

Using IM Software for Real-time Online-Chapter-Discussion

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In other education courses you have taken in a conventional classroom (if there is any), have you ever experienced using IM software for real-time online-chapter-discussion?

___ Never

___ Yes. If yes, in how many different courses? ___

Directions: Here are statements describing how you feel about using IM software for real-time online-chapter-discussion in this ETE 565 course. For each statement listed, by comparing to other education courses you have taken (if there have been any) in a conventional classroom, please click one answer corresponding to the degree to which you feel about that statement.

Note: The duplicated portion of each statement, “Compared to other education courses I have taken in a conventional classroom, in this course we used IM software for real-time online-chapter-discussion” is listed out with a blue bold and big font in the beginning of the questionnaires. Please read back to this duplicated statement as often as possible.

Compared to other education courses I have taken in a conventional classroom, in this course we used IM software for real-time online-chapter-discussion,

Principle #1: Encourages Contact Between Students and Faculty (8 questions)

- . . . I feel the amount of one-on-one interaction with my instructor that I have had during the online-chapter-discussion meeting period is
Much Higher Somewhat Higher About The Same Somewhat Lower Much Lower
5 4 3 2 1
- . . . I feel the amount of one-on-one interaction with my instructor that I have had outside the online-chapter-discussion meeting period is
Much Higher Somewhat Higher About The Same Somewhat Lower Much Lower
5 4 3 2 1
- . . . how well I feel I understand my instructor’s enthusiasm for the subject matter is
Much Higher Somewhat Higher About The Same Somewhat Lower Much Lower
5 4 3 2 1
- . . . how well I feel I know my instructor as a whole person is
Much Higher Somewhat Higher About The Same Somewhat Lower Much Lower
5 4 3 2 1

5. . . . how much I admire the instructor as a professional role model, or as someone I would like to become, is
- | | | | | |
|-------------|-----------------|----------------|----------------|------------|
| Much Higher | Somewhat Higher | About The Same | Somewhat Lower | Much Lower |
| 5 | 4 | 3 | 2 | 1 |
6. . . . the amount of specific advice I get from the instructor in preparing an assignment for class is
- | | | | | |
|-------------|-----------------|----------------|----------------|------------|
| Much Higher | Somewhat Higher | About The Same | Somewhat Lower | Much Lower |
| 5 | 4 | 3 | 2 | 1 |
7. . . . the amount of encouragement I get from the instructor to complete a challenging assignment is
- | | | | | |
|-------------|-----------------|----------------|----------------|------------|
| Much Higher | Somewhat Higher | About The Same | Somewhat Lower | Much Lower |
| 5 | 4 | 3 | 2 | 1 |
8. . . . the amount of concern or empathy the instructor communicates about any difficulties I may have in learning the material is
- | | | | | |
|-------------|-----------------|----------------|----------------|------------|
| Much Higher | Somewhat Higher | About The Same | Somewhat Lower | Much Lower |
| 5 | 4 | 3 | 2 | 1 |

Principle #2: Develops Reciprocity and Cooperation Among Students (12 questions)

1. . . . the amount of sharing between classmates of their ideas on the learning topic is
- | | | | | |
|-------------|-----------------|----------------|----------------|------------|
| Much Higher | Somewhat Higher | About The Same | Somewhat Lower | Much Lower |
| 5 | 4 | 3 | 2 | 1 |
2. . . . the amount of sharing between classmates of their understandings on the learning topic is
- | | | | | |
|-------------|-----------------|----------------|----------------|------------|
| Much Higher | Somewhat Higher | About The Same | Somewhat Lower | Much Lower |
| 5 | 4 | 3 | 2 | 1 |
3. . . . the amount that a classmate feels free to attempt to improve the ideas or suggestions offered earlier by another classmate is
- | | | | | |
|-------------|-----------------|----------------|----------------|------------|
| Much Higher | Somewhat Higher | About The Same | Somewhat Lower | Much Lower |
| 5 | 4 | 3 | 2 | 1 |
4. . . . the degree to which a classmate whose ideas improve or deepen the understanding of others is appreciated by classmates is
- | | | | | |
|-------------|-----------------|----------------|----------------|------------|
| Much Higher | Somewhat Higher | About The Same | Somewhat Lower | Much Lower |
| 5 | 4 | 3 | 2 | 1 |
5. . . . the degree to which a classmate whose ideas consistently are better than those of others is resented by classmates is
- | | | | | |
|-------------|-----------------|----------------|----------------|------------|
| Much Higher | Somewhat Higher | About The Same | Somewhat Lower | Much Lower |
| 5 | 4 | 3 | 2 | 1 |

6. . . . my willingness to share a ‘half-baked’ or possibly incorrect idea with my classmates and instructor is
- | | | | | |
|-------------|-----------------|----------------|----------------|------------|
| Much Higher | Somewhat Higher | About The Same | Somewhat Lower | Much Lower |
| 5 | 4 | 3 | 2 | 1 |
7. . . . the amount of embarrassment I feel when one of my ideas or suggestions during the online-chapter-discussion is challenged or corrected by another classmate is
- | | | | | |
|-------------|-----------------|----------------|----------------|------------|
| Much Higher | Somewhat Higher | About The Same | Somewhat Lower | Much Lower |
| 5 | 4 | 3 | 2 | 1 |
8. . . . the amount to which the ideas and intellectual stimulation from classmates are a major part of the overall course learning experience is
- | | | | | |
|-------------|-----------------|----------------|----------------|------------|
| Much Higher | Somewhat Higher | About The Same | Somewhat Lower | Much Lower |
| 5 | 4 | 3 | 2 | 1 |
9. . . . the amount to which the input from some classmates provides “noise” that slows down the online-chapter-discussion and reduces how much I learn is
- | | | | | |
|-------------|-----------------|----------------|----------------|------------|
| Much Higher | Somewhat Higher | About The Same | Somewhat Lower | Much Lower |
| 5 | 4 | 3 | 2 | 1 |
10. . . . the degree to which classmates through their interaction with each others seem to enjoy helping each other master the learning topics is
- | | | | | |
|-------------|-----------------|----------------|----------------|------------|
| Much Higher | Somewhat Higher | About The Same | Somewhat Lower | Much Lower |
| 5 | 4 | 3 | 2 | 1 |
11. . . . the degree to which I feel emotionally isolated from other classmates is
- | | | | | |
|-------------|-----------------|----------------|----------------|------------|
| Much Higher | Somewhat Higher | About The Same | Somewhat Lower | Much Lower |
| 5 | 4 | 3 | 2 | 1 |
12. . . . the degree to which I feel intellectually isolated from other classmates is
- | | | | | |
|-------------|-----------------|----------------|----------------|------------|
| Much Higher | Somewhat Higher | About The Same | Somewhat Lower | Much Lower |
| 5 | 4 | 3 | 2 | 1 |

Principle #3: Encourages Active Learning (13 questions)

1. . . . in order to prepare to participate in the online-chapter-discussion of the assigned reading material, the amount of preparation I find myself doing when I know for the online-chapter-discussion is
- | | | | | |
|-------------|-----------------|----------------|----------------|------------|
| Much Higher | Somewhat Higher | About The Same | Somewhat Lower | Much Lower |
| 5 | 4 | 3 | 2 | 1 |
2. . . . the opportunity to contribute experiences from my real-world teaching to the online-chapter-discussion is
- | | | | | |
|-------------|-----------------|----------------|----------------|------------|
| Much Higher | Somewhat Higher | About The Same | Somewhat Lower | Much Lower |
| 5 | 4 | 3 | 2 | 1 |

3. . . .during the online-chapter-discussion the amount of time when I feel more like an active participant than a passive listener is
- | | | | | |
|-------------|-----------------|----------------|----------------|------------|
| Much Higher | Somewhat Higher | About The Same | Somewhat Lower | Much Lower |
| 5 | 4 | 3 | 2 | 1 |
4. . . . the personal responsibility I feel to prepare carefully for the online-chapter-discussion is
- | | | | | |
|-------------|-----------------|----------------|----------------|------------|
| Much Higher | Somewhat Higher | About The Same | Somewhat Lower | Much Lower |
| 5 | 4 | 3 | 2 | 1 |
5. . . . the personal responsibility I feel to contribute meaningfully during the online-chapter-discussion is
- | | | | | |
|-------------|-----------------|----------------|----------------|------------|
| Much Higher | Somewhat Higher | About The Same | Somewhat Lower | Much Lower |
| 5 | 4 | 3 | 2 | 1 |
6. . . . the likelihood that the ideas or suggestions of a classmate will inspire my response during the online-chapter-discussion is
- | | | | | |
|-------------|-----------------|----------------|----------------|------------|
| Much Higher | Somewhat Higher | About The Same | Somewhat Lower | Much Lower |
| 5 | 4 | 3 | 2 | 1 |
7. . . . my tendency to reflect carefully on the suggestions of others before I make my own contribution to the online-chapter-discussion is
- | | | | | |
|-------------|-----------------|----------------|----------------|------------|
| Much Higher | Somewhat Higher | About The Same | Somewhat Lower | Much Lower |
| 5 | 4 | 3 | 2 | 1 |
8. . . . my ability to think creatively and make novel contributions to the online-chapter-discussion is
- | | | | | |
|-------------|-----------------|----------------|----------------|------------|
| Much Higher | Somewhat Higher | About The Same | Somewhat Lower | Much Lower |
| 5 | 4 | 3 | 2 | 1 |
9. . . . at the end of the online-chapter-discussion session, the perception I have that all or most of the classmates made positive contributions is
- | | | | | |
|-------------|-----------------|----------------|----------------|------------|
| Much Higher | Somewhat Higher | About The Same | Somewhat Lower | Much Lower |
| 5 | 4 | 3 | 2 | 1 |
10. . . . at the end of the online-chapter-discussion session, the feeling I have that my contributions were appreciated by all or most of the classmates is
- | | | | | |
|-------------|-----------------|----------------|----------------|------------|
| Much Higher | Somewhat Higher | About The Same | Somewhat Lower | Much Lower |
| 5 | 4 | 3 | 2 | 1 |
11. . . . at the end of the online-chapter-discussion session, the feeling I have that my contributions were acknowledged by the instructor is
- | | | | | |
|-------------|-----------------|----------------|----------------|------------|
| Much Higher | Somewhat Higher | About The Same | Somewhat Lower | Much Lower |
| 5 | 4 | 3 | 2 | 1 |

12. . . . the amount of preparation I find myself doing when I signed up to lead a chapter discussion (note for classroom-based group: this includes the leading in conventional classroom) is
- | | | | | |
|-------------|-----------------|----------------|----------------|------------|
| Much Higher | Somewhat Higher | About The Same | Somewhat Lower | Much Lower |
| 5 | 4 | 3 | 2 | 1 |
13. . . . for leading a chapter discussion, the feeling I have that my contributions were acknowledged by the instructor is
- | | | | | |
|-------------|-----------------|----------------|----------------|------------|
| Much Higher | Somewhat Higher | About The Same | Somewhat Lower | Much Lower |
| 5 | 4 | 3 | 2 | 1 |

Principle #4: Gives Prompt Feedback (14 questions)

1. . . . when I make a contribution to the online-chapter-discussion, my understanding of the extent to which other classmates agree with me is
- | | | | | |
|-------------|-----------------|----------------|----------------|------------|
| Much Higher | Somewhat Higher | About The Same | Somewhat Lower | Much Lower |
| 5 | 4 | 3 | 2 | 1 |
2. . . . when I make a contribution to the online-chapter-discussion, my understanding of the extent to which the instructor agrees with me is
- | | | | | |
|-------------|-----------------|----------------|----------------|------------|
| Much Higher | Somewhat Higher | About The Same | Somewhat Lower | Much Lower |
| 5 | 4 | 3 | 2 | 1 |
3. . . . when I ask a question during the online-chapter-discussion, the likelihood of my getting responses from several classmates, as opposed to none or only a few, is
- | | | | | |
|-------------|-----------------|----------------|----------------|------------|
| Much Higher | Somewhat Higher | About The Same | Somewhat Lower | Much Lower |
| 5 | 4 | 3 | 2 | 1 |
4. . . . when I ask a question during the online-chapter-discussion, the likelihood of my getting responses from the instructor, as opposed to none or only a few, is
- | | | | | |
|-------------|-----------------|----------------|----------------|------------|
| Much Higher | Somewhat Higher | About The Same | Somewhat Lower | Much Lower |
| 5 | 4 | 3 | 2 | 1 |
5. . . . when I make a contribution to the online-chapter-discussion (including asking a question), my concern about a possible negative judgment from other classmates is
- | | | | | |
|-------------|-----------------|----------------|----------------|------------|
| Much Higher | Somewhat Higher | About The Same | Somewhat Lower | Much Lower |
| 5 | 4 | 3 | 2 | 1 |
6. . . . when I make a contribution to the online-chapter-discussion (including asking a question), my concern about a possible negative judgment from the instructor is
- | | | | | |
|-------------|-----------------|----------------|----------------|------------|
| Much Higher | Somewhat Higher | About The Same | Somewhat Lower | Much Lower |
| 5 | 4 | 3 | 2 | 1 |
7. . . . when I ask a question during the online-chapter-discussion, the likelihood that I will get a helpful answer from other classmates is
- | | | | | |
|-------------|-----------------|----------------|----------------|------------|
| Much Higher | Somewhat Higher | About The Same | Somewhat Lower | Much Lower |
|-------------|-----------------|----------------|----------------|------------|

- | | 5 | 4 | 3 | 2 | 1 |
|---|-------------|-----------------|----------------|----------------|------------|
| 8. . . . when I ask a question during the online-chapter-discussion, the likelihood that I will get a helpful answer from the instructor is | | | | | |
| | Much Higher | Somewhat Higher | About The Same | Somewhat Lower | Much Lower |
| | 5 | 4 | 3 | 2 | 1 |
| 9. . . . when someone makes an unhelpful or misinformed contribution to the online-chapter-discussion, the likelihood that person will get a correction from other classmates is | | | | | |
| | Much Higher | Somewhat Higher | About The Same | Somewhat Lower | Much Lower |
| | 5 | 4 | 3 | 2 | 1 |
| 10. . . . when someone makes an unhelpful or misinformed contribution to the online-chapter-discussion, the likelihood that person will get a correction from the instructor is | | | | | |
| | Much Higher | Somewhat Higher | About The Same | Somewhat Lower | Much Lower |
| | 5 | 4 | 3 | 2 | 1 |
| 11. . . . when I make a contribution to the online-chapter-discussion (including asking a question), the length of time before I get a response from a classmate is | | | | | |
| | Much Higher | Somewhat Higher | About The Same | Somewhat Lower | Much Lower |
| | 5 | 4 | 3 | 2 | 1 |
| 12. . . . when I make a contribution to the online-chapter-discussion (including asking a question), the length of time before I get a response from the instructor is | | | | | |
| | Much Higher | Somewhat Higher | About The Same | Somewhat Lower | Much Lower |
| | 5 | 4 | 3 | 2 | 1 |
| 13. . . . at the end of the online-chapter-discussion, the amount of clarity and understanding of the topic that has resulted from the give-and-take of classmates' interaction is | | | | | |
| | Much Higher | Somewhat Higher | About The Same | Somewhat Lower | Much Lower |
| | 5 | 4 | 3 | 2 | 1 |
| 14. . . . at the end of the online-chapter-discussion, the amount of clarity and understanding of the chapter that has resulted from the give-and-take of instructor's interaction is | | | | | |
| | Much Higher | Somewhat Higher | About The Same | Somewhat Lower | Much Lower |
| | 5 | 4 | 3 | 2 | 1 |