

Post-Learning Survey for Logical Database Design Module

Rossin, D., Ro, Y. K., Klein, B. D., & Guo, Y. M. (2009). The Effects of Flow on Learning Outcomes in an Online Information Management Cou. *Journal of information systems education*, 20(1), 87-98.

55 Items

Dimensions are not defined

1. I developed the ability to communicate clearly about the logical database design concept.
2. I understand the importance of normalization in logical database design.
3. I was challenged during the lesson.
4. It was very clear to me that I was learning the material well.
5. I can define normalization in logical database design.
6. My attention was focused entirely on the lesson.
7. I have learned a lot in the lesson.
8. I felt total comprehension of what I was learning.
9. I was not concerned with what others may have been thinking of me.
10. I can explain logical database design well.
11. Time changed (either slowed down or sped up) during the lesson.
12. I really enjoyed the experience of the lesson.
13. I believed my learning ability would allow me to meet the challenge of the lesson.
14. The lesson was useful.
15. Time appeared to go by very quickly.
16. The material in the lesson was easy.
17. I had a strong sense of what I wanted to learn in this lesson.
18. The objectives of the lesson have been accomplished.
19. It was no effort to keep my mind on what was happening in the lesson.
20. I was aware of how well I was learning the material in the lesson.
21. I was stimulated to learn more about logical database design.
22. I was not worried about my learning during the lesson.
23. I gained a good understanding of the logical database design concept.
24. I felt like I could control my learning during the lesson.
25. I lost track of time.
26. The learning experience left me feeling great.
27. My ability to critically analyze the normal form of a database relation was improved.
28. In general, my learning skills and ability are at a high level.
29. It felt like time flew by during the lesson.
30. The content of the lesson was difficult to understand.
31. I knew clearly what I wanted to learn during the lesson.
32. I understood merging relations.
33. I found the current lesson to be a good learning experience.
34. I had a good idea throughout the lesson about how well I was learning.
35. Time flew by.
36. I felt in total control of my mind during the lesson.
37. I became more interested in logical database design during the lesson.
38. I loved the feeling of learning in this lesson and want to capture it again.
39. My learning abilities were well matched with the challenge of the lesson.
40. I was completely focused on the current lesson.
41. At times during the lesson, it almost seemed like things were happening in slow motion.
42. The challenge of the material was at a high level during the lesson.
43. I was not thinking about myself during the lesson.
44. I knew what I wanted to achieve for today's lesson.
45. I felt I was competent enough to understand the key concepts of this lesson.
46. I found the learning experience during this lesson extremely rewarding.
47. The goals of the lesson were clearly defined.
48. I could tell by my understanding of the lesson how well I was learning.
49. I experienced total concentration during the lesson.
50. I had a feeling of total control during the lesson.
51. I learned to identify central ideas in logical database design during the lesson.
52. I was not concerned with how I was learning during the lesson.
53. The way time passed seemed to be different from normal during the lesson.
54. Given a choice, I would take part in another lecture similar to the current lesson.

The term "flow" is used to describe a state of mind sometimes experienced by people who are deeply involved in some activity. Flow has been described as an intrinsically enjoyable experience accompanied by a deep sense of involvement and a loss of awareness of the passage of time.

55. I was in flow during this lesson.

5-point Likert Scale

Cronbachs α : NA