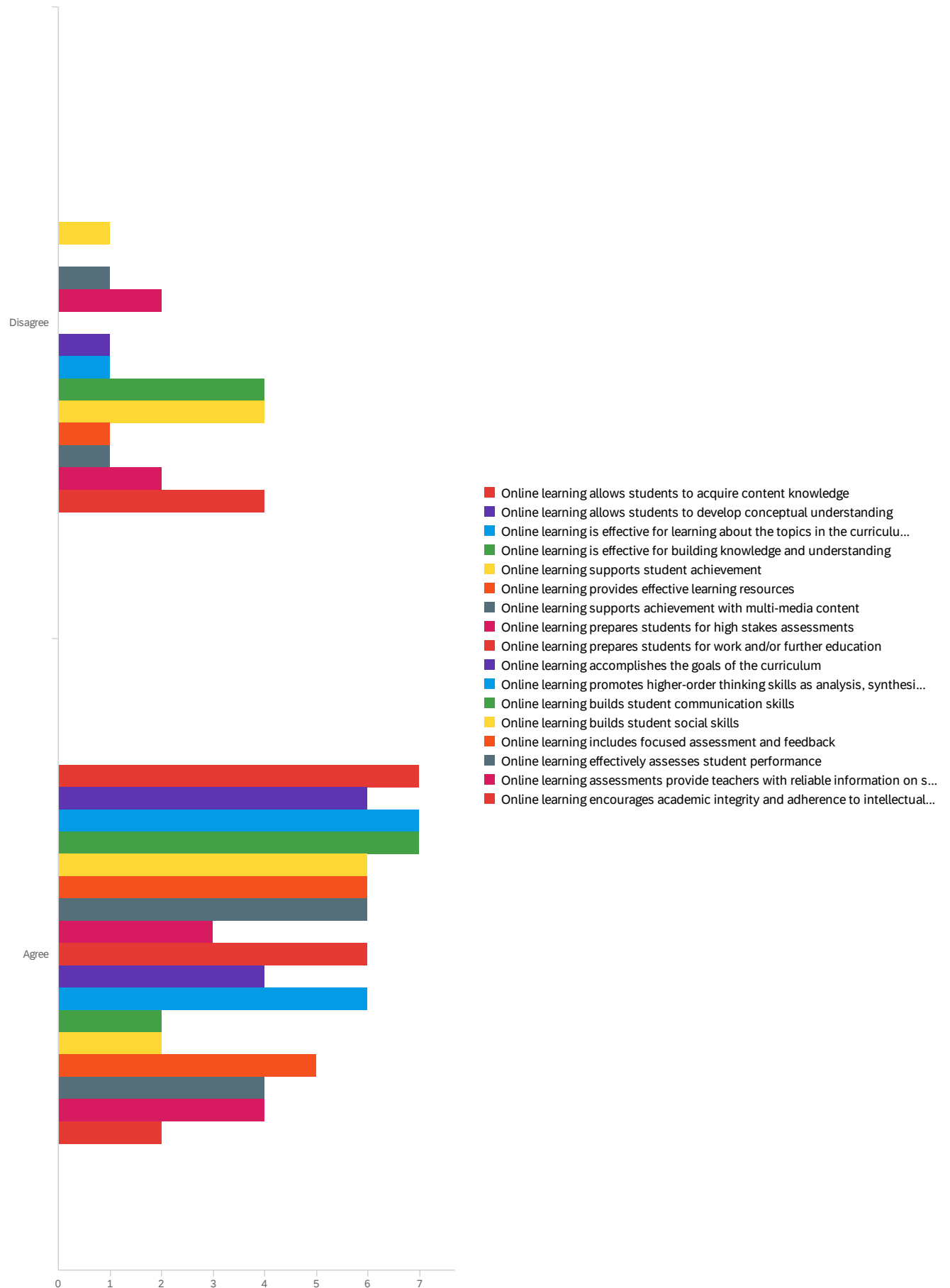# Default Report

Perceptions of Online Learning
October 13, 2020 10:38 PM MDT

Q1 - Construct: Effectiveness of Learning

Legend:
- 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 curriculu...
- 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, synthesi...
- 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 s...
- Online learning encourages academic integrity and adherence to intellectual...

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Online learning allows students to acquire content knowledge	2.00	2.00	2.00	0.00	0.00	7
2	Online learning allows students to develop conceptual understanding	2.00	2.00	2.00	0.00	0.00	6
3	Online learning is effective for learning about the topics in the curriculum	2.00	2.00	2.00	0.00	0.00	7
4	Online learning is effective for building knowledge and understanding	2.00	2.00	2.00	0.00	0.00	7
5	Online learning supports student achievement	1.00	2.00	1.86	0.35	0.12	7
6	Online learning provides effective learning resources	2.00	2.00	2.00	0.00	0.00	6
7	Online learning supports achievement with multi-media content	1.00	2.00	1.86	0.35	0.12	7
8	Online learning prepares students for high stakes assessments	1.00	2.00	1.60	0.49	0.24	5
9	Online learning prepares students for work and/or further education	2.00	2.00	2.00	0.00	0.00	6
10	Online learning accomplishes the goals of the curriculum	1.00	2.00	1.80	0.40	0.16	5
11	Online learning promotes higher-order thinking skills as analysis, synthesis, and evaluation	1.00	2.00	1.86	0.35	0.12	7
12	Online learning builds student communication skills	1.00	2.00	1.33	0.47	0.22	6
13	Online learning builds student social skills	1.00	2.00	1.33	0.47	0.22	6
14	Online learning includes focused assessment and feedback	1.00	2.00	1.83	0.37	0.14	6
15	Online learning effectively assesses student performance	1.00	2.00	1.80	0.40	0.16	5
16	Online learning assessments provide teachers with reliable information on student progress	1.00	2.00	1.67	0.47	0.22	6
17	Online learning encourages academic integrity and adherence to intellectual property standards	1.00	2.00	1.33	0.47	0.22	6

#	Field	Disagree		Agree		Total
1	Online learning allows students to acquire content knowledge	0.00%	0	100.00%	7	7
2	Online learning allows students to develop conceptual understanding	0.00%	0	100.00%	6	6
3	Online learning is effective for learning about the topics in the curriculum	0.00%	0	100.00%	7	7
4	Online learning is effective for building knowledge and understanding	0.00%	0	100.00%	7	7

#	Field	Disagree		Agree		Total
5	Online learning supports student achievement	14.29%	1	85.71%	6	7
6	Online learning provides effective learning resources	0.00%	0	100.00%	6	6
7	Online learning supports achievement with multi-media content	14.29%	1	85.71%	6	7
8	Online learning prepares students for high stakes assessments	40.00%	2	60.00%	3	5
9	Online learning prepares students for work and/or further education	0.00%	0	100.00%	6	6
10	Online learning accomplishes the goals of the curriculum	20.00%	1	80.00%	4	5
11	Online learning promotes higher-order thinking skills as analysis, synthesis, and evaluation	14.29%	1	85.71%	6	7
12	Online learning builds student communication skills	66.67%	4	33.33%	2	6
13	Online learning builds student social skills	66.67%	4	33.33%	2	6
14	Online learning includes focused assessment and feedback	16.67%	1	83.33%	5	6
15	Online learning effectively assesses student performance	20.00%	1	80.00%	4	5
16	Online learning assessments provide teachers with reliable information on student progress	33.33%	2	66.67%	4	6
17	Online learning encourages academic integrity and adherence to intellectual property standards	66.67%	4	33.33%	2	6

Showing rows 1 - 17 of 17

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

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

Online learning is very broad, maybe more specific examples of learning management platforms, types of online assessments, specific study tools used online, etc.

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

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

Just like in-class learning, online learning does not automatically mean any of these things. Online teaching can be done well or done poorly and this will affect the learning that can occur in an online environment. The answer to all of these questions really is "it depends" because the ability to learn in an online environment will be dependent on whether the environment has been constructed to facilitate development of each of the aspects addressed in the survey. Online learning could develop communication skills if the environment was constructed to facilitate development of communication skills. Further, what specifically do you mean by communication skills? Written? Oral? I suggest being more specific. Of course, even when specific, the answer will remain, "it depends".

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

My thought here was should this construct be named Effectiveness of Digital Platform or something similar instead? It seems to include items that go beyond student-centered items (learning). Some of the items I disagreed on, I was more in the middle (and going back to my first question... would some of these items more closely align with the effectiveness of mode of instruction instead? For the panel feedback stage, it would also be helpful to include how you define the construct.

I would make the items ordinal rather than dichotomous, so a range of agree to disagree. Some of the options made me force agree when I only sort of did.

Q2 - Construct: Student Centeredness
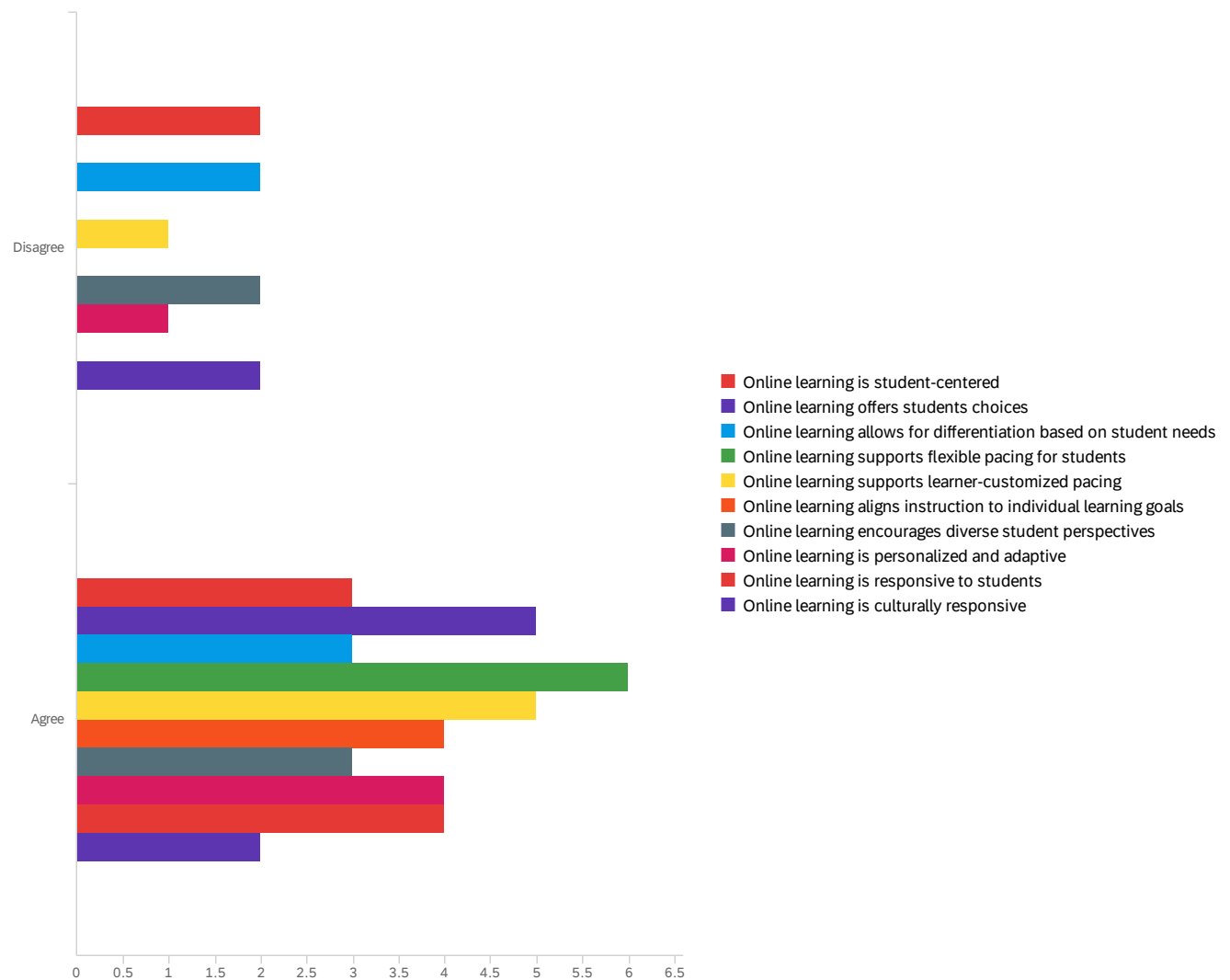
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Online learning is student-centered	1.00	2.00	1.60	0.49	0.24	5
2	Online learning offers students choices	2.00	2.00	2.00	0.00	0.00	5
3	Online learning allows for differentiation based on student needs	1.00	2.00	1.60	0.49	0.24	5
4	Online learning supports flexible pacing for students	2.00	2.00	2.00	0.00	0.00	6
5	Online learning supports learner-customized pacing	1.00	2.00	1.83	0.37	0.14	6
6	Online learning aligns instruction to individual learning goals	2.00	2.00	2.00	0.00	0.00	4
7	Online learning encourages diverse student perspectives	1.00	2.00	1.60	0.49	0.24	5

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
8	Online learning is personalized and adaptive	1.00	2.00	1.80	0.40	0.16	5
9	Online learning is responsive to students	2.00	2.00	2.00	0.00	0.00	4
10	Online learning is culturally responsive	1.00	2.00	1.50	0.50	0.25	4

#	Field	Disagree		Agree		Total
1	Online learning is student-centered	40.00%	2	60.00%	3	5
2	Online learning offers students choices	0.00%	0	100.00%	5	5
3	Online learning allows for differentiation based on student needs	40.00%	2	60.00%	3	5
4	Online learning supports flexible pacing for students	0.00%	0	100.00%	6	6
5	Online learning supports learner-customized pacing	16.67%	1	83.33%	5	6
6	Online learning aligns instruction to individual learning goals	0.00%	0	100.00%	4	4
7	Online learning encourages diverse student perspectives	40.00%	2	60.00%	3	5
8	Online learning is personalized and adaptive	20.00%	1	80.00%	4	5
9	Online learning is responsive to students	0.00%	0	100.00%	4	4
10	Online learning is culturally responsive	50.00%	2	50.00%	2	4

Showing rows 1 - 10 of 10

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

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

Specifics of online learning...

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

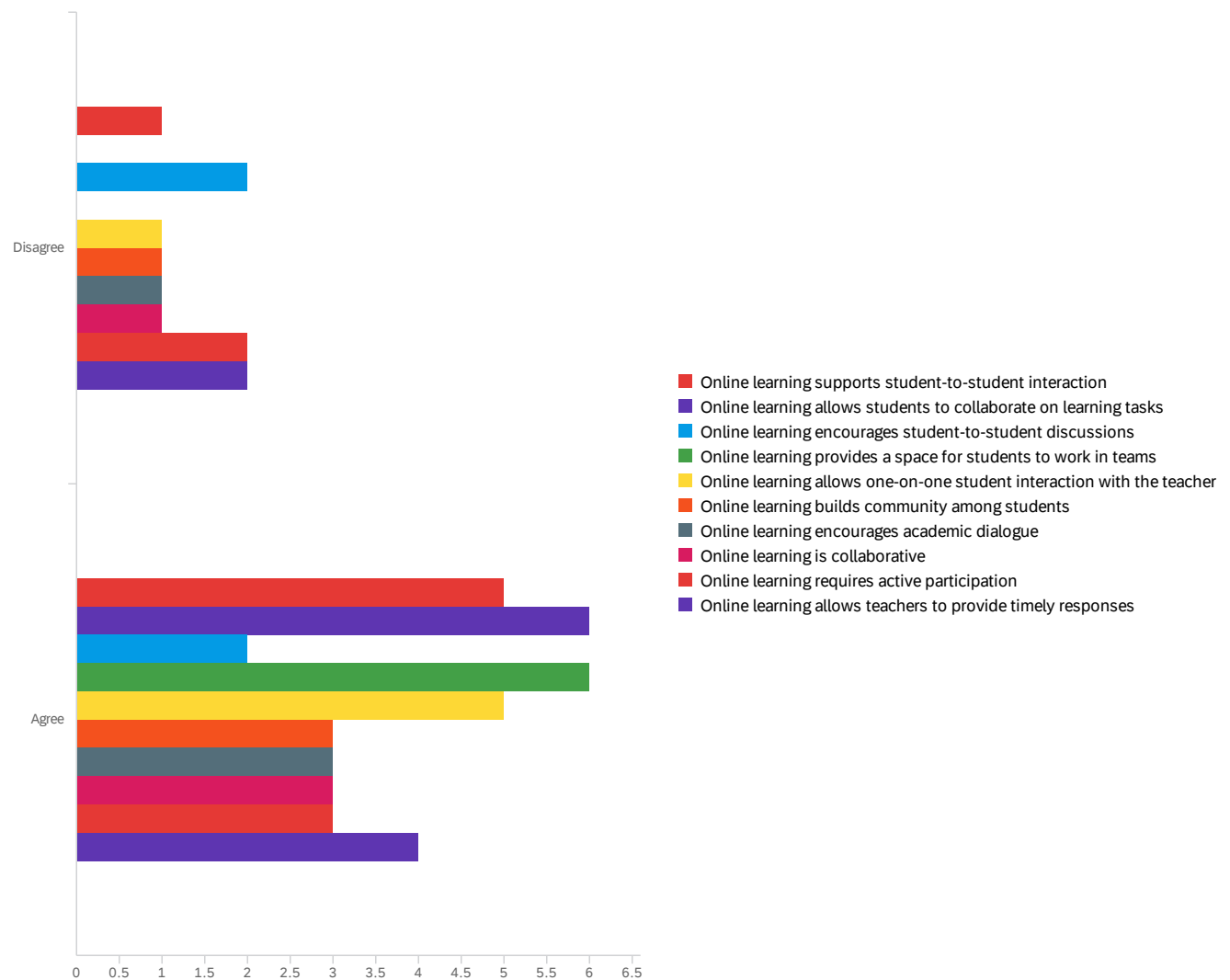What (if any) additional comments do you have about this set of items?

It depends is my answer to all of these prompts.

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

Same feedback as before. Most of these answers can be agree and will most likely be heavily skewed

Q3 - Construct: Interactiveness (or Interactivity) of Learning

Legend:
- 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

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Online learning supports student-to-student interaction	1.00	2.00	1.83	0.37	0.14	6
2	Online learning allows students to collaborate on learning tasks	2.00	2.00	2.00	0.00	0.00	6
3	Online learning encourages student-to-student discussions	1.00	2.00	1.50	0.50	0.25	4
4	Online learning provides a space for students to work in teams	2.00	2.00	2.00	0.00	0.00	6
5	Online learning allows one-on-one student interaction with the teacher	1.00	2.00	1.83	0.37	0.14	6
6	Online learning builds community among students	1.00	2.00	1.75	0.43	0.19	4
7	Online learning encourages academic dialogue	1.00	2.00	1.75	0.43	0.19	4

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
8	Online learning is collaborative	1.00	2.00	1.75	0.43	0.19	4
9	Online learning requires active participation	1.00	2.00	1.60	0.49	0.24	5
10	Online learning allows teachers to provide timely responses	1.00	2.00	1.67	0.47	0.22	6

#	Field	Disagree		Agree		Total
1	Online learning supports student-to-student interaction	16.67%	1	83.33%	5	6
2	Online learning allows students to collaborate on learning tasks	0.00%	0	100.00%	6	6
3	Online learning encourages student-to-student discussions	50.00%	2	50.00%	2	4
4	Online learning provides a space for students to work in teams	0.00%	0	100.00%	6	6
5	Online learning allows one-on-one student interaction with the teacher	16.67%	1	83.33%	5	6
6	Online learning builds community among students	25.00%	1	75.00%	3	4
7	Online learning encourages academic dialogue	25.00%	1	75.00%	3	4
8	Online learning is collaborative	25.00%	1	75.00%	3	4
9	Online learning requires active participation	40.00%	2	60.00%	3	5
10	Online learning allows teachers to provide timely responses	33.33%	2	66.67%	4	6

Showing rows 1 - 10 of 10

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

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

Same feedback as before.

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

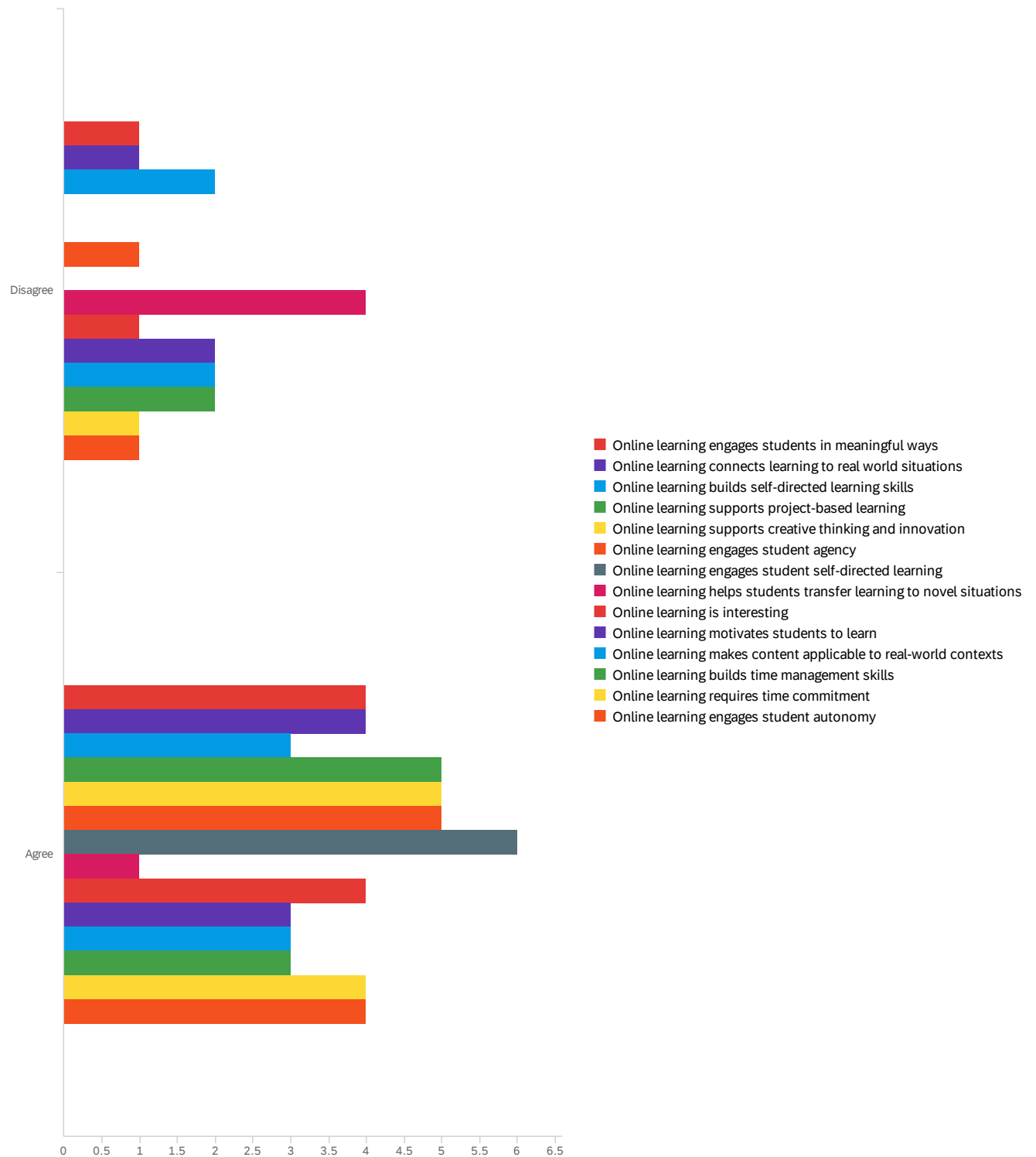What (if any) additional comments do you have about this set of items?

My answer to all prompts is "it depends".

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.

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

Why is there a random box next to each item? Is that for people to write in an answer? Instructions for that box are needed or remove it.

Q4 - Construct: Engagedness of Learning

Legend:
- 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

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Online learning engages students in meaningful ways	1.00	2.00	1.80	0.40	0.16	5

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
2	Online learning connects learning to real world situations	1.00	2.00	1.80	0.40	0.16	5
3	Online learning builds self-directed learning skills	1.00	2.00	1.60	0.49	0.24	5
4	Online learning supports project-based learning	2.00	2.00	2.00	0.00	0.00	5
5	Online learning supports creative thinking and innovation	2.00	2.00	2.00	0.00	0.00	5
6	Online learning engages student agency	1.00	2.00	1.83	0.37	0.14	6
7	Online learning engages student self-directed learning	2.00	2.00	2.00	0.00	0.00	6
8	Online learning helps students transfer learning to novel situations	1.00	2.00	1.20	0.40	0.16	5
9	Online learning is interesting	1.00	2.00	1.80	0.40	0.16	5
10	Online learning motivates students to learn	1.00	2.00	1.60	0.49	0.24	5
11	Online learning makes content applicable to real-world contexts	1.00	2.00	1.60	0.49	0.24	5
12	Online learning builds time management skills	1.00	2.00	1.60	0.49	0.24	5
13	Online learning requires time commitment	1.00	2.00	1.80	0.40	0.16	5
14	Online learning engages student autonomy	1.00	2.00	1.80	0.40	0.16	5

#	Field	Disagree		Agree		Total
1	Online learning engages students in meaningful ways	20.00%	1	80.00%	4	5
2	Online learning connects learning to real world situations	20.00%	1	80.00%	4	5
3	Online learning builds self-directed learning skills	40.00%	2	60.00%	3	5
4	Online learning supports project-based learning	0.00%	0	100.00%	5	5
5	Online learning supports creative thinking and innovation	0.00%	0	100.00%	5	5
6	Online learning engages student agency	16.67%	1	83.33%	5	6
7	Online learning engages student self-directed learning	0.00%	0	100.00%	6	6
8	Online learning helps students transfer learning to novel situations	80.00%	4	20.00%	1	5
9	Online learning is interesting	20.00%	1	80.00%	4	5
10	Online learning motivates students to learn	40.00%	2	60.00%	3	5

#	Field	Disagree		Agree		Total
11	Online learning makes content applicable to real-world contexts	40.00%	2	60.00%	3	5
12	Online learning builds time management skills	40.00%	2	60.00%	3	5
13	Online learning requires time commitment	20.00%	1	80.00%	4	5
14	Online learning engages student autonomy	20.00%	1	80.00%	4	5

Showing rows 1 - 14 of 14

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

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

Online learning connects to "real-world" situations is not a simple yes/no. Some online environments do and some don't. Same for many of these items.

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

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

All my responses are "it depends"

See above.

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

Thank you for completing the item review. What (if any) additional comments...

I would have preferred to have had a five or seven point Likert scale.

I don't like it for reasons pointed out already.

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.

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

Remove the text box, add a Likert responses instead of agree/disagree, include more examples of "online learning" rather than starting with online learning in every item.

Q9 - Sentiment
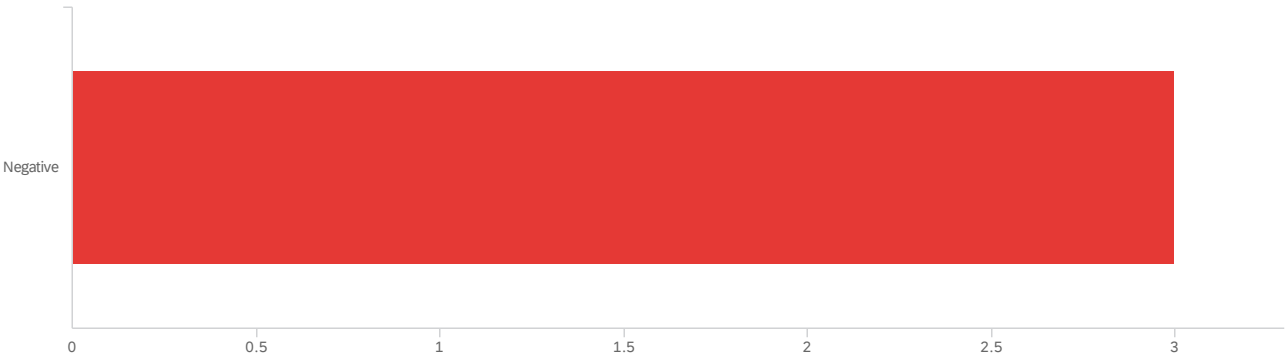
#	Field		Choice Count
Negative	Negative	100.00%	3

Showing rows 1 - 1 of 1

Q9 - Sentiment Score

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Q9 - Sentiment Score	-2.00	-1.00	-1.33	0.47	0.22	3

Q9 - Sentiment Polarity

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Q9 - Sentiment Polarity	0.00	0.00	0.00	0.00	0.00	3

Q9 - Topic Sentiment Label

⚠️

No results to show

⚠️

No results to show

Q9 - Topic Sentiment Score

⚠️
No results to show

⚠️
No results to show
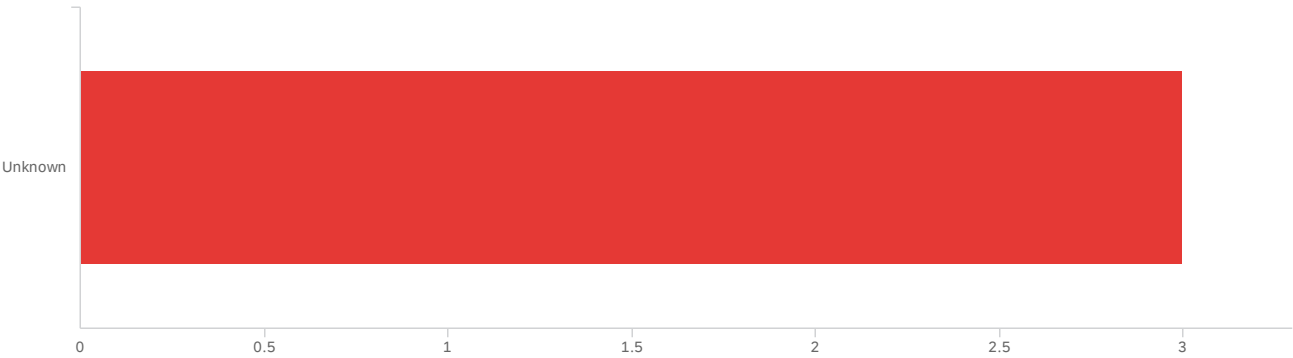
Q9 - Topics

#	Field		Choice Count
Unknown	Unknown	100.00%	3

Showing rows 1 - 1 of 1

Q9 - Parent Topics

⚠️
No results to show

⚠️
No results to show

End of Report