**Overview of Item Review Results & Development Recommendations**

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**General Feedback to Consider**

**Item-Construct Coherence**

We asked subject matter experts whether they agreed or disagreed that an item measured the reported construct. Below we have broken down the results as the proportion of experts who agreed with each statement. You will notice that some experts did not agree or disagree to some items, and in a few cases the expert gave qualitative information as to why. We will dive into this information later. But, for now, we present the coarse overview of how did expert think the items mapped onto the constructs of perceptions of online learning. All items with agreement less than 75% is marked with (!) for possible removal or major revision.

*Construct: Effectiveness of Learning*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Item | Question | Agree | Total | Flag |
| 0 | CONSTRUCT DEFINITION |  |  |  |
| 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... | | | | |
| 1 | permits students to acquire content knowledge. |  |  |  |
| 2 | permits students to develop conceptual understanding. |  |  |  |
| 3 | is effective for learning about the topics in the curriculum. |  |  |  |
| 4 | is effective for building knowledge. |  |  |  |
| 5 | supports student achievement. |  |  |  |
| 6 | prepares students for high stakes assessments. |  |  |  |
| 7 | prepares students for work. |  |  |  |
| 8 | accomplishes the goals of the curriculum. |  |  |  |
| 9 | promotes higher-ordered thinking skills such as analysis, synthesis, and evaluation. |  |  |  |
| 10 | effectively assesses student performance. |  |  |  |
| 11 | assessments provide teachers with reliable information on student progress. |  |  |  |
| 12 | encourages academic integrity and adherence to intellectual property standards. |  |  |  |

Items to remember as possibly needing to be removed or revised

*Construct: Student Centeredness*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Item | Question | Agree | Total | Flag |
| 0 | CONSTRUCT DEFINITION |  |  |  |
| 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... | | | | |
| 1 | is student centered. |  |  |  |
| 2 | offers students choices. |  |  |  |
| 3 | permits differentiation based on student needs. |  |  |  |
| 4 | supports flexible pacing for students. |  |  |  |
| 5 | supports learner-customized pacing. |  |  |  |
| 6 | aligns instruction to individual learning goals. |  |  |  |
| 7 | is personalized and adaptive. |  |  |  |
| 8 | encourages individualized assessment (as compared to standardized assessment). |  |  |  |

Items to remember as possibly needing to be removed or revised:

*Construct: Interactiveness (or Interactivity) of Learning*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Item | Question | Agree | Total | Flag |
| 0 | CONSTRUCT DEFINITION |  |  |  |
| 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... | | | | |
| 1 | supports student-to-student interaction. |  |  |  |
| 2 | permits students to collaborate on learning tasks. |  |  |  |
| 3 | provides a space for students to work in teams. |  |  |  |
| 4 | permits one-on-one interaction with the teacher. |  |  |  |
| 5 | builds community among students. |  |  |  |
| 6 | encourages academic dialogue. |  |  |  |
| 7 | is collaborative. |  |  |  |
| 8 | facilitates interaction with course content. |  |  |  |

Items to remember as possibly needing to be removed or revised:

*Construct: Enagedness of Learning*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Item | Question | Agree | Total | Flag |
| 0 | CONSTRUCT DEFINITION |  |  |  |
| 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... | | | | |
| 1 | connects learning to real work situations. |  |  |  |
| 2 | supports project-based learning. |  |  |  |
| 3 | supports creative thinking and innovation. |  |  |  |
| 4 | engages student in self-directed learning. |  |  |  |
| 5 | helps students transfer learning to novel situations. |  |  |  |
| 6 | builds time management skills. |  |  |  |
| 7 | requires time commitment. |  |  |  |
| 8 | engages student autonomy. |  |  |  |

Items to remember as possibly needing to be removed or revised:

**Subscale Feedback and Suggestions**

For each subscale below, we outline some of the specific feedback given. Here, we are looking for general information about whether the SME had specific advice or comments that we would consider for each construct. When given, we incorporate feedback at the item level.

*Effectiveness of Learning*

General comments related to the *Effectiveness of Learning* subscale:

Item level feedback:

Items that we previously flagged are

|  |  |  |
| --- | --- | --- |
| Item | Question | Feedback |
| 0 | CONSTRUCT DEFINITION |  |
| 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... | | |
| 1 | permits students to acquire content knowledge. |  |
| 2 | permits students to develop conceptual understanding. |  |
| 3 | is effective for learning about the topics in the curriculum. |  |
| 4 | is effective for building knowledge. |  |
| 5 | supports student achievement. |  |
| 6 | prepares students for high stakes assessments. |  |
| 7 | prepares students for work. |  |
| 8 | accomplishes the goals of the curriculum. |  |
| 9 | promotes higher-ordered thinking skills such as analysis, synthesis, and evaluation. |  |
| 10 | effectively assesses student performance. |  |
| 11 | assessments provide teachers with reliable information on student progress. |  |
| 12 | encourages academic integrity and adherence to intellectual property standards. |  |

*Construct: Student Centeredness*

General comments related to the *Student Centeredness* subscale:

Item level feedback:

Items that we previously flagged are

|  |  |  |
| --- | --- | --- |
| Item | Question | Feedback |
| 0 | CONSTRUCT DEFINITION |  |
| 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... | | |
| 1 | is student centered. |  |
| 2 | offers students choices. |  |
| 3 | permits differentiation based on student needs. |  |
| 4 | supports flexible pacing for students. |  |
| 5 | supports learner-customized pacing. |  |
| 6 | aligns instruction to individual learning goals. |  |
| 7 | is personalized and adaptive. |  |
| 8 | encourages individualized assessment (as compared to standardized assessment). |  |

*Construct: Interactiveness (or Interactivity) of Learning*

General comments related to the *Interactiveness (or Interactivity) or Learning* subscale:

Item level feedback:

Items that we previously flagged are

|  |  |  |
| --- | --- | --- |
| Item | Question | Feedback |
| 0 | CONSTRUCT DEFINITION |  |
| 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... | | |
| 1 | supports student-to-student interaction. |  |
| 2 | permits students to collaborate on learning tasks. |  |
| 3 | provides a space for students to work in teams. |  |
| 4 | permits one-on-one interaction with the teacher. |  |
| 5 | builds community among students. |  |
| 6 | encourages academic dialogue. |  |
| 7 | is collaborative. |  |
| 8 | facilitates interaction with course content. |  |

*Construct: Enagedness of Learning*

General comments related to the *Engagedness of Learning* subscale:

Item level feedback:

Items that we previously flagged are

|  |  |  |
| --- | --- | --- |
| Item | Question | Feedback |
| 0 | CONSTRUCT DEFINITION |  |
| 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... | | |
| 1 | connects learning to real work situations. |  |
| 2 | supports project-based learning. |  |
| 3 | supports creative thinking and innovation. |  |
| 4 | engages student in self-directed learning. |  |
| 5 | helps students transfer learning to novel situations. |  |
| 6 | builds time management skills. |  |
| 7 | requires time commitment. |  |
| 8 | engages student autonomy. |  |

**Scale Revisions: Perceptions of Online Learning Scale (v2.1)**

Q2.1 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) |
| 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

Q3.1 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) |
| 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

Q4.3 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. |  |  |  |  |  |
| 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

Q5.3 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. |  |  |  |  |  |