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Mastering Emotional Intelligence in using a Multimedia-Based Fiction: New Strategies for Professional Skills Training

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Abstract: This paper is aimed at trainers in interpersonal professional communication, and developers of educational multimedia seeking to improve the quality and efficacy of instructional products. First, we present an example of a traditional training program based on a narrow “rational” approach to skill acquisition. Then using the work of researchers, like Goleman (2001), we take stock of the importance of getting learners to master their emotional potential so they can become more efficient in the tasks assigned to them. The importance of the limbic system of the brain and its pedagogical implications for educational courseware creation are highlighted. The five-step *Scenistic* approach is presented as the framework used to create a pluri-media training program that includes a custom-made DVD-Video, called *Je peux vous aider?* Finally, we present an extract of the questionnaire presently being used to evaluate the validity of the DVD-Video.

1. Introduction

One of the notable features of our times is the awareness, by decision makers, that the well-being of an organization, whether it be a school or a company, depends largely on its human potential. We now know that good practice not only depends on hardware and software, but also on “human-ware”. This has led to the present rise in maximizing the all-round human potential as a major challenge in upgrading interpersonal skills.

However, encouraging adults, whether it be teachers or other professionals, to improve their skills in areas in which they feel they are already competent can be a particularly challenging task (cf. Atherton 1999, Labour 1998). This is especially true when training experienced practitioners who, as experts in their domain, tend to see discussions about their competences as a calling into question their “professionalism”, when in fact both research and inevitable societal changes induce an ongoing transformation of professional skills.

Information Technology can play an important part in this type of lifelong education and training. Consequently, organizations invest a lot of money in staff training, with all too often disappointing results in the quality of the final outcome which invariably does not satisfy training needs. Bearing this mind, we present a case study showing that a greater mastery of “emotional intelligence” can be of major importance in improving the effectiveness of interpersonal skills.

The case study concerns the training of sales assistants in customer relations for one of France’s major chain stores in the region of *Nord/Pas de Calais* (on the border to Belgium). We first outline (Section 2) the tools and techniques of analysis at the center of the company’s training program to increase the “rational” knowledge of employees. This is followed by Section 3, which highlights the key role of “emotional intelligence” in establishing professional relationships between interlocutors, in this case a seller and a buyer. Section 4 looks at the challenges in setting up a viable training program aimed at reinforcing mastery of emotional intelligence. This involves a discussion of the pedagogic implications of having chosen such an approach to satisfy training requirements, and its impact on designing instructional materials. Section 5 details how a specially designed DVD-video, called *Je peux vous aider?* (*Can I help you?*), and its role vis-à-vis other teaching on-line and off-line activities, was created in response to designated training needs.

2. Developing analytical and technical skills: An additive approach

Based of the idea that interpersonal skills can be reduced to acquiring “rational” knowledge, the company held a two-day training session to give its sales assistants the analytical and technical skills that are meant to satisfy the overall needs of clients. In this light, the job of a sales assistant is divided into six phases:

1. **Phase 1: Pre-contact/contact** – This phase consists in establishing a first contact with clients in the shop, whether they request help from the sales assistant or not.

2. **Phase 2: Renewed contact** – In this phase a renewed contact is organized with clients, even after they initially declined help from a sales assistant.
3. **Phase 3: Prospecting needs** – Here, the sales assistant asks a series of questions (according to a pre-established order) to establish the general profile of the product that the client is seeking.
4. **Phase 4: Reformulating client expectations** – This is a pivotal phase where the sales assistant checks if s/he has misunderstood or misinterpreted the information given by the client in Phase 3.
5. **Phase 5: Product presentation and promotion** – After having chosen the product that corresponds the closest to the client's expressed wish, the sales assistant presents it, accompanied with the appropriate sales pitch about the qualities of the product. Once again, the sales assistant keeps strictly to a totally pre-established script concerning his/her sales arguments.
6. **Phase 6: Formalizing the sale** – Finally, assuming that the sales assistant is convincing, it is at this stage that the sale is concluded and formalized according to the company's set-procedure.

These six-steps were taught to sales assistants in trainer-centered, face-to-face training sessions. Prior to attending the training sessions, new sales assistants must memorize ("learn") the chain store's "quality charter of customer services" that lists a series of required behaviors, each of which is attributed a specific *Quality Point (QP)* in term of its relative importance. In so doing, sales assistants are expected to become part of the company's culture. This type of learning can be characterized as "additive" (or accumulative) in that learners are essentially asked to mentally stockpile data without being led to question, and if necessary, modify knowledge and skills acquired in the past.

3. Training needs and its practical implications: An alternative analysis

Given that the rationale of the company's training program is that a "model" sales assistant should put all the QPs into practice, undercover quality-control inspectors regularly go to the stores as "mystery-clients" to enact a purchase-need situation with unsuspecting sales assistants. They then write up their reports about the quality of customer-relations in the store in terms of the QPs applied, or not.

Some of these reports show that knowing all the QPs off by heart and applying them to the letter are not sufficient *per se* in making an accomplished sales assistant. In fact, some reports where a purchase was "successfully" concluded show client dissatisfaction! For example, in the report, of which an extract is given below (Figure 1), the client stressed that the sales assistant's "scornful attitude ruined the pleasure of the purchase".

This type of report (Figure 1) highlights the emotional component of the act of purchase. This observation underlines the fact that in dealing with clients, accomplished sales assistant need to have skills that include "emotional intelligence" (Goleman 2001). Indeed, trainers in interpersonal professional communication need to take up more whole-heartedly the challenge of encouraging learners to create positive emotions in those to whom they are addressing. The absence of this skill is what the disgruntled client meant when denied the "pleasure of the purchase".

To take up this challenge, it is in the brain's structure that one can look for an explanation of such "emotions". To be more exact, it is in the "open" nature of the limbic^[1] system that the seat of these emotions can be found.

... A closed system, like that of the blood circulation system, is self-regulating: what happens in the circulation system of those around us does not have any impact on our own system. Whereas an open system is largely dependant on external sources to manage itself. In other words, the emotional equilibrium of every one of us is based on our relationship with others (Goleman, Boyatzis & McKee 2002, p.22-23).

Scientists describe such an open system, like the one that ensures the regulatory interpersonal limbic function, as enabling individuals to transmit signals that can modify, not only moods and emotions, but also *other* people's hormonal levels, cardio-vascular functions, sleeping rhythms and immunity functions (Lewis, Amini & Lannon 2000). Numerous experiments highlight the process of the irreversible diffusion of emotions each time individuals are in the presence of each other, including when the contact is entirely non-verbal. For example, when three people who do not know each other are seated together without speaking for two or three minutes, the person who is the most expressive will transmit his/her mood to the other two, without saying a word (Friedman & Riggio 1981). Such experiments show that we do not all have the same capacities for emotional "transmissions", some people seem to

[1] The **limbic system** involves forebrain structures, and aspects of the peripheral nervous system, concerned with smell, taste, emotional responses and a sense of social belonging (Racle 1983, cited by Labour 1998:79). The limbic system, which evolved as part of the olfactory (smell) sense, crosses both hemispheres of the brain in a front to back direction. One hypothesis attributes emotion experiences to interactions between the limbic system and areas of the *neocortex* (see Footnote 2) that mediate language and language-based cognitive systems.

possess more of these abilities than others. As Goleman stresses, to act as an emotional leader is to act as a “limbic magnet”, this being one of the essential qualities of an accomplished sales assistant, as it is with anyone whose job is based on effective interpersonal communication, such as teachers, nurses and police officers.

... Whatever the situation, it is likely that the emotional leader possesses a specific talent to act as a limbic “magnet”, exercising a tangible force on the emotional brains of people around them. One just needs to think of a good actress and the ease with which she attracts a public within her emotional orbit: she incarnates the sufferings, the betrayals or the joy of triumph, the spectators also experience these emotions (Goleman *et al.* 2002, p.28).

Figure 1: An extract of a quality control report

In the educational field, Racle (1983, cited by Labour 1998, p.79) stresses the importance of the limbic system in the learning process for its role in sifting out, from the constant flow of data to the brain, what is interesting and identifies what could create enjoyable or new mental states. So, even if Daniel Goleman applies his (limbic system centered) theory of “emotional intelligence” to management leadership, it could also be transposed to other areas, such as the more general commercial context.

... Of all the realities of a company, the excellence of service to the client – the Holy Grail of society – is maybe the one that is the most directly concerned by the contagion of moods, and thus of the open nature of the limbic system ... The liveliness and the good mood of the personnel in contact with clients benefits the company. If a client finds his interactions with the sales assistant enjoyable, he will develop a positive image of the store. This means not only will there be more regular visits to the store, but also more favorable word-to-mouth promotion. And, when colleagues in charge of client services are enthusiastic and dynamic, they do more to satisfy the client: a study conducted with 32 retail outlets of an American chain store showed that stores had better results when sales assistants had a positive state of mind (George 1995 cited by Goleman *et al.* 2002, p.33).

This finding shows that good sales assistants are certainly not the ones that know their QPs off by heart. More importantly, sales assistants know this intuitively! When asked to list the qualities of a good sales assistant, they invariably reply that an “ideal sales assistant is someone who is well groomed, welcoming, polite, open, reactive, available, smiling, courteous, respectful, in a good mood, punctual, responsible, organized, competent, a good listener, silent, curious, dynamic, convincing, honest, lucid, patient, reassuring, motivated and autonomous”.

4. Revisiting learning/teaching interpersonal skills

That said, this novel understanding of in encouraging effective interaction, in this case between, seller and buyer, in terms of emotional intelligence, raises more questions than answers. Can emotional intelligence facilitate the “learning” process? Are some individuals born with a high level of empathy (to become emotional leaders, or born sellers) or is it learnt? Daniel Goleman’s reply is: both are true (SOURCE??). There is little doubt that emotional intelligence has a genetic component, but experience (learning) also plays a major role. Hence, everyone can learn, and progress whatever their starting point.

It is also true that acquiring skills seated in the limbic system owes a great deal to motivation, extensive training practice, and feedback, as is shown in the work of those like Lewis *et al.* (2000). This type of learning differs from that produced in the *neocortex*^[2], which governs analytical and technical (“rational”) skills. The neocortex rapidly takes over the concepts to put them in a network of associations and in an increasingly broader understanding of things – the referents and the semantic field (cf. Leleu-Merviel 1997). In fact, the neocortex structures an extremely efficient “learning machine” that enriches our understanding in linking new ideas to an extensive cognitive network. This mode of associative learning is produced with extraordinary rapidity: this “thinking” part of the brain can understand something after having read or heard it only once. It can, for example, deduce from the reading of a book how to program a computer. When it comes to learning analytical and technical knowledge, such as computer programming, the neocortex functions with impressive efficiency.

In comparison to the neocortex, the limbic system is a much slower learner – particularly when the task consists in un-learning deeply entrenched knowledge in order to acquire new ones. Its difference with the neocortex is vital when it comes to improving emotional leadership skills. As at their most basic level, emotional skills go back to habits learnt early on in life. They require much practice and repetition to readapt to new situations. Acquiring new habits is indeed possible, but demand more time and special methods as retraining the limbic (emotional) system involves a different logic to that of the neocortex (rational) part of the brain. Given that the limbic system learns more slowly, and needs more practical activities, than the neocortex, reinforcing “emotional” skills, like empathy, requires more effort than, for example, becoming an ace at programming a computer.

Yet many training programs seeking to reinforce emotional intelligence end up cultivating the neocortex more than the limbic system! This can limit learning and even have a counter-productive impact. What is needed is an appropriate teaching/learning model, that can truly modify the cerebral centers, which regulate positive and negative emotions, linking the tonsils and the prefrontal lobes (cf. Bennett-Goleman 2002).

On the one hand, the ability of the brain to produce new connections continues all along our lives. It is never too late to learn. On the other hand, learning later on in life may require more effort and energy given that adults have automatically learnt many things during their lives. So it is not surprising to find new items being involved in a difficult battle against existing models entrenched in the minds of adults. Therefore, for some adults, learning is particularly challenging as they may have to work harder and for longer in undoing (“unrooting”) long-standing habits and (identity-linked) certitudes in replacing them by cultivating (“planting”) other alternatives. It is for this reason that learner motivation is so crucial to this type of “supplantive” (replacement-based) learning that is based on questioning prior knowledge in order to truly transform it (cf. Atherton 1999, p.88-89). One cannot engage in this type of learning without a sincere desire to do so and with concerted effort. In other word, a one-shot training seminar to master interpersonal skills is as of little use as memorizing ready-made recipes to *qualitatively* alter behavior patterns and attitudes.

The key to developing quality of this type of training is that of personal learning. Richard Boyatzis (2001) developed one such model of learning over the last 30 years based on the work of David Kolb (1971) and David McClelland (1965). They highlight the fact that when it comes to building long lasting emotional leadership skills, the motivation of individuals and their position regarding learning is crucially important. It is generally accepted that

[2] The **neocortex**, is located at the root of the brain. It has highly developed associative functions involving the process of conceptual thinking (Trocmé-Fabre 1992 cited by Labour 1998:80). It is able to receive, analyze, and synthesize sensory input from the five senses and convert them into appropriate motor responses, particularly when deciding appropriate emotions and coping strategies in complex situations.

if an individual is forced to change, such change will disappear as soon as the constraint is lifted. Given this, Boyatzis' model of personal learning consists of five precepts, each of which represents a (cognitive) discontinuity, *i.e.* a trigger in the individual's behavior that causes awareness and a feeling of urgency. The logical order of the five precepts are:

- My ideal "me": Who do I want to be?
- My real "me": Who am I? What are my strengths and my weaknesses?
- My learning plan: How can I enhance my strengths and limit my weaknesses?
- My training: How can I experiment and put into practice new behavior patterns, thoughts and feeling until I perfectly master them?
- My feedback: How can I develop the indispensable relationships of help, encouragement and trust with others that make real change possible.

This analysis of training needs underscores the limits of an additive teaching/learning approach. In light of these observations, it became necessary for the company to devise an alternative training program aimed at reinforcing emotional intelligent skills that home in on the limbic system.

5. Using a multimedia-based fiction for interpersonal skills training

Given that the main training objective was to modify professional skills (procedural knowledge), this meant a more theoretically (declarative knowledge) based approach was to be limited. It therefore seemed appropriate to adopt a tactic that built on, and questioned, the existing knowledge of sales assistants in such a manner that they could reconstruct, in their own way, their interpersonal skills. We also adopted the hypothesis that carefully planned, sequences of animated pictures (*viz.* video-fiction) was the best medium for "personal learning" of emotional leadership. The "moving pictures" would target the limbic system by encouraging the process of role identification with the "hero" through a pedagogic fiction that seeks to trigger off awareness of the gap between the "ideal me" as sales assistant, and the "real me" as sales assistant in daily life. In this context, it was decided to stage a fictional series of archetypal professional situations to which learners could easily relate to, with the aid of a variety of e-learning and more traditional learning supports.

The video fiction, *Je peux vous aider? (Can I help you?)* was duly created according to a five step method, called the *Scenistic* (cf. Leleu-Merviel 1996).

Diagnosis. The diagnosis involves everything that belongs to the imagined/proposed setting of the document as expressed through the pedagogic content. This phase takes stock of, for example, the different educational paradigms and approaches that could be used to achieve the objectives identified in the pre-analysis of the instructional context. In this case, it was decided that learners would be systematically encouraged to identify professional behaviors to be avoided and those to be nurtured in the video scenes presented to them. This would be followed by them suggesting possible solutions to remedy the situation. They would then be asked to construct a personal schema of action to deal with the type of situation under discussion. It was hoped that by using such a "constructivist" inspired approach new knowledge would graft itself onto existing ones.

Narrative canvas. The second phase narrows down and selects appropriate events to be used in the scenes. At first sight, the events included in the film seem crudely exaggerated to the professional sales assistants. Seeing the scenes for the first time, they tend to laugh at the behavior of their video-clones (professional actors) who come across as being so "unprofessional", if not outright heavy handed. Every situation portrayed in the video had happened at least once to a quality control inspector during undercover inspections.

The first anticipated use of the video was that of a guided learning game. After observing the scene as many times as necessary, learners are asked to identify recommended behavior ("Positive points") from dysfunctional behaviors ("Negative Points", "Problems related to manners or behavior", cf. Figure 2). Learners are only informed of the number of Quality Points (QP) they need to discover as fast as possible in order to win the game. They never see the trainers' answers. Some QPs are easy, but others are very difficult to find *e.g.* spotting a prohibited-open jacket with the company shirt. Finally, some "points of reflection and development" are suggested for further discussion. In this way, sales assistants have to discover all the possible good and bad points of a chosen scene as a basis for their reconstruction of a schema of action.

Scenic. The scenic transposes the narrative canvas into concrete, hands on reality. It is at this stage that one makes aesthetic and logistic choices within the limits of practical and financial constraints, conditions of usage, *etc.* This includes the choice of appropriate props for the scenes. In this case, the shooting of the film was done in a real store of the company so that the surroundings would be familiar to the learners and so it would facilitate the

identification process. After shooting and editing, the video-film is then technically ready for viewing. For economic reasons, it was initially decided to put the film on VHS-video cassettes.

Scenation. Little can be really learnt by simply viewing the film, because viewing is not “learning”, especially when it concerns the limbic (emotional) system of the brain. Given this, it is essential to define a series of procedures in how to use the material to ensure, in this case, that sales assistants hone their practical skills in a constructive, self critical ways to: make clients feel they are the centre of attention; take stock of clients’ hopes and dreams; propose the appropriate products; master sales techniques; and actively participate in a dialogue with the client.

In this light, the supporting role of the coach, who is often the head of the sales team, is important. The coach encourages team members to identify the positive points, negative points, and challenges concerning professional manners or behavior triggered off by the video and with the help of the trainer’s booklet. (A special 25-page booklet was made for learners, and one for trainers. The booklets suggest online and face-to-face discussions and activities before, during and after viewing the video fiction. More information is provided below about the use of the booklets.) Figure 2, below, illustrates an extract from the coach's booklet concerning Scene 1 of the film (Theme: Answering the telephone). It is important to note the sections “Problems related to manners and behavior” and “To go further, points of reflection and development” seek to help learners master their emotional intelligence.

In reality, however, it was found that the "linear reading" paths of the VHS videotape was not appropriate for this type of educational use. Learners had difficulty in viewing the video in the way they personally wished (*i.e.* “learner created reading paths”, or *scenation*). For example, they had difficulty in rapidly finding the exact spot of a scene on a VHS tape in order to play the “game” successfully. This raises the issue of personal "reading paths", *i.e.* the domain of scenation (*e.g.* a traditional film has a “linear scenation”). One solution to the technical limit of the linear film is to change the scenation, and to convert the linear format into a more flexible one. In this case, the DVD was chosen because it allows the film to be split into fragments so that users can access different parts of the film directly, and read them in any sequence they wish, and as often as they need.

Scene 1: Prologue and answering the telephone

Length: 1 minute 30.

Start mark: 1mn20. Stop mark 2mn53

Staff concerned: all

☺ Positive points

- | | |
|-----|--|
| QP1 | The person picks up the telephone before the 4th ring (less than 4 rings). |
| QP3 | The person is not chewing a piece of gum. |
| QP6 | The waiting time is less than 30 seconds. |

⊗ Negative points

- | | |
|-------|---|
| QP2 | The person does not mention the company’s name. |
| QP2 | The person does not mention the name of the store where s/he works. |
| QP2,7 | The person does not say “Good morning”. |
| QP2,7 | The person does not present him/herself by his/her first name. |
| QP7 | The person does not indicate in which department s/he works. |
| QP3 | The person replies in a muffled voice without articulating. |
| QP4 | The person does not reply to the client’s question. |
| QP4 | The person does not connect the person to the correct department. |
| QP8 | The person replies in a disagreeable way, making it clear to the client that s/he is tedious. |
| QP5,9 | The person does not say “Goodbye Madam” at the end of conversation. |
| QP5,9 | The person does not add a friendly or a polite word at the end of the conversation. |

⚡ Problems related to manners or behavior

- The person interrupts the client while s/he is speaking.
- The person asks the client to call back later.
- The person hangs up on the client.

☞ To go further, points of reflection and development

- The person justifies him/herself by mentioning the problems in the store: “I am alone”. How could the person have avoided this situation?
- The person gives a negative image: “I don’t know”. What should the person have said?
- One should never ask a client to call back. What should one do?

Figure 2: Extract from the coach's checklist of Scene 1

Setting up the situation. This fifth and final phase defines the practical ways the user can in fact access the (video) fragments of the document *via* user-functions. Instead of the more frustrating scenation of the VHS-video, the DVD-Video was finally used because the company insisted that the learner use workstations that were limited to a standard television-set, and a DVD-player with its standard remote-control interface. Though the DVD-video does not have the flexibility of, for example, a DVD-ROM with its keyboard, mouse, and computer, it still offers high quality pictures and sounds. Taking into account the potentially laborious sequential navigation of a remote control box (as compared to a free flow approach of a computer “mouse”) 17 special icons were created to help learners navigate as freely as possible through the four major themes and the 12 sub-themes of the video fiction. In this way, the relatively few interactive possibilities of the DVD-video format could be put to profitable use. Given that the interface must suggest navigational functions through explicit identifying symbols, the trade colors of the company were chosen as the guiding color scheme of different types of interactive pages of the DVD-video.

In order to get maximum use of the 20 specially written scenes, the booklet written for learners includes general guidelines about the different skill-based learning tasks that could be done on-line and off-line linked to issues raised by the DVD-video so that “personal learning” would be less tedious. In this way, learners are asked to engage in active learning tasks, such as role-plays, and other competitive and collaborative activities to deepen reflections triggered off by the video fiction. One such example is winning a prize for getting the maximum QPs, in a minimum of time in using the electronic network and face-to-face situations. In short, the DVD-video is only one aspect of a pluri-media learning package that includes e-learning.

6. Conclusion

This case study concerns one of the major chain stores in France. The challenge was the upgrading of sales assistants’ interpersonal skills by regular and varied in-house training sessions after they had received additive training. The main objective was to show learners how to adapt their verbal and non-verbal behavior to the overall (human) needs of customers. This was to be done by helping them to better understand company policy when dealing with customers. In this context, the instructional material helps learners become more efficient in their sales techniques by using their rational and emotional intelligence in focusing on practical problems encountered in the stores.

We have shown that the central issue of skill-based training is not the transmission of a narrowly defined notion of analytical and technical (neocortex centered) knowledge. It was argued that the real issue is that of bringing out the emotional (limbic centered) leadership qualities from learners for them to apply in their job. The training solution proposed is based on a carefully thought-out multimedia-based fiction to make professional instruction in emotional intelligence effective. In doing so, we confirm the hypothesis that sequences of moving pictures (*e.g.* video), coupled with an engaging pedagogic fiction, is appropriate to activate the resources of the limbic system. In any event, it is more so than the current, largely written text-based, approach to e-learning.

As a research domain, much has still to be done in this area of e-learning. As our training program, involving the DVD-video, *Je peux vous aider?*, is presently being conducted (July 2002-November 2003), it is too early to evaluate the in-the-field validity of our approach. Part of this evaluation includes quality-based questionnaires of satisfaction that have duly been given to users (figure 3). The next phase of our ongoing research, will be to ascertain if learners have significantly modified their emotional skills. We intend to use, for example, the *Emotional Competence Inventory* (ECI-360) test, and to be inspired from it by matching the results obtained from what the learners say they do, according to the test, to the level of items each person has sold as an “objective” criteria of the individual’s professional efficacy. This line of enquiry will allow us to take up the age-old challenges of adapting the right tools of measure to the right educational context.

Given that the challenge of e-learning is not only to transmit content, but also to satisfy complex human learning needs, the technologies of information and communication can bring novel solutions to a more supplantive teaching and learning approach, particularly concerning the mastery of emotional intelligence in interpersonal communication. But, short of using more elaborate networks like the “Video On Demand” system, the still evolving state of the Internet limits the present use of high quality audio-visual materials, which demand a certain level of fluidity and picture quality. This latter point is particularly important when inciting learners to observe non-verbal behavior and language, *e.g.* a badly knotted tie, where the quality of the images could be a determining factor. There are reasons to hope, however, that the rapid development of technology may one day be able to satisfy some of the hitherto neglected teaching and learning needs in order to make the medium a truly educational tool.

STRUCTURE

Please evaluate the possibilities offered by the DVD as found in its menus:

segmentation of the video	<input type="checkbox"/>	very good	<input type="checkbox"/>	satisfactory	<input type="checkbox"/>	mediocre	<input type="checkbox"/>	useless
accessibility of the segments	<input type="checkbox"/>	very good	<input type="checkbox"/>	satisfactory	<input type="checkbox"/>	mediocre	<input type="checkbox"/>	useless
abundance choice in the navigation	<input type="checkbox"/>	very good	<input type="checkbox"/>	satisfactory	<input type="checkbox"/>	mediocre	<input type="checkbox"/>	useless
quality of the navigation	<input type="checkbox"/>	very good	<input type="checkbox"/>	satisfactory	<input type="checkbox"/>	mediocre	<input type="checkbox"/>	useless

NARRATION

Please evaluate the use of the DVD:

appropriate words and expressions	<input type="checkbox"/>	very good	<input type="checkbox"/>	satisfactory	<input type="checkbox"/>	mediocre	<input type="checkbox"/>	useless
interest in the subject aroused	<input type="checkbox"/>	very good	<input type="checkbox"/>	satisfactory	<input type="checkbox"/>	mediocre	<input type="checkbox"/>	useless
engagement raised	<input type="checkbox"/>	very good	<input type="checkbox"/>	satisfactory	<input type="checkbox"/>	mediocre	<input type="checkbox"/>	useless
scenes are meaningful	<input type="checkbox"/>	very good	<input type="checkbox"/>	satisfactory	<input type="checkbox"/>	mediocre	<input type="checkbox"/>	useless
coherent with learning needs	<input type="checkbox"/>	very good	<input type="checkbox"/>	satisfactory	<input type="checkbox"/>	mediocre	<input type="checkbox"/>	useless
potential to acquire knowledge	<input type="checkbox"/>	very good	<input type="checkbox"/>	satisfactory	<input type="checkbox"/>	mediocre	<input type="checkbox"/>	useless
accuracy of the content	<input type="checkbox"/>	very good	<input type="checkbox"/>	satisfactory	<input type="checkbox"/>	mediocre	<input type="checkbox"/>	useless
variety of the content	<input type="checkbox"/>	very good	<input type="checkbox"/>	satisfactory	<input type="checkbox"/>	mediocre	<input type="checkbox"/>	useless

PRESENTATION

Please evaluate the presentation of the DVD and its features:

packaging	<input type="checkbox"/>	very good	<input type="checkbox"/>	satisfactory	<input type="checkbox"/>	mediocre	<input type="checkbox"/>	useless
quality in the way the scenes were written	<input type="checkbox"/>	very good	<input type="checkbox"/>	satisfactory	<input type="checkbox"/>	mediocre	<input type="checkbox"/>	useless
efficacy of the media	<input type="checkbox"/>	very good	<input type="checkbox"/>	satisfactory	<input type="checkbox"/>	mediocre	<input type="checkbox"/>	useless
aesthetics	<input type="checkbox"/>	very good	<input type="checkbox"/>	satisfactory	<input type="checkbox"/>	mediocre	<input type="checkbox"/>	useless
creativity	<input type="checkbox"/>	very good	<input type="checkbox"/>	satisfactory	<input type="checkbox"/>	mediocre	<input type="checkbox"/>	useless

Figure 3: Extract from the quality-based evaluation sheet distributed to users

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