

Q1.1.

We appreciate your willingness to review an updated version of our Perceptions of Online Learning Scale (POOLS). In this review, we ask you to review two components of our survey (1) the construct definitions and (2) the items related to each construct.

(1) For reviewing the construct definition, we would like to get your opinion on whether the construct is relevant to online learning. For this purpose, we have provided a response scale of Disagree, Agree, or Needs Revision. We welcome all comments on how to improve our definitions.

(2) For reviewing the items under each construct, we have provided the format we plan to use when administering the instrument. We would like your opinion on whether each statement is an appropriate indicator of the defined construct. For this, we have provided a response option of Disagree or Agree to the side of the actual response scale (this will not be included in the final survey). Again, any comments on how to improve each statement is also welcome.

For each statement, we ask respondents to describe their perceptions of online learning in relation to a more traditional face-to-face learning environment. The response is meant to depend on the individual respondent's experience with both environments of learning. We fully expect that an "it depends" would be the response individuals would give if applicable. However, we want to force respondents to make a relative judgement about these two learning environments. A major part of future research with this scale is to unpack the individual differences in perceptions of online learning based on their prior experience.

We greatly appreciate your willingness to review this survey about perceptions of online learning.

Q2.1. Construct: Effective Learning

Definition: Effective learning is defined as learning in which students masterfully acquire and utilize relevant new knowledge and/or skills, as witnessed through application and assessment that occur within or outside the immediate classroom.

Does the definition align with your experience of what makes Effective Learning?

- ☐ Disagree
- ☒ Agree
- ☐ Needs Revision

Q2.2. What comments do you have about the proposed definition of Effective Learning?

Combining acquisition of knowledge and application of it includes cognitive and behavioral domains of learning. Good.

Q2.3. In your experience with traditional face-to-face (F2F) and online learning environments, when you compare F2F to online learning, you perceive that online learning...

	Item Response Format					Expert Rating of Item	
	Definitely less than F2F	Somewhat less than F2F	About the same as F2F	Somewhat more than F2F	Definitely more than F2F	Disagree	Agree
permits students to acquire content knowledge. <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
permits students to develop conceptual understanding. <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
is effective for learning about the topics in the curriculum. <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
is effective for building knowledge. <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
supports student achievement. <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
prepares students for high stakes assessments. <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
prepares students for work. <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
accomplishes the goals of the curriculum. <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
promotes higher-ordered thinking skills such as analysis, synthesis, and evaluation. <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
effectively assesses student performance. <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
assessments provide teachers with reliable information on student progress. <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
encourages academic integrity and adherence to intellectual property standards. <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Q2.4. What comments do you have about this set of items?

These seem to be good items. While I read the description of the assessment, I'm not sure what your RQs or your hypotheses are. So, it's difficult for me to know if you have the right items in the assessment. But these do seem to be relevant to online education.

Q3.1. Construct: Student Centered

Definition: Student-centered approach is characterized with high levels of student direction – student – based activities, interactions, and assessments.

Does the definition align with your experience of what makes learning Student Centered?

- ☐ Disagree
- ☐ Agree
- ☒ Needs Revision

Q3.2. What comments do you have about the proposed definition of Student Centered?

This definition is a little confusing. I'm not sure what student direction-student is. The hyphens may be throwing me off. It may be helpful to define student-centered in comparison to teacher-centered or subject-centered approaches.

Q3.3. In your experience with traditional face-to-face (F2F) and online learning environments, when you compare F2F to online learning, you perceive that online learning...

	Item Response Format					Expert Rating of Item	
	Definitely less than F2F	Somewhat less than F2F	About the same as F2F	Somewhat more than F2F	Definitely more than F2F	Disagree	Agree
is student centered. <div></div>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
offers students choices. <div></div>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
permits differentiation based on student needs. <div></div>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
supports flexible pacing for students. <div></div>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
supports learner-customized pacing. <div>Ok, this item should be in favor of online every time. Does this present a bias?</div>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
aligns instruction to individual learning goals. <div></div>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
is personalized and adaptive. <div></div>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
encourages individualized assessment (as compared to standardized assessment). <div></div>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Q3.4. What comments do you have about this set of items?

Q4.1. Construct: Interactive

Definition: Interactive learning involves three facets of interaction: (a) student to instructor, (b) student to student, and (c) student to content. These interactions contribute to effective learning singularly as well as in combination. All three facets of interaction can be present regardless of the learning mode (online or on-the-ground).

Does the definition align with your experience of what makes learning Interactive?

- ☐ Disagree
- ☐ Agree
- ☐ Needs Revision

Q4.2. What comments do you have about the proposed definition of Interactive?

You could add a fourth domain, which would include experiential learning, student-context. In other words, what does one's context bring to bear on the interactivity within a course?

Q4.3. In your experience with traditional face-to-face (F2F) and online learning environments, when you compare F2F to online learning, you perceive that online learning...

	Item Response Format					Expert Rating of Item	
	Definitely less than F2F	Somewhat less than F2F	About the same as F2F	Somewhat more than F2F	Definitely more than F2F	Disagree	Agree
supports student-to-student interaction. <div></div>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
permits students to collaborate on learning tasks. <div></div>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
encourages student-to-student discussion. <div></div>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
provides a space for students to work in teams. <div></div>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
permits one-on-one interaction with the teacher. <div></div>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
builds community among students. <div></div>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
encourages academic dialogue. <div></div>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
is collaborative. <div></div>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
facilitates interaction with course content. <div></div>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Q4.4. What comments do you have about this set of items?

Q5.1. Construct: Engagement

Definition: Engagement includes the energy and effort that students present in their learning environment. Engagement can be observed in three areas: cognitive engagement, behavioral engagement, and affective engagement. Engagement can be influenced internal factors as well as environmental factors. Engagement theory posits that higher levels of engagement support more efficient learning, retention, and transfer.

Does the definition align with your experience of what makes learning Engaging?

- ☐ Disagree
- ☐ Agree
- ☒ Needs Revision

Q5.2. What comments do you have about the proposed definition of Engaging?

In your next to last sentence, I believe you need a "by" after the word "influenced."

Q5.3. In your experience with traditional face-to-face (F2F) and online learning environments, when you compare F2F to online learning, you perceive that online learning...

	Item Response Format					Expert Rating of Item	
	Definitely less than F2F	Somewhat less than F2F	About the same as F2F	Somewhat more than F2F	Definitely more than F2F	Disagree	Agree
connects learning to real work situations. <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
supports project-based learning. <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
supports creative thinking and innovation. <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
engages student in self-directed learning. word being defined is in the item. Is there an alternative to "engage?"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
helps students transfer learning to novel situations. <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
builds time management skills. <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
requires time commitment. <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
engages student autonomy. <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Q5.4. What comments do you have about this set of items?

Maybe the affective domain is present in time and autonomy, but I'm still not seeing a strong connection. Of course Krathwohl and co. had a hard enough time with their taxonomy 60 years ago!

Q6.1. What, if any, additional comments do you have about this survey of perceptions of online learning?

Most online courses and programs I've seen find their theoretical support from progressivism and constructivism. For a study of perceptions of online learning, it might be interesting to explore deeper the role of experience as well as discovery of knowledge as part of your constructs.