

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?

How is "masterfully acquired" operationalized?

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 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 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. future employment <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input 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. allows for the effective assessment of student performance <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input 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. this does not appear to be as directly tied to instruction and assessment as the other items. <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

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

If you are going to measure aspects of academic integrity, I think you need a few more items that get at some of the most concerning behaviors (i.e., cheating on assignments & exams through various means)

Q3.1. Construct: Student Centered

Definition: A student-centered approach is characterized by high levels of 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?

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></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?

I'm not a huge fan of this item, as it seems to set up a false dichotomy. Both modalities of instruction have the "potential" for all these things, but the question seems to infer that these things are inherent within a specific modality. In other words, the way the stem is worded seems to imply that the choices are a part of f2f learning, and the respondent is being asked if they think it is as inherent in online instruction. The reality is that it is qually possible in both modalities, but the question, I would think, is in which one does the respondent feel it is most easily accomplished.

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?

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?

I have similar issues with this item as the previous. Maybe ask if they "perceive that online learning can..." or "perceive that online learning is equal to or better than f2f for..."

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?

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. <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 project-based learning. <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 creative thinking and innovation. <div></div>	<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. <div></div>	<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. <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 time management skills. <div></div>	<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. Make 2 items: greater time commitment/less time commitment <div></div>	<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. <div></div>	<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?

Same as previous items. It is unclear if you are trying to determine if respondents perceive online as a viable instructional method (i.e., "can" online do the things that should happen in f2f) or if it is an equal or better modality than f2f.

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

I cannot recall the stated purpose of the instrument, but some items pertaining to perceptions about the need for online learning, equity in online learning, and instruction for special populations/subject content may be considered, as they could provide insight into motivational for adopting or rejecting online learning as a viable instructional modality.