POOLS V2.0

Q1. In your experience with traditional face-to-face (F2F) and online learning environments, when you compare F2F to online learning, you perceive that online learning...

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Definitely less than F2F (1) | Somewhat less than F2F (2) | About the same as F2F (3) | Somewhat more than F2F (4) | Definitely more than F2F (5) |
| 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. |  |  |  |  |  |
| prepares students for high stakes assessments. |  |  |  |  |  |
| prepares students for work |  |  |  |  |  |
| accomplishes the goals of the curriculum. |  |  |  |  |  |
| promotes higher-ordered thinking skills such as analysis, synthesis, and evaluation. |  |  |  |  |  |
| effectively assesses student performance. |  |  |  |  |  |
| assessments provide teachers with reliable information on student progress. |  |  |  |  |  |
| encourages academic integrity and adherence to intellectual property standards. |  |  |  |  |  |

End of Block: Effective Learning

Start of Block: Student Centered

Q2. In your experience with traditional face-to-face (F2F) and online learning environments, when you compare F2F to online learning, you perceive that online learning...

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Definitely less than F2F (1) | Somewhat less than F2F (2) | About the same as F2F (3) | Somewhat more than F2F (4) | Definitely more than F2F (5) |
| 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. |  |  |  |  |  |
| is personalized and adaptive. |  |  |  |  |  |
| encourages individualized assessment (as compared to standardized assessment). |  |  |  |  |  |

End of Block: Student Centered

Start of Block: Interactive

Q3. In your experience with traditional face-to-face (F2F) and online learning environments, when you compare F2F to online learning, you perceive that online learning...

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Item Response Format | | | | |
|  | Definitely less than F2F (1) | Somewhat less than F2F (2) | About the same as F2F (3) | Somewhat more than F2F (4) | Definitely more than F2F (5) |
| supports student-to-student interaction. |  |  |  |  |  |
| permits students to collaborate on learning tasks. |  |  |  |  |  |
| encourages student-to-student discussion. |  |  |  |  |  |
| provides a space for students to work in teams. |  |  |  |  |  |
| permits one-on-one interaction with the teacher. |  |  |  |  |  |
| builds community among students. |  |  |  |  |  |
| encourages academic dialogue. |  |  |  |  |  |
| is collaborative. |  |  |  |  |  |
| facilitates interaction with course content. |  |  |  |  |  |

End of Block: Interactive

Start of Block: Engaging

Q4. In your experience with traditional face-to-face (F2F) and online learning environments, when you compare F2F to online learning, you perceive that online learning...

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Item Response Format | | | | |
|  | Definitely less than F2F (1) | Somewhat less than F2F (2) | About the same as F2F (3) | Somewhat more than F2F (4) | Definitely more than F2F (5) |
| connects learning to real work situations. |  |  |  |  |  |
| supports project-based learning. |  |  |  |  |  |
| supports creative thinking and innovation. |  |  |  |  |  |
| engages student in self-directed learning. |  |  |  |  |  |
| helps students transfer learning to novel situations. |  |  |  |  |  |
| builds time management skills. |  |  |  |  |  |
| requires time commitment. |  |  |  |  |  |
| engages student autonomy. |  |  |  |  |  |