answer only.

“An example to try at home is, when wrapping a present, putting a large present on a small piece of wrapping paper and saying, ‘This won’t work. What can we do instead?’

4. Give children time to answer a question

“Often children youngsters need extra time to understand a question and think of their answer,” Alison says. “Instead of jumping in to help them answer, count to 10, and wait to see if your child answers. You will often be surprised by the results!”

5. Have fun with words!

“A child’s vocabulary is fundamental to their learning. Research shows that vocabulary size at five years of age has links to later successes, such as literacy skills and academic achievement,” says Alison.

“When talking or reading with your child, check word understanding and support word learning by talking about word meaning and sounds. This helps them to learn and recall words. For example, ask about: a word’s first sounds; rhyming words; syllable number; what you do with the word; where you find it; what it looks, feels or tastes like; what group (category) it belongs to and what else belongs to this group.”

HANDOUT 2.8

Activity : Story game

For whom : 14 + / parents as well as youth workers, teachers, trainers, school educators, counsellors etc.

Duration : 60 minutes

Number of participants: 8+ people

Needs Materials : One sheet of paper for each person of the group, pens, instruction

Preparation: Facilitators should prepare in advance the open-ended statements.

Goals:

- Develop the level of understanding of the value of the Boundaries and Guidance skills on parents skills;
- Recognize that people act the same events differently;
- Improve the quality of relationships with otherness.

Method Description: The facilitator reads a list of open-ended sentences, based on annex, and one by one every person writes on the top of the paper their ending of the sentence. Every person after writing folds the paper, so that his/her text is covered, and after that gives the paper to the next person.

Sentences - examples – The facilitator could create another ones:

- *Your kids need to know that they can count....*
- *Here are 10 ways to establish clear boundaries for your kids...*
- *Too many of us come down on violations never pay attention to what's going well...*
-

- ***“Good-cop, bad-cop” is not a useful game at home. “Don’t tell your mom!” suggests you and your wife are divided. Parents must have each other’s backs. It’s another way to be consistent...***

Then, the trainer reads out loud the story and summarizes.

Debriefing

Please sit the participants in circle and launch the discussion asking:

- **How did you feel during the exercise?**

Distribute the doc **“10 ways to establish clear boundaries for your kids”**. Each participant is invited to comment the text highlight 2 points that each already uses and 2 that he/she must improve. Don’t hesitate to ask questions of clarification showing empathy with.

Evaluation

In circle each participant evaluate the session with a positive point and a to improve point

Annex: Boundaries and Guidance skills

A very important way to show your children love is to have clear, defined limitations for them. Your kids want guidelines for their lives that are reliably enforced. You are the one who creates a safe environment for them. Setting boundaries is an important piece of parenting. It doesn't mean they won't push your boundaries, they will. It is a part of their learning process and they may even be upset when you uphold certain boundaries, but they will also feel safe and secure at the same time. **Here are 10 ways to establish clear boundaries for your kids.**

1. Be trustworthy

Your kids need to know that they can count on you. When you fail to back up your words with action your words will cease to mean anything. Your discipline and boundary setting will become hollow.

2. Less is more

“Five rules respected 100% of the time are better than 20 rules with haphazard compliance.”

3. Be precise

Miscommunication is not the way to establish a positive environment. Effective communication is necessary. Ask them to repeat back to you what they heard from you, say to verify it's understood. It pays to make sure everyone is on the same page.

4. Involve the kids in boundary setting

Have a family meeting. Family communication gets everyone involved in setting the boundaries. When children share ownership of the rules, they're more invested.

5. Draw up a contract

Once the “Family” rules have been established, write up a document that everyone will sign.

6. Post the rules

Post copies of the contract in the kitchen and in each bedroom. Remember, these are not restrictions so much as rules to live by.

7. Recognize appropriate behaviour

Teachers refer to this as, “Catch when things are going well.” Too many of us come down on violations never pay attention to what’s going well.

8. Avoid labelling children as “good” and “bad”

Children—and adults—behave in ways that are acceptable and in ways that are unacceptable. Labelling a child as “bad” will do little to improve behaviour and a lot to create a negative self-image.

9. NEVER undermine the other parent

“Good-cop, bad-cop” is not a useful game at home. “Don’t tell your mom!” suggests you and your wife are divided. Parents must have each other’s backs. It’s another way to be consistent.

10. Employ “natural consequences” when possible

When raising teenagers, natural consequences just make more sense. For younger children, this helps associate negative outcomes with specific behaviour.

HANDOUT 2.9

Activity	: Videotrening
For whom	: 14 + / parents as well as youth workers, teachers, trainers, school educators, counsellors etc.
Duration	: 120 minutes
Number of participants:	10+ people
Place	: Inside a meeting room/classroom etc.
Needs Materials	: Video, data show and screen

Goals:

- Improve playing
- Confront our beliefs in relation to reality
- Improve trust relationship
- Develop of empathy

Method Description: The facilitator can ask the participants to bring a 1' video about play on family or during daily activities in which all family members participate, the camera is installed and the video material is recorded. It is important that all members behave naturally, as they do on a daily basis. Therefore, it is advisable that the camera should be on for a long time, when all members will behave at ease. After the operation is completed, the recording is analysed. We look then when we speak to each other, what is our non-verbal language, our body language. This way you can see how we really behave, not how we think we behave.

In small groups or in family groups with the participation of parents and children find what participants (Children/adults) learn through play. After, invite all families and small groups to share their finds.

Debriefing

Please sit the participants in circle and launch the discussion asking:

- **How did you feel during the exercise?**

Raise questions about the playing and roles (parent Role and Children/Youngsters Role). Each participant is invited to express 2 points that each already uses and 2 that he/she must improve. Don't hesitate to ask questions of clarification showing empathy with.

Evaluation

In circle each participant evaluate the session drawing in a big sheet of paper is positive aspects of the session. Or if there are children you can use emoji's and ask questions related with the session.

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Evaluation of Module 2

1. Did the course cover the content you were expecting? Why yes or why not?

2. What topics would you have liked to see addressed that were not covered?

3. What are the strengths and weaknesses of this e-learning course?

4. Did the content adequately explain the knowledge, skills, and concepts it presented?

5. Did the quiz feedback present new knowledge?

6. How much time did you spend on this e-learning course?

7. Did you understand where you had to click to move forward? If not, why not?

8. Did you utilize any links to external websites?

9. Did any of the activities help you gain a clearer understanding of the subject?

10. What would you change or add to this Module?

Keep in mind that any suggestion from your side is more than welcomed to us!