

*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	<input type="radio"/>	<input checked="" type="radio"/>
Online learning allows students to develop conceptual understanding	<input type="radio"/>	<input checked="" type="radio"/>
Online learning is effective for learning about the topics in the curriculum	<input checked="" type="radio"/>	<input type="radio"/>
Online learning is effective for building knowledge and understanding	<input checked="" type="radio"/>	<input type="radio"/>
Online learning supports student achievement	<input checked="" type="radio"/>	<input type="radio"/>
Online learning provides effective learning resources	<input checked="" type="radio"/>	<input type="radio"/>

Online learning supports achievement with multi-media content	can support, but does not innately support. In many cases, it does not support. It depends on how well the training/designed student experience is built.	<input checked="" type="radio"/>	<input type="radio"/>
Online learning prepares students for high stakes assessments	if it said "can" I'd have room to agree	<input checked="" type="radio"/>	<input type="radio"/>
Online learning prepares students for work and/or further education		<input type="radio"/>	<input checked="" type="radio"/>
Online learning accomplishes the goals of the curriculum	Not innately - it all depends on how it's developed. the key term missing is "can"	<input checked="" type="radio"/>	<input type="radio"/>
Online learning promotes higher-order thinking skills as analysis, synthesis, and evaluation		<input type="radio"/>	<input checked="" type="radio"/>
Online learning builds student communication skills	it's able to, but doesn't automatically	<input checked="" type="radio"/>	<input type="radio"/>
Online learning builds student social skills	it can be the best or worst at this, depending on design. "can build" = I could agree.	<input checked="" type="radio"/>	<input type="radio"/>
Online learning includes focused assessment and feedback	for me to agree, this one needs either "To be effective, online learning..." or "Online learning can effectively include..."	<input checked="" type="radio"/>	<input type="radio"/>
Online learning effectively assesses student performance	to agree, I'd need "can effectively assess"	<input checked="" type="radio"/>	<input type="radio"/>
Online learning assessments provide teachers with reliable information on student progress	I'd need "can" - it depends on how it's built, not the platform alone.	<input checked="" type="radio"/>	<input type="radio"/>
Online learning encourages academic integrity and adherence to intellectual property standards	not innately	<input checked="" type="radio"/>	<input type="radio"/>

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

The big issue I see here is that the verbiage seems to imply that the platform itself makes training effective or ineffective. I am a passionate proponent of online learning done well, but to be effective it has to be built with the learner experience in mind. So to measure someone's receptivity to online learning, I think you need to add a version of "can be" into every item. The only items that do this are the first two. This small change would enable a more realistic reflection of people's openness to online instruction/training as a viable learning platform

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

This is a timely instrument - with the right tweaks it could be incredibly useful in nearly every industry right now.

Q2. Construct: Student Centeredness

		Disagree	Agree
Online learning is student-centered		<input type="radio"/>	<input checked="" type="radio"/>

Online learning offers students choices		<input type="radio"/>	<input checked="" type="radio"/>
Online learning allows for differentiation based on student needs		<input type="radio"/>	<input checked="" type="radio"/>
Online learning supports flexible pacing for students		<input type="radio"/>	<input checked="" type="radio"/>
Online learning supports learner-customized pacing		<input type="radio"/>	<input checked="" type="radio"/>
Online learning aligns instruction to individual learning goals	"can align" = agree	<input checked="" type="radio"/>	<input type="radio"/>
Online learning encourages diverse student perspectives	"is able to encourage" = agree	<input checked="" type="radio"/>	<input type="radio"/>
Online learning is personalized and adaptive	"can be" = agree	<input checked="" type="radio"/>	<input type="radio"/>
Online learning is responsive to students	"is able to be"=agree; the platform itself doesn't make it responsive to students. Some online platforms are correspondence courses in the cloud, with no capacity to respond to students.	<input checked="" type="radio"/>	<input type="radio"/>
Online learning is culturally responsive	"can be" = agree	<input checked="" type="radio"/>	<input type="radio"/>

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		<input type="radio"/>	<input checked="" type="radio"/>
Online learning allows students to collaborate on learning tasks		<input type="radio"/>	<input checked="" type="radio"/>
Online learning encourages student-to-student discussions	"can encourage" = agree	<input checked="" type="radio"/>	<input type="radio"/>
Online learning provides a space for students to work in teams		<input type="radio"/>	<input checked="" type="radio"/>
Online learning allows one-on-one student interaction with the teacher		<input type="radio"/>	<input checked="" type="radio"/>
Online learning builds community among students	"is able to build" = agree. But the instructor/course has to be intentionally developed to do so.	<input checked="" type="radio"/>	<input type="radio"/>
Online learning encourages academic dialogue	"can encourage" = agree	<input checked="" type="radio"/>	<input type="radio"/>
Online learning is collaborative	"allows for collaboration" = agree	<input checked="" type="radio"/>	<input type="radio"/>
Online learning requires active participation	"is able to require" = agree	<input checked="" type="radio"/>	<input type="radio"/>

Online learning allows teachers to provide timely responses

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

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

Q4. Construct: Engagedness of Learning

		Disagree	Agree
Online learning engages students in meaningful ways	"is able to engage" = agree. Meaningful engagement is not a given, in person or online	<input checked="" type="radio"/>	<input type="radio"/>
Online learning connects learning to real world situations	"can connect" = agree	<input checked="" type="radio"/>	<input type="radio"/>
Online learning builds self-directed learning skills		<input type="radio"/>	<input checked="" type="radio"/>
Online learning supports project-based learning		<input type="radio"/>	<input checked="" type="radio"/>
Online learning supports creative thinking and innovation		<input type="radio"/>	<input checked="" type="radio"/>
Online learning engages student agency		<input type="radio"/>	<input checked="" type="radio"/>
Online learning engages student self-directed learning		<input type="radio"/>	<input checked="" type="radio"/>
Online learning helps students transfer learning to novel situations	"is able to help" = agree	<input checked="" type="radio"/>	<input type="radio"/>
Online learning is interesting	"can be" = agree. Platform itself does not determine something's degree of being "Interesting"	<input checked="" type="radio"/>	<input type="radio"/>
Online learning motivates students to learn	"can motivate" = agree	<input type="radio"/>	<input type="radio"/>
Online learning makes content applicable to real-world contexts	"can" = agree	<input checked="" type="radio"/>	<input type="radio"/>
Online learning builds time management skills		<input type="radio"/>	<input checked="" type="radio"/>
Online learning requires time commitment		<input type="radio"/>	<input checked="" type="radio"/>
Online learning engages student autonomy		<input type="radio"/>	<input checked="" type="radio"/>

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?

Distinction between what the platform itself is able to do innately by nature of the platform (e.g. build autonomy, require time commitment, etc.) and what is POSSIBLE to do online but not a given on any platform (e.g. build collaboration, have meaningful engagement, be interesting) will really strengthen the instrument.