Directions.

We are in the item development phase for a new survey on teachers' perceptions of online learning. We have developed items related to four constructs: (1) Effectiveness of Learning, (2) Student Centeredness, (3) Interactiveness (or Interactivity) of Learning and (4) Engagedness of Learning.

Please respond to each statement indicating whether you agree or disagree that the statement aligns with the construct.

A comment box below each statement allows for possible suggestions on ways to improve the statement.

Q1. Construct: Effectiveness of Learning

	Disagree	Agree
Online learning allows students to acquire content knowledge	○	◉
Online learning allows students to develop conceptual understanding	○	◉
Online learning is effective for learning about the topics in the curriculum	○	◉
Online learning is effective for building knowledge and understanding	○	◉
Online learning supports student achievement	○	◉
Online learning provides effective learning resources	○	◉
Online learning supports achievement with multi-media content	○	◉
Online learning prepares students for high stakes assessments	◉	○
Online learning prepares students for work and/or further education	○	○
Online learning accomplishes the goals of the curriculum	○	◉
Online learning promotes higher-order thinking skills as analysis, synthesis, and evaluation	○	◉
Online learning builds student communication skills	◉	○
Online learning builds student social skills	◉	○
Online learning includes focused assessment and feedback	○	◉
Online learning effectively assesses student performance	○	◉
Online learning assessments provide teachers with reliable information on student progress	○	◉
Online learning encourages academic integrity and adherence to intellectual property standards	○	◉

Q15. Are there any statements related to the construct that we failed to include?

Q7. What (if any) additional comments do you have about this set of items?

[   ]

Q2. Construct: Student Centeredness

	Disagree	Agree
Online learning is student-centered [ ]	○	●
Online learning offers students choices [ ]	○	●
Online learning allows for differentiation based on student needs [ ]	●	○
Online learning supports flexible pacing for students [ ]	○	●
Online learning supports learner-customized pacing [to some degree]	○	●
Online learning aligns instruction to individual learning goals [ ]	○	●
Online learning encourages diverse student perspectives [ ]	●	○
Online learning is personalized and adaptive [personalizations comes from the teacher, not to the platform]	●	○
Online learning is responsive to students [ ]	○	●
Online learning is culturally responsive [If the culture has access to tech]	●	○

Q14. Are there any statements related to the construct that we failed to include?

[   ]

Q8. What (if any) additional comments do you have about this set of items?

[   ]

Q3. Construct: Interactiveness (or Interactivity) of Learning

	Disagree	Agree
Online learning supports student-to-student interaction [ ]	○	●
Online learning allows students to collaborate on learning tasks [ ]	○	●
Online learning encourages student-to-student discussions [ ]	●	○
Online learning provides a space for students to work in teams [ ]	○	●
Online learning allows one-on-one student interaction with the teacher [ ]	○	●
Online learning builds community among students [ ]	○	●
Online learning encourages academic dialogue [ ]	○	●

Online learning is collaborative ⬜ ○ ◉

Online learning requires active participation ⬜ ○ ◉

Online learning allows teachers to provide timely responses ⬜ ○ ◉

Q13. Are there any statements related to the construct that we failed to include?

The interactive tool choice is critical to its effectiveness as well as the instructor's familiarity with designing for collaboration

Q9. What (if any) additional comments do you have about this set of items?

The respondents may answer these questions differently dependent on the tool that they use, i.e., Zoom=very interactive, Google Classroom with Meets= not so much.

Q4. Construct: Engagedness of Learning

	Disagree	Agree
Online learning engages students in meaningful ways ⬜	○	◉
Online learning connects learning to real world situations ⬜	○	◉
Online learning builds self-directed learning skills ⬜	○	◉
Online learning supports project-based learning ⬜	○	◉
Online learning supports creative thinking and innovation ⬜	○	◉
Online learning engages student agency ⬜	○	◉
Online learning engages student self-directed learning ⬜	○	◉
Online learning helps students transfer learning to novel situations ⬜	◉	○
Online learning is interesting ⬜	○	◉
Online learning motivates students to learn ⬜	◉	○
Online learning makes content applicable to real-world contexts ⬜	○	◉
Online learning builds time management skills ⬜	○	◉
Online learning requires time commitment ⬜	○	◉
Online learning engages student autonomy ⬜	○	◉

Q12. Are there any statements related to the construct that we failed to include?

Q10. What (if any) additional comments do you have about this set of items?

Q11. Thank you for completing the item review. What (if any) additional comments do you have about this scale as a whole?

There's an assumption that instructors who are good in-person also have the innate or transferable knowledge and capacity to be effective online. If this construct were added to the instrument, it may yield some interesting results.