

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="text"/>	<input type="radio"/>	<input checked="" type="radio"/>
Online learning allows students to develop conceptual understanding <input type="text"/>	<input type="radio"/>	<input checked="" type="radio"/>
Online learning is effective for learning about the topics in the curriculum <input type="text"/>	<input type="radio"/>	<input checked="" type="radio"/>
Online learning is effective for building knowledge and understanding <input type="text"/>	<input type="radio"/>	<input checked="" type="radio"/>
Online learning supports student achievement <input type="text"/>	<input type="radio"/>	<input checked="" type="radio"/>
Online learning provides effective learning resources <input type="text"/>	<input type="radio"/>	<input checked="" type="radio"/>
Online learning supports achievement with multi-media content <input type="text"/>	<input type="radio"/>	<input checked="" type="radio"/>
Online learning prepares students for high stakes assessments <input type="text" value="not sure what 'high stakes' means"/>	<input type="radio"/>	<input type="radio"/>
Online learning prepares students for work and/or further education <input type="text"/>	<input type="radio"/>	<input checked="" type="radio"/>
Online learning accomplishes the goals of the curriculum <input type="text" value="depends on the goals"/>	<input type="radio"/>	<input type="radio"/>
Online learning promotes higher-order thinking skills as analysis, synthesis, and evaluation <input type="text"/>	<input type="radio"/>	<input checked="" type="radio"/>
Online learning builds student communication skills <input type="text" value="define 'skills' -- different skills require different methods"/>	<input type="radio"/>	<input type="radio"/>
Online learning builds student social skills <input type="text" value="define 'social skills'"/>	<input type="radio"/>	<input type="radio"/>
Online learning includes focused assessment and feedback <input type="text"/>	<input type="radio"/>	<input checked="" type="radio"/>
Online learning effectively assesses student performance <input type="text" value="depends on what is meant by 'performance'"/>	<input type="radio"/>	<input type="radio"/>
Online learning assessments provide teachers with reliable information on student progress <input type="text"/>	<input type="radio"/>	<input checked="" type="radio"/>
Online learning encourages academic integrity and adherence to intellectual property standards <input type="text" value="no more than face-to-face"/>	<input checked="" type="radio"/>	<input type="radio"/>

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?

if you are looking at computer-assisted then you may want to ask questions about student-readiness

Q2. Construct: Student Centeredness

	Disagree	Agree
Online learning is student-centered	<input type="radio"/>	<input type="radio"/>
Online learning offers students choices	<input type="radio"/>	<input type="radio"/>
Online learning allows for differentiation based on student needs	<input type="radio"/>	<input 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	<input type="radio"/>	<input type="radio"/>
Online learning encourages diverse student perspectives	<input type="radio"/>	<input type="radio"/>
Online learning is personalized and adaptive	<input type="radio"/>	<input type="radio"/>
Online learning is responsive to students	<input type="radio"/>	<input type="radio"/>
Online learning is culturally responsive	<input 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?

may want to define the construct that is limited to online learning and not overlapping with face-to-face

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	<input 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	online learning by itself would not, but the required communication might	<input type="radio"/>	<input type="radio"/>
Online learning encourages academic dialogue	same as above. The required actions might.	<input type="radio"/>	<input type="radio"/>
Online learning is collaborative		<input type="radio"/>	<input type="radio"/>
Online learning requires active participation	it might if the actions are designed appropriately	<input type="radio"/>	<input type="radio"/>
Online learning allows teachers to provide timely responses		<input type="radio"/>	<input checked="" type="radio"/>

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?

I suggest you think about the use of 'allows' versus 'permits -- consider if you seeing online learning as different than face-to-face or equivalent to -- if the goal is measure online learning then the outcome should not be the same as for face-to-face learning

Q4. Construct: Engagedness of Learning

		Disagree	Agree
Online learning engages students in meaningful ways		<input type="radio"/>	<input checked="" type="radio"/>
Online learning connects learning to real world situations		<input type="radio"/>	<input checked="" type="radio"/>
Online learning builds self-directed learning skills	it might - but the actions have to be designed to do so	<input type="radio"/>	<input 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	not per se. The required applications might.	<input type="radio"/>	<input type="radio"/>
Online learning is interesting	it is not clear what is meant by 'interesting' -- the use of online learning or the study of online learning?	<input type="radio"/>	<input type="radio"/>
Online learning motivates students to learn	the method does not motivate.	<input type="radio"/>	<input type="radio"/>
Online learning makes content applicable to real-world contexts	the method does not do this -- the structure of the curriculum might	<input type="radio"/>	<input type="radio"/>

Online learning builds time management skills	no more so than face-to-face although research has shown that students with good time management skills do better at online than students without good time management skills	<input type="radio"/>	<input type="radio"/>
Online learning requires time commitment	no more so than face-to-face	<input type="radio"/>	<input 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?

i suggest you operationalize the concept and then build items that fit. It is not clear from the questionnaire items what it is you are measuring