**Subscale Revisions and Scale Formatting Added**

Perceptions of Online Learning Scale (POOLS) V1

Start of Block: Block 1

Q1 We appreciate your willingness to take this survey to gauge your perceptions of online learning. For each of the following items, rate your perceptions about online or blended learning compared to traditional learning environments.

For each statement, rate your perception as...

(1) Definitely less than face-to-face

(2) Somewhat less than face-to-face

(3) About the same as face-to-face

(4) Somewhat more than face-to-face

(5) Definitely more than face-to-face

We aim to gauge how you perceive different aspects of learning in an online environment versus learning in a traditional face-to-face environment.

End of Block: Block 1

Start of Block: Effective Learning

Q2 Compared to a traditional face-to-face learning environment, you perceive that online learning...

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

End of Block: Effective Learning

Start of Block: Student Centered

Q3 Compared to a traditional face-to-face learning environment, you perceive that online learning...

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Definitely less than | Somewhat less than | About the same as | Somewhat more than | Definitely more than |
| is student-centered |  |  |  |  |  |
| offers students choices |  |  |  |  |  |
| permits differentiation based on student needs |  |  |  |  |  |
| supports flexible pacing for students |  |  |  |  |  |
| supports learner-customized pacing |  |  |  |  |  |
| aligns instruction to individual learning goals |  |  |  |  |  |
| encourages diverse student perspectives |  |  |  |  |  |
| is personalized and adaptive |  |  |  |  |  |
| is responsive to students |  |  |  |  |  |
| is culturally responsive |  |  |  |  |  |

End of Block: Student Centered

Start of Block: Interactive

Q4 Compared to a traditional face-to-face learning environment, you perceive that online learning...

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Definitely less than | Somewhat less than | About the same as | Somewhat more than | Definitely more than |
| supports student-to-student interaction |  |  |  |  |  |
| permits students to collaborate on learning tasks |  |  |  |  |  |
| encourages student-to-student discussions |  |  |  |  |  |
| provides a space for students to work in teams |  |  |  |  |  |
| permits one-on-one student interaction with the teacher |  |  |  |  |  |
| builds community among students |  |  |  |  |  |
| encourages academic dialogue |  |  |  |  |  |
| is collaborative |  |  |  |  |  |
| requires active participation |  |  |  |  |  |
| permits teachers to provide timely responses |  |  |  |  |  |

End of Block: Interactive

Start of Block: Engaging

Q5 Compared to a traditional face-to-face learning environment, you perceive that online learning...

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Definitely less than | Somewhat less than | About the same as | Somewhat more than | Definitely more than |
| engages students in meaningful ways |  |  |  |  |  |
| connects learning to real world situations |  |  |  |  |  |
| builds self-directed learning skills |  |  |  |  |  |
| supports project-based learning |  |  |  |  |  |
| supports creative thinking and innovation |  |  |  |  |  |
| engages student agency |  |  |  |  |  |
| engages student self-directed learning |  |  |  |  |  |
| helps students transfer learning to novel situations |  |  |  |  |  |
| is interesting |  |  |  |  |  |
| motivates students to learn |  |  |  |  |  |
| makes content applicable to real-world contexts |  |  |  |  |  |
| builds time management skills |  |  |  |  |  |
| requires time commitment |  |  |  |  |  |
| engages student autonomy |  |  |  |  |  |

End of Block: Engaging

(End Survey)