VIRTUAL PLAYBOOK EVALUATION

The *Virtual Playbook* training module was created to help middle school football players to learn and memorize formation and plays. To ensure it meets the learners expectations, the evaluation was conducted to answer the following questions:

- **Evaluation Question 1 (EQ 1):** Does the course help learners learn and memorize the plays and formations presented?

- **Evaluation Question 2 (EQ 2):** Is the course easy to navigate and more engaging then a standard playbook?

Unfortunately, I was not able to find testers who exactly fit the intended audience, however they were close as they both had middle school football experience. I have detailed each participant below:

- **Participant X:** 17 year old male who is a junior in high school and played middle school football in both 7th and 8th grade.

- **Participant Y:** 14 year old male who is a freshman in high school and played middle school football in both 7th and 8th grade.

EVALUATION PROCESS

Both participants completed the training at different times in-person under my observation and they both ran the program on my personal computer. Before starting, I gave them both a brief introduction to the training, purposefully not providing any information of how the navigation of the training will work. I also encouraged them to provide comments as they completed the training to capture their immediate reactions. After they completed their respective trial runs, I asked them closed- and open-ended questions relevant to the evaluation questions detailed above. Participant X took 25 min to complete the training and Participant Y took around 20 minutes.

DATA COLLECTION

For this evaluation, both quantitative (closed-ended questions) and qualitative (open-ended questions) data was collected. I wanted to ensure to collect numerical values so that they can easily be compared to any future evaluations that will be completed. First, participants were asked to score the following statements based on the likert scale below.

(1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree):

Statement	Participant X	Participant Y	Average
The training is well organized and easy to navigate (EQ 2).	4	4	4
The practices in the training would help me memorize and develop a better understanding of football formations and plays (EQ 1).	4	4	4
I would prefer this compared to a standard playbook during the football season (EQ 1 & 2).	4	5	4.5

Next, both participants were asked the following open-ended questions. The questions and their answers have been detailed below:

1. Was the training easy to use? Did you run into any technical issues while going through the training? (EQ 2)

    a. Participant X: "The training was easy to use. I feel the program ran exactly as it was made, however I wish there was a way to reach the main menu faster. I felt the clicking back was too repetitive."

    b. Participant Y: "I think the navigation was well done. I did not run into any technical issues running the training."

2. What aspects of the course did you enjoy? What did you not enjoy? (EQ 1 & 2)

    a. Participant X: "I liked the formation activity the most because it felt like a game. The animations in the definitions were a nice touch and I think it can use more of those. The quiz did not seem too helpful."

    b. Participant Y: "My favorite part of the training was creating the formations. I wish I could access the terminology section quicker, especially from other sections so I could refresh myself if needed. The quiz was not bad, but it is not something that helps me memorize information."

3. What improvements would you make to the Virtual Playbook training? (EQ 1 & 2)

    a. Participant X: "I think a more engaging activity could be fun for the plays themselves. For example a similar activity to the formations one would be helpful. Also make it easy to get from one section to another without having to repeatedly click the return button."

    b. Participant Y: "I think the quiz activity could be replaced with something more engaging like the others."

LEARNING OUTCOMES

Both the students were able to learn quite quickly as indicated by their performances on the formations activity and final quiz. On their first tries, Participant X scored a 80% on the quiz and Participant Y scored a 90%. They both felt retaking the quiz was a little redundant since the questions did not change so it did not feel beneficial. One unexpected issue that hindered Participant X's learning was that they accidentally revealed the answer to the formation's activity a couple of times, therefore the button may need to be made smaller, relocated, or changed to a clickable button.

EVALUATION OUTCOMES

Both participants did not encounter any major issues with the training in terms of the functionality. There were also no questions asked during as both participants seemed quite invested. The data indicated that the functionality, formations activity, and flashcards were the main positives of the training. Both the participants enjoyed the flexibility of the training as they were able to pace themselves.

As expected, the negatives were mainly related to the quiz, which both participants found not too helpful in memorization. As mentioned before, they both also thought the quiz was redundant. In terms of the navigation pathway, one participant found the need for connections between each section so that they would not need to keep going backwards and forwards. After the participants completed the testing, I discussed future ideas and they both thought having position specific content should be the next phase in development. Participant X thought it would also be beneficial to have a mobile version.

In terms of EQ 1, it was clear that the quiz section needs work as both participants found that it was not effective in memorization. The formation activity could serve as a blueprint for a new activity as it was well received. For EQ 2, both participants agreed that this program would be better than as standard playbook, however there could be a couple of navigation fixes for smoother operation.