

Evaluation Report: Mini-workshop on the Introduction of Cooking Practice at Primary Schools in Brunei Darussalam

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1. Introduction

Childhood obesity is an alarming public health issue worldwide and Brunei is not exceptional. If the rising trend in overweight among children is not tackled effectively, those children will eventually grow up into obese adult. His Majesty's Titah has greatly called for the nation to tackle childhood obesity and engage in healthy lifestyle by practicing physical activities and consuming healthy food. The prevalence of obesity among the age group 10-19 years old in Brunei Darussalam is 17% (Ministry of Health, 2013). It is critical to nurture the healthy lifestyle behavior among primary school children and integrating healthy lifestyle in the primary school education curriculum.

School is the viable place where children spend number of good hours; and also it is the best setting to deliver interventions for the prevention and management of childhood obesity. One of the strategies to tackle childhood obesity problem in Brunei Darussalam particularly at school level is to introduce nutrition education via cooking demonstration and hands-on activity which will be piloted at one of the selected schools (Hosoda, et al, 2015). Thus prior to this intervention, this workshop was conducted to inform stakeholders and to welcome their valuable suggestions and feedbacks on the feasibility of the pilot study to be done.

This report provides a summary and evaluation of the mini-workshop hosted by Universiti Brunei Darussalam (UBD) Center for Advanced Research and Pengiran Anak Puteri Rashidah Sa'adatul Bolkihah (PAPRSB) Institute of Health Sciences, Universiti Brunei Darussalam, in collaboration with Kagawa University, Japan, on February 13th, 2015. The workshop was held at a government primary school and

attended by teachers from ten primary schools comprised of five government and five private schools. The workshop was designed primarily for Science Teachers of Primary Schools.

2. Workshop Objectives and Contents

The mini-workshop is aimed to provide a platform in development of curriculum based UBD nutrition model for prevention of childhood obesity by adapting Kagawa Model through practical training approach for teachers and researchers. The objectives were:

- To provide practical knowledge and skills in planning and implementing curriculum based cooking practice among teachers at primary schools in Brunei Darussalam;
- To identify the challenges in developing curriculum based UBD nutrition model for prevention of childhood obesity in Brunei Darussalam; and
- To spawn local and international network among stakeholders and researchers in training and research for prevention of childhood obesity.

The mini-workshop consisted of three components; namely, explanatory presentation, cooking demonstration, and small group discussion (see APPENDIX I for the program). At the end of the workshop, the participants were asked to fill up the evaluation survey forms.

Explanatory Presentation

At the beginning, Dr Nik Tuah highlighted the objectives of the workshop. Dr Naomi Hosoda presented the overview of home economics education in Japan, and was followed by Ms Yasuyo Miyoshi's explanation on home economics classes conducted in Japan based on her experiences.

Cooking Demonstration

The cooking demonstration was facilitated by Professor Miyuki Katoh who specialized on home economics education and Ms Miyoshi, a postgraduate student studying

home economics education assisted by the team from Kagawa University. There were three dishes (i.e., Salad sushi, beaten egg soup, and marinated spinach) in the demonstration. The decision of the menu was based on the following points¹ (see APPENDIX II for recipe):



Photo 1 : Overview of Pilot Study by Dr Tuah



Photo 2: Cooking demonstration by Prof Katoh (left)

- Good taste without much use of oil: The team from Kagawa University aimed at introducing healthy and tasty non-fried dishes considering Brunei dishes tend to use a large amount of oil in their menus.
- Good presentation with natural colors of ingredients: As tastefulness comes with good presentation of dishes, colorfulness was given an importance. Since March 3rd is the Dolls' Day (or Girls' Day) in Japan, they decided to make salad sushi as the main dish.
- Variety of vegetables: A wide range of fresh vegetables are available in the market in Brunei Darussalam. Thus it was easy to use various kinds of vegetables in the dishes to promote healthy dishes.

◆ Salad Sushi (Chirashi-zushi : ちらしずし)

Salad sushi or “chirashi-zushi”, which literally means sprinkled sushi, is vinegared rice topped or mixed with a variety of colorful ingredients. Chefs can add any vegetable or fish or other ingredients of their choice. They, however, need to take into consideration the color-combination of toppings and make it as colorful as possible. In this workshop, they used carrots, long beans, thin omelet, nori seaweed,



Photo 3 : Salad Sushi (left), Beaten Egg Soup (right) and Marinated Spinach (top) dishes, placed on cloth specially designed for Doll's Day

cheddar cheese, deep fried curd tofu and mushroom as toppings.

◆ Beaten Egg Soup (Kakitama-jiru : かきたま汁)

It is simple egg drop soup and its taste is light, natural, and low in calories. The basic ingredients of the soup are egg, dashi (kombu seaweed and/or dried bonito flakes), soy sauce, and starch. Many prefer to add also some greens like chopped spring onion.

◆ Marinated Spinach (Horenso no Ohitashi : ほうれん草のおひたし)

This simple spinach dish with soy sauce with dried bonito flakes is a popular side dish in Japan. It is simple yet rich in *umami* (strong savoury flavour). Spinach, containing a large amount of minerals, iron and fiber, is also a great addition to any diet.

Small Group Discussion

After the cooking demonstration, the participants were divided into four groups and exchanged their thoughts within each group for the Healthy Living Practices (HeLP) program. The HeLP program has been developed by PAPRSB Institute of Health Sciences, Universiti Brunei Darussalam, in response to the escalating number of children who are overweight. The aim is to promote healthy living practice through adopting healthy food preparation and cooking demonstration. This program is focused on primary school children, teaching nutrition education and hands on activities, integration into the science subject. The group discussion focused on three questions as follows:

- What are the benefits of the HeLP program?
- Discuss the challenges of the HeLP program?
- Discuss the strategies to overcome the challenges of the HeLP program

The mini-workshop ended with group presentation and wrap-up interactive session, moderated by Dr Nik Tuah and Professor Yumiko Takagi.

Mini-workshop Evaluation

After the mini-workshop, the participants were emailed with evaluation forms for the opportunity to express their level of satisfaction from the mini-workshop conducted.

However, only eight teachers responded. Nevertheless, their valued feedback and comments on the workshop were analyzed.

The evaluation questionnaire² was built around various aspects of the workshop (see APPENDIX III for the completed questionnaire).

3. Results of the Mini-workshop

The mini-workshop was evaluated in two sections: results of the mini-workshop survey to find out the overall evaluation of the mini-workshop, and results of the small group discussion to find out how participants understand the concept of HeLP. Aside from these sections, the organizers interviewed participants individually during the mini-workshop.

Summary of Findings

All the teachers who attended the mini-workshop enjoyed it when they were asked verbally and the mini-workshop has created awareness on the importance of healthy nutrition in the prevention of obesity among school children in Brunei Darussalam. After the mini-workshop, eight teachers gave positive written feedback regarding the contents, design and facilitation of the mini-workshop.

All the eight teachers agreed that the contents of the mini-workshop were relevant and meeting their needs and expectations as teachers involved in teaching the science subject (Table 1 and 2). They also agreed that the facilitators were well prepared and were helpful during the facilitation of the small group discussion (Table 3). They were able to accomplish the objectives of the mini-workshop and to apply knowledge and



Photo 4: Participants serving dishes



Photo 5: Group presentation

skills gained from the mini-workshop to their schools settings (Table 4 and 5). They have familiarized themselves with the idea of HeLP and identified its challenges as well as how to overcome them, which can be valuable information in developing curriculum based UBD nutrition model for prevention of childhood obesity in Brunei Darussalam (Table 7 and 8).

The most interesting thing that captured their attention was the cooking demonstration on the preparation of healthy food for the school children by researchers from Kagawa University. They were very happy to share the skills of preparation and cooking of healthy food to their colleagues in schools. They also enjoyed the tasting of the food. In the future, it would be beneficial to get the participants to be involved with the cooking activities (Table 6). They found the mini-workshop was very interactive and the overall rated was good (Table 7). However, they felt some of the pictures in Japanese need to be translated in English to enhance better understanding of the contents of the mini-workshop (Table 6).

Answers of the Eight Respondents of the Questionnaire Survey

◆ **Table 1 : Responses to Item Q1 to Q5 (Workshop Contents)**

| | Total Mean (SD) | Neither agree or disagree N (%) | Agree N (%) | Strongly Agree N (%) | % of answers between 4 – 5 |
|---|-----------------|---------------------------------|-------------|----------------------|----------------------------|
| 1. I was well informed about the objectives of this workshop. | 4.13 (0.35) | – | 7 (87.5) | 1 (12.5) | 100.0 |
| 2. This workshop lived up to my expectations. | 4.00 (0.76) | 2 (25.0) | 4 (50.0) | 2 (25.0) | 75.0 |
| 3. The content is relevant to my job. | 3.88 (0.64) | 2 (25.0) | 5 (62.5) | 1 (12.5) | 75.0 |
| 4. The program content met my needs. | 3.88 (0.64) | 2 (25.0) | 5 (62.5) | 1 (12.5) | 75.0 |
| 5. Length of the workshop was adequate | 3.75 (0.46) | 2 (25.0) | 6 (75.0) | – | 75.0 |

◆ **Table 2 : Responses to Item Q6-Q10 (Workshop Design)**

| | Total Mean (SD) | Neither agree or disagree N (%) | Agree N (%) | Strongly Agree N (%) | % of answers between 4 – 5 |
|--|-----------------|---------------------------------|-------------|----------------------|----------------------------|
| 6. The workshop objectives were clear to me | 4.13 (0.35) | – | 7 (87.5) | 1 (12.5) | 100.0 |
| 7. The workshop activities stimulated my learning. | 4.00 (0.00) | – | 8 (100.0) | – | 100.0 |
| 8. The activities in this workshop gave me sufficient practice and feedback. | 3.88 (0.64) | 2 (25.0) | 5 (62.5) | 1 (12.5) | 75.0 |
| 9. The difficulty level of this workshop was appropriate. | 3.75 (0.46) | 2 (25.0) | 6 (75.0) | – | 75.0 |
| 10. The pace of this workshop was appropriate. | 3.88 (0.35) | 1 (12.5) | 7 (87.5) | – | 87.5 |

◆ **Table 3 : Responses to Item Q11-Q18 (Workshop Instructors (Facilitators))**

| | Total Mean (SD) | Neither agree or disagree N (%) | Agree N (%) | Strongly Agree N (%) | % of answers between 4 - 5 |
|---|-----------------|---------------------------------|-------------|----------------------|----------------------------|
| 11. Content was presented clearly and effectively | 4.38 (0.52) | – | 5 (62.5) | 3 (37.5) | 100.0 |
| 12. The instructor was well prepared. | 4.38 (0.52) | – | 5 (62.5) | 3 (37.5) | 100.0 |
| 13. The instructor was helpful. | 4.38 (0.52) | – | 5 (62.5) | 3 (37.5) | 100.0 |
| 14. The instructor was responsive to questions/comments | 4.38 (0.52) | – | 5 (62.5) | 3 (37.5) | 100.0 |
| 15. Teaching aids/ audiovisuals were used effectively | 4.13 (0.35) | – | 7 (87.5) | 1 (12.5) | 100.0 |
| 16. Teaching style was effective | 4.00 (0.00) | – | 8 (100.0) | – | 100.0 |
| 17. Content met stated objectives | 4.13 (0.35) | – | 7 (87.5) | 1 (12.5) | 100.0 |
| 18. Content presented was applicable to my practice | 3.88 (0.64) | 2 (25.0) | 5 (62.5) | 1 (12.5) | 75.0 |

◆ **Table 4 : Responses to Item Q19-Q20 (Workshop Result)**

| | Total Mean (SD) | Neither agree or disagree N (%) | Agree N (%) | Strongly Agree N (%) | % of answers between 4 - 5 |
|---|-----------------|---------------------------------|-------------|----------------------|----------------------------|
| 19. I accomplished the objectives of this workshop. | 4.00 (0.54) | 1 (12.5) | 6 (75.0) | 1 (12.5) | 87.5 |
| 20. I will be able to use what I learned in this workshop | 3.88 (0.64) | 2 (25.0) | 5 (62.5) | 1 (12.5) | 75.0 |

◆ **Table 5 : Responses to Item Q21 (Self-paced Delivery)**

| | Total Mean (SD) | Neither agree or disagree N (%) | Agree N (%) | Strongly Agree N (%) | % of answers between 4 - 5 |
|---|-----------------|---------------------------------|-------------|----------------------|----------------------------|
| 21. The workshop was a good way for me to learn this content. | 4.00 (0.54) | 1 (12.5) | 6 (75.0) | 1 (12.5) | 87.5 |

◆ **Table 6 : Answers to Open Ended Questions**

| Question | Answers |
|--|---|
| The aspects of the workshop that need to be improved | <ul style="list-style-type: none"> • <i>To have more time focused on practical as opposed to spending more time listening to lecture.</i> • <i>To include hands-on activity with the participant rather than just demonstrations</i> • <i>To include local foods and to show alternative means to cook them in a healthy way</i> • <i>To conduct the workshop during the working hours (in the afternoon) rather than conducted on Friday</i> • <i>To translate the slides (Japanese) to English</i> • <i>To provide a translator for the facilitators that cannot speak in English</i> |
| The aspects of the workshop that were the most useful | <ul style="list-style-type: none"> • <i>Enjoyed the methodology of the Japanese chef to use healthier ingredients in cooking and to improve my hygienic practices in the kitchen.</i> • <i>Showed how to prepare healthy food for the kids.</i> • <i>Share awareness towards obesity.</i> • <i>It was conducted in a small group.</i> • <i>It was conducted on Friday.</i> • <i>The instructors shared and demo healthy recipes</i> • <i>Presentation (a chance for us to give feedback what we have covered during the course)</i> • <i>The cooking session and tasting the foods.</i> • <i>The concern of Brunei Darussalam to reduce obesity and also to inculcate healthy eating habits in our student' s life.</i> • <i>Increases knowledge about nutrition in everyday life. More information on healthy food, proper diet and healthy way.</i> • <i>The mind-opening lecture from friendly lecturer about how kids these days are more exposed to unhealthy food – that was sad too, knowing that my own children are also introduced greatly on unhealthy eating from us parents as well. Loved the cooking part & eating part.</i> • <i>Well organized, food was decent and interactive.</i> |
| The aspects of the workshop that were the least useful | <ul style="list-style-type: none"> • <i>The Japanese presenters would have benefited from the use of a translator with a neutral accent.</i> • <i>It was conducted on Friday.</i> • <i>Presentation for each group. Representatives were only repeating what we discussed earlier and repeating what the lecturer mentioned.</i> |
| Recommendation and suggestions of the workshop is to be repeated | <ul style="list-style-type: none"> • <i>To have more opportunities to practice what we have been taught would have given us a deeper understanding of the workshop.</i> • <i>More cooking demonstrations</i> • <i>The participants to be given chance to cook (participate on the hands-on activity)</i> • <i>To have the slides in English, rather than in Japanese</i> • <i>A better seating arrangement of groups to ensure everyone participates during presentation and listening tentatively.</i> • <i>Workshop to be conducted during office hours and not on a Friday.</i> |

◆ **Table 7 : Overall rating of the workshop**

| | Excellent (%) | Good (%) | Average (%) | Poor (%) |
|--------------------------------|---------------|----------|-------------|----------|
| Overall rating of the workshop | 2 (25) | 6 (75) | 0 (0) | 0 (0) |

Results of the Group Discussion on HeLP

◆ **Table 8 : Findings from the three groups were summarized in the table below :**

| Group | Benefits | Challenges | To overcome challenges |
|-------|--|---|---|
| 1 | <ul style="list-style-type: none"> • Better understanding towards nutrition • To reduce obesity • To avoid disease such as diabetes, hypertension and heart disease • To prepare kids with survival skills and build up confidence in them | <ul style="list-style-type: none"> • Budget constraints • Safety concerns from both parents and teachers • Time constraint • Need assistant to monitor kids during practical session • Hygiene | <ul style="list-style-type: none"> • Sharing costs among students • Teach students on safety precaution before session starts • Set up a “cooking club” to avoid time constraint • Early preparation of some ingredients at home |
| 2 | <ul style="list-style-type: none"> • To inculcate and instill a healthy lifestyle into our younger generation • To know the importance of a balanced diet • To reduce the rate of obesity • To prevent non-communicable diseases | <ul style="list-style-type: none"> • Time frame with SOW • Parents support and involvement • Lack of facilities • Preference to accessible fast food (diverting) | <ul style="list-style-type: none"> • Reschedule the SOW to adapt with HeLP in a smaller scale • Arrange meeting, communication and awareness on the importance of HeLP • Fund raising, sponsors and parent support • Change the mindset from the early stage. Be a role model and set examples. |
| 3 | <ul style="list-style-type: none"> • Awareness of obesity • Guidelines given on how to prepare healthy food and safety precautions | <ul style="list-style-type: none"> • Less moral supports • Difficulties in changing their lifestyles • Budgets • Facilities, such as venue and utensils | <ul style="list-style-type: none"> • Collaborations with PT and society • Healthy cooking contests • Healthy food week |
| 4 | <ul style="list-style-type: none"> • Awareness of healthy living • Avoidance of too much expenditure • Prevention from different kinds of chronic diseases • Family bonding • Food preparation | <ul style="list-style-type: none"> • Financial aspect • Genetics (hereditary) • Time element • Environmental aspect | <ul style="list-style-type: none"> • Fundraising projects • Early-age awareness programmes • Special activity week |

4. Conclusion and Future Prospects

This mini-workshop aimed to show primary school teachers the importance and effective ways to teach how to prepare healthy food through cooking demonstration. According to the feedbacks from the teachers attending the mini-workshop, beneficial changes in knowledge, attitude and behavior were observed amongst them. Respondents to the evaluation questionnaires commented that they were able to accomplish the objectives of the mini-workshop and to apply knowledge and skills gained from the mini-workshop to their schools settings in the future. The mini-workshop turned out to be an opportunity in which the participants learned that demonstration of different types of cooking and healthy food preparation is a stepping stone towards changing the ways we prepared food at home for their family. The mini-workshop demonstrated that food can still be tasty and presented the way we like it, and that it is only way slightly different and we can make it much healthier. The

evaluation results also identified possible challenges in developing curriculum based UBD nutrition model for prevention of childhood obesity in Brunei Darussalam

The results of the mini-workshop have led to new experimental projects. One of them is a pilot study at a private primary school which started August 2015. It aims to assess the feasibility of integrating 4-week healthy food demonstration program into the current science subject in improving knowledge, attitude and behavior towards healthy eating among primary school students of year 4 in Brunei Darussalam. The objectives include: 1) to identify if there is any significant changes in food consume pattern in the pre and post intervention period both control and intervention group, and 2) to identify if there is any significant changes in behavior, attitude and perception towards inculcating healthy living practices in both group (control and intervention group).

As such, the mini-workshop had positive impacts for those who had participated. Thus mini-workshops on cooking practices like this case study are strongly recommended as a way to provide practical knowledge and skills in planning and implementing curriculum based cooking practice among teachers at primary schools in Brunei Darussalam, and to spawn local and international network among stakeholders and researchers in training and research for prevention of childhood obesity.

[Acknowledgement]

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¹ Some Japanese ingredients were substituted with locally available ingredients in Brunei Darussalam. For example, instead of using grain vinegar, they used citrus fruits to add sour flavor which salad sushi needs. Also, in order to increase the richness in taste when using less-sticky jasmine rice (instead of using Japanese rice) for salad sushi, they added a small amount of processed cheese to the vinegared rice. In addition, they substituted non-halal Japanese ingredients such as cooking rice wine and instant dashi in powder form with locally available items.

² The questionnaire was adopted from: Sample Workshop Evaluation Questionnaire, which was retrieved from: http://enhancinged.wgbh.org/pdfs/wkshop_evaluation.pdf

(accessed February 17, 2015).

References

Hosoda, Naomi, Yumiko Takagi, Miyuki Katoh, Salmah Hj Mohd Noor, Rajiah binti Haji Serudin, Roseyati Yaakub, Nik A. A. Tuah, Masaaki Tokuda. (2015). Nutrition Education in Brunei Darussalam: Current Status and Challenges. *Journal of Kagawa University International Office*, 6: 1-14.

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APPENDIX I Mini-workshop Program

Date : Friday, 13 February 2015

- 7:45 Registration and coffee
- 8:30 Opening remarks
- 8:45 Overview of Pilot Study
By Dr Nik Tuah
- 9:05 Home Economics and Cooking Practice in Japan
By Dr Naomi Hosoda and Ms Yasuyo Miyoshi
- 9:30 Practical Session (cooking class demonstration and/or video showing)
By Professor Miyuki Katoh
- 10:45 Wrap up and feedback
By Dr Nik Tuah and Professor Yumiko Takagi
- 11:30 Closing Remarks



Participants and organizers of the mini-workshop

APPENDIX II – Recipes of Dishes Prepared for the Cooking Demonstration

| MENU | INGREDIENTS | INSTRUCTIONS |
|-------------------------------------|--|---|
| Salad Sushi (4 servings) | Rice 400 g Sushi Vinegar 70ml rice vinegar 40 g sugar 12 g salt 10ml Lemon juice 5ml lime juice Mushrooms (shiitake) 2 dried mushrooms 150ml dashi (see below) 8 g sugar 30ml soy sauce Carrot 50g Long beans 50g Cheddar cheese 30g Deep fried curd tofu 30g deep fried curd tofu 150ml dashi 8 g sugar 30ml soy sauce Thin Omelets 1 egg Pinch salt Vegetable oil | Salad Sushi 1. Prepare sushi rice. 2. Soak dried shiitake mushrooms in cold or lukewarm water, remove stems, and squeeze out water. Combine dashi and seasoning in a pot, add shiitake, and simmer until sauce is almost gone. Slice shiitake mushrooms thinly. 3. Beat eggs with pinch salt, and strain. Heat a square omelet pan, pour in a small amount of the egg and spread evenly. When surface is dry, turn over, and cook briefly. Make 3-4 sheets, and cool. Cut into 2-3 portions, and slice into fine strips. 4. Cut Cheddar cheese, boiled carrot, boiled long beans into about 1cm wide pieces. 5. Combine dashi and seasoning in a pot, add deep fried curd tofu, and simmer until sauce is almost gone. Slice shiitake mushrooms thinly. 6. Combine with sushi rice, and mix. Scatter rest of ingredients to decorate colorful. |
| Beaten Egg Soup | Soup 600ml dashi 5 g salt 20ml soy sauce Starch-water mixture 10 g spring onion | Dashi (Basic Stock) 1. Wipe Kombu kelp lightly with a well-wrung damp cloth to clean. 2. Place water and Kombu in a soup pot over medium heat. Remove Kombu just before water reaches a boil. 3. Add 1/2/3 oz. water to keep from boiling. 4. Add bonito flakes. When the water boils, remove from heat at once. Skim the surface sink to the bottom, strain through a cheesecloth-lined sieve. Beaten Egg Soup 1. Beat eggs lightly. 2. Place dashi, salt, and soy sauce in a soup pot, and bring to a boil. 3. Add starch-water mixture gradually to thicken. 4. Swirl in beaten egg, rotating the pot. Stare lightly 5. Add spring onion and turn off heat. |
| Marinated Spinach | 200g spinach A little soy sauce Bonito | 1. Wash spinach thoroughly, especially the stems and parboil in ample, lightly salted water until just tender. Rinse in cold water, and let soak for 10 minutes. 2. Squeeze water from spinach, and cut into 5cm lengths. 3. Dress spinach with soy sauce and bonito. |

APPENDIX III – Evaluation Questionnaire

Participant Name : _____

School : _____

Contact Number & Email Address : _____

Job Title / Subject : _____

Number of years in present position : < 1 1 – 3 3 – 5 5+

Instructions

Please shade your response to the items, as shown in the example below.

Rate aspects of the workshop on a 1 to 5 scale:

1=Strongly disagree 2=Disagree 3=Neither agree nor disagree 4=Agree

5=Strongly agree

| No | Criteria | Strongly Disagree | Disagree | Neither agree nor disagree | Agree | Strongly Agree |
|---------|------------------------|-------------------|----------|----------------------------|-------|----------------|
| Example | I enjoyed the workshop | 1 | 2 | 3 | 4 | 5 |

Your feedback is sincerely appreciated. Thank you.

A. WORKSHOP CONTENT (Please shade your response to each item)

| No | Criteria | Strongly Disagree | Disagree | Neither agree nor disagree | Agree | Strongly Agree |
|----|--|-------------------|----------|----------------------------|-------|----------------|
| 1. | I was well informed about the objectives of this workshop. | 1 | 2 | 3 | 4 | 5 |
| 2. | This workshop lived up to my expectations. | 1 | 2 | 3 | 4 | 5 |
| 3. | The content is relevant to my job. | 1 | 2 | 3 | 4 | 5 |
| 4. | The program content met my needs. | 1 | 2 | 3 | 4 | 5 |
| 5. | Length of the workshop was adequate | 1 | 2 | 3 | 4 | 5 |

B. WORKSHOP DESIGN (Please shade your response to each item)

| No | Criteria | Strongly Disagree | Disagree | Neither agree nor disagree | Agree | Strongly Agree |
|-----|---|-------------------|----------|----------------------------|-------|----------------|
| 6. | The workshop objectives were clear to me. | 1 | 2 | 3 | 4 | 5 |
| 7. | The workshop activities stimulated my learning. | 1 | 2 | 3 | 4 | 5 |
| 8. | The activities in this workshop gave me sufficient practice and feedback. | 1 | 2 | 3 | 4 | 5 |
| 9. | The difficulty level of this workshop was appropriate. | 1 | 2 | 3 | 4 | 5 |
| 10. | The pace of this workshop was appropriate. | 1 | 2 | 3 | 4 | 5 |

C. WORKSHOP INSTRUCTOR (FACILITATOR)

(Please shade your response to each item)

| No | Criteria | Strongly Disagree | Disagree | Neither agree nor disagree | Agree | Strongly Agree |
|-----|---|-------------------|----------|----------------------------|-------|----------------|
| 11. | Content was presented clearly and effectively | 1 | 2 | 3 | 4 | 5 |
| 12. | The instructor was well prepared. | 1 | 2 | 3 | 4 | 5 |
| 13. | The instructor was helpful. | 1 | 2 | 3 | 4 | 5 |
| 14. | The instructor was responsive to questions/comments | 1 | 2 | 3 | 4 | 5 |
| 15. | Teaching aids/audiovisuals were used effectively | 1 | 2 | 3 | 4 | 5 |
| 16. | Teaching style was effective | 1 | 2 | 3 | 4 | 5 |
| 17. | Content met stated objectives | 1 | 2 | 3 | 4 | 5 |
| 18. | Content presented was applicable to my practice | 1 | 2 | 3 | 4 | 5 |

D. WORKSHOP RESULTS (Circle your response to each item.)

| No | Criteria | Strongly Disagree | Disagree | Neither agree nor disagree | Agree | Strongly Agree |
|-----|---|-------------------|----------|----------------------------|-------|----------------|
| 19. | I accomplished the objectives of this workshop. | 1 | 2 | 3 | 4 | 5 |
| 20. | I will be able to use what I learned in this workshop | 1 | 2 | 3 | 4 | 5 |

E. SELF-PACED DELIVERY (Please shade your response to each item)

| No | Criteria | Strongly Disagree | Disagree | Neither agree nor disagree | Agree | Strongly Agree |
|-----|---|-------------------|----------|----------------------------|-------|----------------|
| 21. | The workshop was a good way for me to learn this content. | 1 | 2 | 3 | 4 | 5 |

How would you improve this workshop? (Please shade your response to each that apply)

Example : I enjoyed the workshop

| | | | |
|--------------------------|---|--------------------------|---|
| <input type="checkbox"/> | Provide better information before the workshop. | <input type="checkbox"/> | Make the workshop less difficult. |
| <input type="checkbox"/> | Clarify the workshop objectives. | <input type="checkbox"/> | Make the workshop more difficult. |
| <input type="checkbox"/> | Reduce the content covered in the | <input type="checkbox"/> | Slow down the pace of the workshop. |
| <input type="checkbox"/> | Increase the content covered in the workshop. | <input type="checkbox"/> | Speed up the pace of the workshop. |
| <input type="checkbox"/> | Update the content covered in the workshop. | <input type="checkbox"/> | A lot more time for the workshop. |
| <input type="checkbox"/> | Improve the instructional methods. | <input type="checkbox"/> | Shorten the time for the workshop. |
| <input type="checkbox"/> | Make workshop activities more stimulating. | <input type="checkbox"/> | Improve the tests used in the workshop. |
| <input type="checkbox"/> | Improve workshop organization | <input type="checkbox"/> | Add more video to the workshop. |

What other improvements would you recommend in this workshop?

What did you like most about the workshop?

What specific things did you like least about the workshop?

If the workshop was repeated, what should be left out or changed?

Overall I would rate this workshop as:

Excellent Good Average Poor

Thank you for your time