ADULT LEARNERS' PERCEPTIONS
TOWARD ONLINE INSTRUCTION IN AN
ADVANCED PSYCHOLOGY OF LEARNING
COURSE AT THE UNIVERSITY
OF WISCONSIN- STOUT

By

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ABSTRACT

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Adult Learners' Perceptions Towards an On-Line Instruction in an Advanced
Psychology of Learning Class at the University of Wisconsin-Stout

(Title)

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Many universities and other educational facilities have opened the doors to a new way of teaching, on-line learning. On-line courses have become as common to some educational facilities as traditional classroom led instruction. Since this new way of teaching and learning has emerged within education, many adult learners may have interesting views how on-line learning is approached and delivered. This research study will look at the perceptions of adult learners in an on-line course at the University of Wisconsin-Stout.

The research analyzes the perceptions of the adult learners in an Advanced Psychology of Learning course offered at the University of Wisconsin-Stout. The study included an on-line survey instrument to the students enrolled in a summer 2003 session of the course. The study evaluates and determines that the majority of the students

enrolled in the course were able to learn at the same level or above what a classroom environment would offer to them. The majority of the students felt their learning objectives, as well as the learning objectives of the course, were met. Suggestions for areas of further study of on-line courses were determined based upon the results of this research.

Acknowledgements

This research paper is dedicated to my family. My husband, Tony, who sacrificed many weekends without a wife, as well as having to give up the computer whenever I needed it. To my parents, Chuck and Vicki, for instilling in me a desire to always learn and stay motivated. I could not have done this without their love and encouragement.

I also want to thank and recognize my research advisor, Steve Schlough. His advising was motivational and honest. I was fortunate to have such wonderful direction for this paper.

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CHAPTER 1

INTRODUCTION

The University of Wisconsin-Stout is a four-year state university located in Menomonie, Wisconsin. It is part of the University of Wisconsin System schools, which includes such universities as The University of Wisconsin-Madison and the University of Wisconsin-Eau Claire. The university includes undergraduate, minor, specializations, graduate programs.

Many universities and other educational facilities have opened the doors to a new way of teaching, on-line learning. On-line courses have become as common to some educational facilities as traditional classroom led instruction. Since this new way of teaching and learning has emerged within education, many adult learners may have interesting views how on-line learning is approached and delivered.

This chapter will provide a look at this new learning method. It will present the problem statement being addressed in this field study, provide the objectives of the research and describe the significance of the study. This chapter will also include the research methodology used to complete the study at the University of Wisconsin-Stout limitations of the chosen study and assumptions made during the study will also be addressed.

Educational facilities have taken a pro-active approach to developing other methods of teaching courses. On-line classes are just one of these methods. But how does an adult learner perceive the delivery and over-all learning experience? The researcher will address this issue in this field problem.

On-line courses can be directly attributed to the development and growth of the Internet. The Internet emerged through a series of developments in the academics, governmental, and information technology communities. According to the World Almanac & Book of Facts (2003), 166 million Americans had access to the Internet from their homes in early 2002. Students today are exposed to the Internet at such a young age. They develop the skills and knowledge necessary to 'surf' the web freely.

Many colleges and universities are taking advantage of their students' early exposure to the Internet, and offering on-line courses. The University of Wisconsin-Stout currently offers on-line courses every semester. According to the 2001-2002 University of Wisconsin-Stout Annual Report, in 2001-2002 student enrollment in on-line courses increased from 2,368 to 6,432. An on-line course may be the preferred method of instruction for a distance education student or it may be perfect for that student who is unable to fit an instructor version of the course into their schedule.

<u>Problem Statement</u>

The purpose of this field study was to research the current perceptions of adult learners in a chosen course at the University of Wisconsin-Stout.

<u>Research Objectives</u>

The objectives of this study were as follows:

1. To define the perception of adult learners in the Psychology of the Adult Learner on-line class at the University of Wisconsin-Stout.

2. Determine with the chosen adult learners if their learning needs were met with this method of instruction.

3. To identify benefits related to an on-line method of instruction.

Significance of the Study

The University of Wisconsin-Stout is a technologically advanced university that believes in excelling in the education industry. Other universities have advanced their undergraduate and graduate programs to an on-line accredited program, including Stout. Stout should continue to determine whether or not their current on-line courses are as effective as their instructor led courses. The on-line courses should meet or exceed adult learners' expectations and the courses' set objectives and curriculum.

Methodology

A review of literature was conducted on adult learning methods as well as on the impact that on-line courses have on their students.

The researcher conducted a survey of an on-line graduate course at the University of Wisconsin-Stout to determine the perception of the adult learners in the course.

Limitations

The limitations of this study were:

1. The survey was limited to only one of the on-line courses that the University of Wisconsin-Stout delivers.

2. The study was limited to graduate students, as the class is a graduate level only course.

3. The study did not include the current perceptions of adult learners in an instructor-led course at the University of Wisconsin-Stout.

<u>Assumptions</u>

The assumptions of this study are:

1. The University of Wisconsin-Stout will continue to offer on-line courses students.

2. The responses of the survey were true of each individual responder.

<u>Definitions</u>

On-line Learning – learning that utilizes the World Wide Web or Internet to gain access to course materials and/or instructors. Online simply means one computer connected with another computer. (Lilly, 2002 p.1).

Specializations – option to students to earn additional competence in a desired area.

Chapter two will provide a review of literature, which will include information about on-line learning, as well as the impact of on-line towards its learners.

CHAPTER 2

REVIEW OF LITERATURE

This review of literature provides information about on-line learning courses. It will begin with a discussion of what on-line learning is and how it incorporates adult learning principles. The second half of the review will focus on the impact that on-line learning has on its learners, including the benefits and trends.

Definition of On-Line Learning

On-line learning is a "multi-facetted and relatively recent innovation, with a substantive and rapidly growing presence in higher education"(Curran, 2001 p.113). On-line learning has been developed using the Internet and other means of telecommunications. It is known as an area of learning that provides "high-speed access to knowledge and information" (PrimeLearning.com, 2001 p. 2). The learning environment allows students to use a wide range of delivery methods such as web-based courseware, discussion groups, teleconference, video, audio, and mentoring. It also allows self-directed, self-paced, just in time, and on-demand instruction on any topic at any time. Students are able to access their virtual classroom at any time, day or night, making the on-line environment flexible with the student's lifestyle and needs.

> "E-learning is a paradigm shift in the way education is viewed and delivered. At the beginning of the new millennium, corporations view learning increasingly as a competitive weapon rather than an annoying cost factor. Business success depends more on high-quality employee performance, which in turn requires high-quality training. Corporate executives are beginning to understand that enhancing employee skills is key to creating a sustainable competitive advantage. In the quest to remain competitive in today's labor-tight market, companies are exploiting advances in technology to train employees more rapidly, more effectively, and at less expense than in the past" (PrimeLearning.com, 2001 p. 2).

Colleges and universities are following suit when it comes to moving toward an on-line way of learning. This way of learning allows students to stay competitive and up to date with the many changes that happen within industries today. According to Lilly (2002), it is anticipated that 90 percent of all colleges and universities will have at least one course on-line by 2005. On-line learning students are trained through on-line courses at a faster rate than some traditional learning methods. One reason is that well-designed on-line courses will incorporate teaching methods and philosophies that enhance the mix of interactive media.

<u>Adult Learning Principles</u>

The advancement of technology does not address the issue of how and why people learn. "Studies have shown that dropout rates for self-paced learning run 50%-60% "(Lilly, 2002 p.5). The learner in this type of environment may feel overwhelmed by the information given and the way the information was explained. An article in the Journal of Continuing Education in the Health Professions (2002), described four fundamental assumptions about adult learners:

1. Has an independent self-concept and can direct his/her own learning.

2. Has accumulated a reservoir of life experiences that is a rich resource for learning.

3. Has learning needs closely related to changing social roles

4. Is problem centered and interested in immediate application of knowledge.

Adult learners are self-directed in their learning, whereas a child learner is dependent upon the instructor. Adult learners take responsibility for their learning.

The Experimental Learning Cycle is a method of instructing adult learners. This cycle

shown in Figure 1, aids both an instructor and adult learner in the learning process. It is

designed to help instructors maintain an effective learning mindset, and aid the learner

"by using probing questions and provocative questions to help them draw the correct

conclusions, build correct mental models and formulate a plan for the next similar

experience" (Harrelson and Leaver-Dunn, 2002 p. 23).

Chart 1
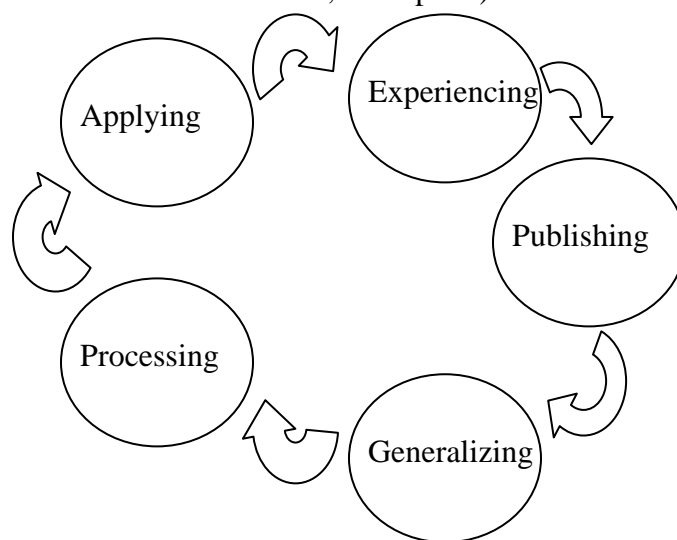
Experiencing is the active part of the cycle. It signifies the experience that will be

developed through the rest of the cycle. The next step in the cycle is publishing. This step

allows learners to share what they did, thought and saw during the experience step.

Learners will next be able to generate information that has been gained through the

publishing and processing steps. This will enable the learner to comprehend future tasks

and experiences. In the processing step, learners will begin to understand the information

given in the previous steps. This step will also aid in the continued learning process,

allowing learners to agree or disagree with the learned information. And finally, the

applying step allows learners to absorb the information from the previous steps. Applying

focuses on what the learner has learned and what they will do differently in the future.

This model allows learners to reflect on past personal experiences and develop new

methods of learning. The model also allows the learner to become proactive in their

learning process.

<u>The Impact of On-Line Learning</u>

The evolution of the personal computer and the Internet play a key role in the

development of on-line learning. This method of instruction has many benefits, which

include (Grensing-Pophal, 2002):

1. Saving money on training/instruction

2. Convenient access

3. Information is accessible to learners

4. Participating with a group, but also independently

5. Offers consistency in content/delivery

Although, the benefits to on-line learning are great, not all educational institutions have

embraced this method. Some reasons for this barrier include:

1. Computer systems

2. Varying learning preferences

3. Content

4. Ease of use

(1) Computer systems- some educational institutions may not have the system support

and computer application materials, to conduct effective on-line learning courses.

(2) Varying learning preferences- the role of the adult learner may have an impact on the development of an on-line course. Adult learners are diverse in their experiences and background; this means that a variety of learning styles may be needed to create a course. (3) Content- some courses may not be effective as an on-line class. A course on sales skills may require direct interaction among participants. The development of an on-line course needs to consider the content and deliver method. (4) Ease of use- not all courses are created the same. One instructor may have a different teaching philosophy than another, so one equal on-line course may not be effective for all.

On-line learning is on the rise and there are many reasons for this development. First, on-line learning allows new ways for students to participate in a course. It allows the learner to take the course from wherever they may be located, as well as with their own schedule. Second, on-line learning allows educational institutions to educate a greater number of students with fewer instructors. This can provide a cost-effective means of education for the institution. Lastly, on-line learning allows students to continue their educational goals and develop lasting lifelong learning opportunities (Belanger & Jordan, 2000).

<div align="center">Summary</div>

On-line learning has many benefits and trends associated with the development of new courses. The benefits include both the learner and educational institute providing the course. As on-line courses continue to be developed, instructors need to consider the impact and benefits that this type of learning may have on the learner. Adult learning

methods such as, the Experimental Learning Cycle could be used in the development

phases of an on-line course to ensure an effective course.

      Chapter three will explain the research design, population, instrumentation, and

analysis used in the methodology.

CHAPTER 3

RESEARCH METHODS

Introduction

The purpose of this field study was to research the current perceptions of adult learners in a chosen course at the University of Wisconsin-Stout. During the research, the following objectives were accomplished:

1. To define the perception of adult learners in the Psychology of the Adult Learner on-line class at the University of Wisconsin-Stout.

2. To identify with the chosen adult learners if their learning needs were met with this method of instruction.

3. To identify benefits related to an on-line method of instruction.

This chapter illustrates the methods used during the research to satisfy the objectives listed above.

Research Design

The design of the study was quantitative in its creation of the survey. Completed surveys gave indication of the adult learner's perceptions of the on-line course.

Population

Twenty-two graduate students enrolled in the Advanced Psychology of Learning course at the University of Wisconsin-Stout and took part in the survey. Student participation in this survey was voluntary. Students surveyed ranged in age from twenty (20) to fifty-five (55) years of age.

About the Course

The course was delivered via on-line to the students using a web-based software application, Blackboard. The course is for graduate level students enrolled in a variety of degree programs. This course design is a discussion course with focused topics on cognitive psychological theories and research. Students participated in daily on-line discussions based upon chapters within the textbook; students also submitted written assignments based on the textbook chapters and on-line discussions. Course assignments and on-line discussions were laid out over a three and a half week period. Students were required to be in attendance for daily on-line discussions.

Instrumentation

A survey was developed and distributed to the enrolled adult learners through an on-line surveying tool in the summer session of 2003; using an Internet based software program on www.zoomerang.com. The students were able to access the website where the survey was posted. The survey gathered information from the learners regarding demographics and information pertaining to the structure and objectives of the course. To receive fair results from the survey, a four-point range was used to eliminate any mid-range feedback from the students. A copy of the survey can be found in Appendix B.

Data Analysis

The data from the survey was collected at the end of the three and a half week course. The surveys were completed anonymously and voluntarily. The information from the surveys was gathered and calculated using the Internet surveying software. The researcher then analyzed the results, which are discussed in chapter four.

Limitations of Methodology

The limitations to the methodology and survey included:

1. The survey had no documented actions of validity or reliability.

2. The sample size was limited due to the small number of graduate students
    enrolled in the selected course during the summer of 2003.

3. The survey was limited to the graduate students enrolled in the Advanced
    Psychology of Learning on-line course.

Chapter four will cover the results of the survey that was given to the student's enrolled

in the Advanced Psychology of Learning course in the summer of 2003.

CHAPTER 4
RESULTS

This chapter details the results from the survey given to the graduate students

enrolled in the Advanced Psychology of Learning course in the summer of 2003. The

survey was distributed to twenty-two (22) students with a fifty-five (55) percent response

rate. The responses from the students were used to meet the objectives of this study.

Research Objectives

1. To define the perception of adult learners in the Psychology of the Adult Learner

   on-line class at the University of Wisconsin-Stout.

2. Determine with the chosen adult learners if their learning needs were met with

   this method of instruction.

3. To identify benefits related to an on-line method of instruction.

The following fifteen statements were used in the survey to the graduate students enrolled

in the Advanced Psychology of Learning course. The graphs and charts display the

answers from the students' responses. Respondents answered the statements based on

their personal feelings toward the course. Four choices were given to the respondents:

Strongly Disagree, Disagree, Agree and Strongly Agree.

Presenting the Findings

Statement One: On-line classes scare me.

This statement focused on the students' feelings toward an on-line course. The results

show that thirty-three (33) percent strongly disagreed with this statement, forty-two (42)

percent disagreed, twenty-five (25) percent agreed, and not one of the students strongly

agreed with this statement.

Chart 2
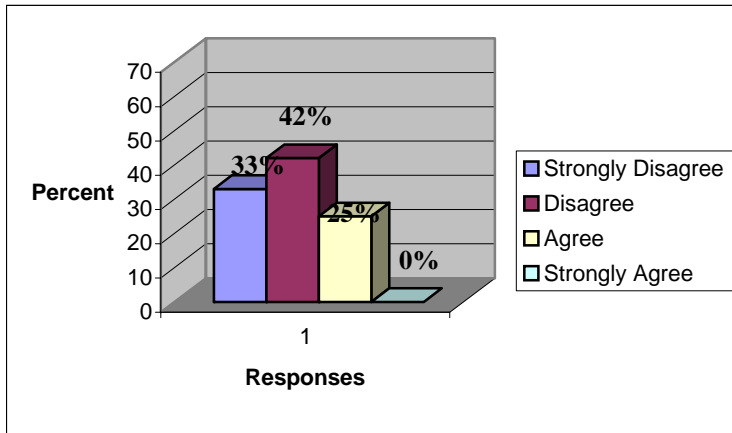
Statement Two: I am comfortable completing assignments through web, via email and/or using a web-based classroom such as blackboard.

This statement was created to determine the students' level of comfort within an on-line course, using such software as blackboard. The results show that no student's strongly disagreed with the statement, while seventeen (17) percent disagreed with the statement, thirty-three (33) percent agreed with the statement, and fifty (50) percent strongly agreed with the statement.

Chart 3
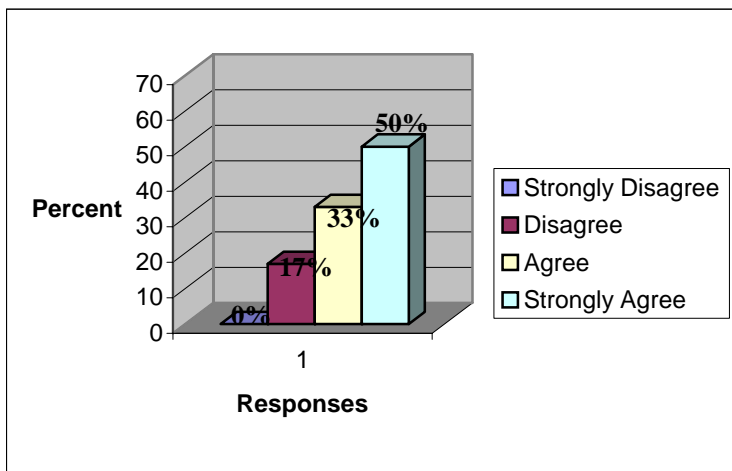
Question Three: I am comfortable using a web-based classroom and finding my way throughout the website.

Table 5

This statement focused on the respondents' comfort levels within an on-line or web-based classroom. The statement determined the respondents' thoughts on navigating through the on-line classroom environment. The responses show that not one of the respondents strongly disagreed with the statement. Eight (8) percent disagreed with the statement, sixty-seven (67) percent agreed with the statement, and twenty-five (25) percent strongly agreed with the statement.

Chart 4
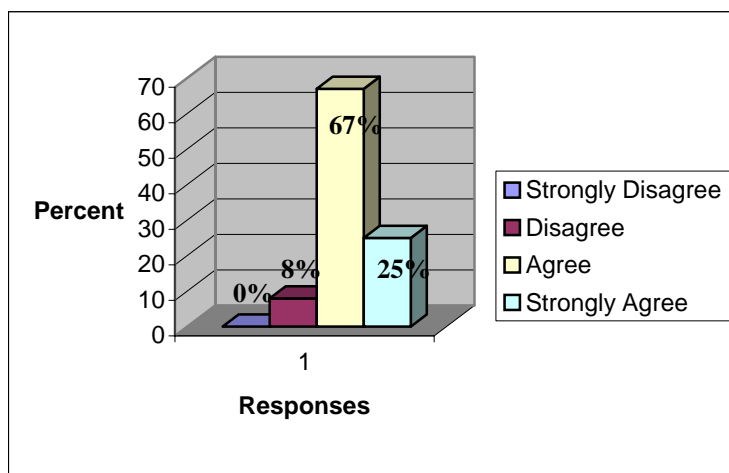
Statement Four: I prefer to sit in a classroom environment rather than an on-line class environment.

This statement questioned the respondents' preference to a classroom environment or an on-line environment. The responses show that not one of the respondents strongly disagreed with the statement. Twenty-five (25) percent disagreed with the statement, fifty (50) percent agreed with the statement, and seventeen (17) percent strongly agreed with the statement.

Chart 5
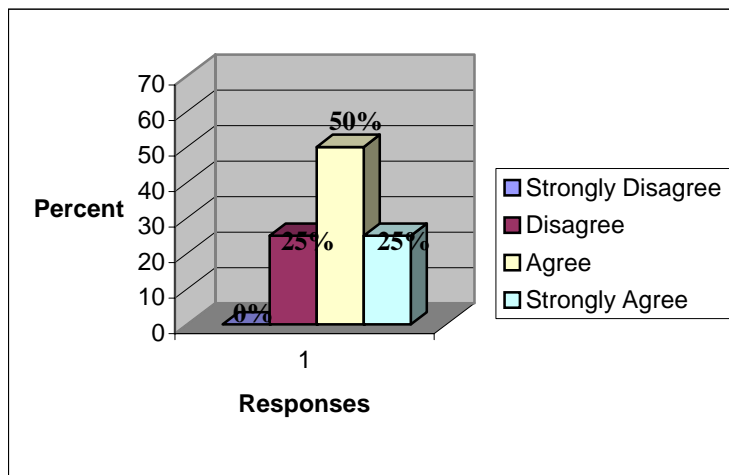
Statement Five: I felt the overall course structure was effective for my personal

learning style.

This statement questioned the respondents' personal learning style. It was developed to

determine if the students' needs were met given their learning style. The results show that

eight (8) percent strongly disagreed with this statement, twenty-five (25) percent

disagreed, fifty (50) percent agreed, and seventeen (17) percent of the students strongly

agreed with this statement.

Chart 6
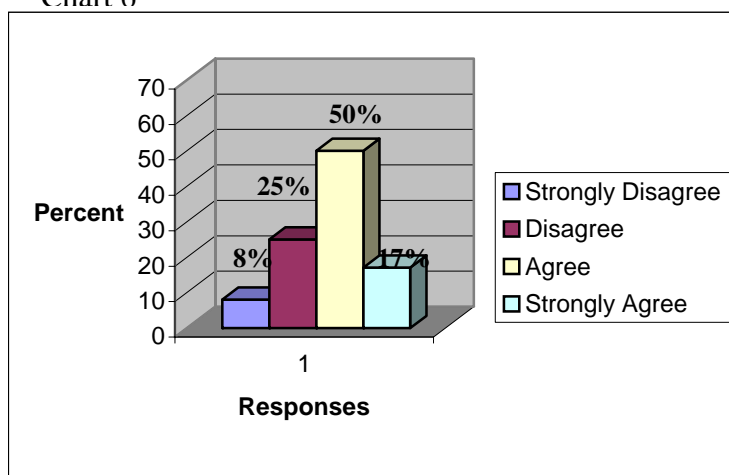
Question Six: I felt my personal objectives for the course were met.

This statement was created to determine if the students' personal learning objectives for the course were met. The results show that no students strongly disagreed with the statement, while eight (8) percent disagreed with the statement, fifty-eight (58) percent agreed with the statement, and thirty-three (33) percent strongly agreed with the statement.

Chart 7
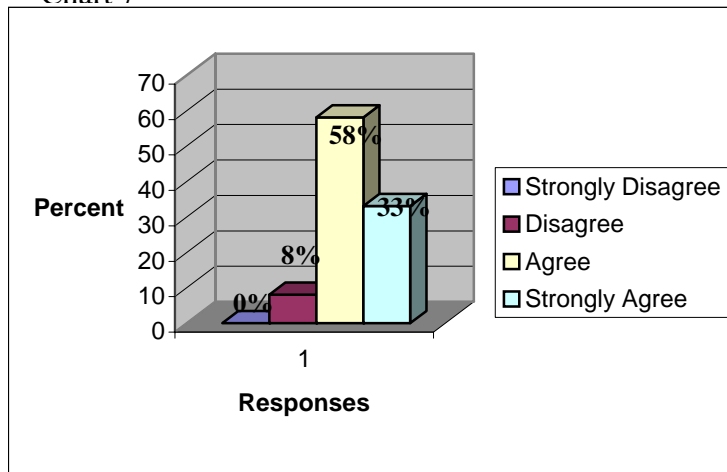
Question Seven: I felt that the objectives the instructor set for the class were met.

This statement questioned the respondents' thoughts on if the objectives set by the instructor were met or not. The responses show that not one of the respondents strongly disagreed with the statement. Eight (8) percent disagreed with the statement, thirty-three (33) percent agreed with the statement, and fifty-eight (58) percent strongly agreed with the statement.

Chart 8

Question Eight: I prefer providing feedback to the instructor via email.

This statement focused on the respondents' preference in methods of providing feedback

to the instructor. The responses show that eight (8) percent of the respondents strongly

disagreed with the statement. Thirty-three (33) percent disagreed with the statement,

twenty-five (25) percent agreed with the statement, and thirty-three (33) percent strongly
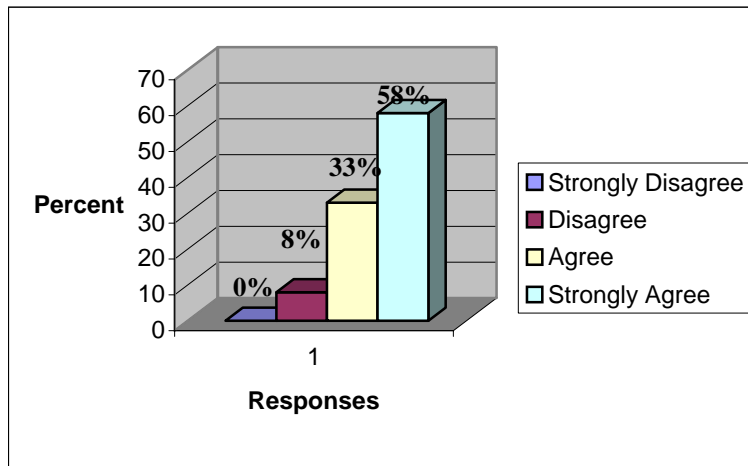
agreed with the statement.

Chart 9

Question Nine: I felt the overall ease of communication for the course was excellent and met my expectations.

This statement was created to determine if students' expectations were met in the area of communication. The results show that no student's strongly disagreed with the statement, while seventeen (17) percent disagreed with the statement, forty-two (42) percent agreed with the statement, and forty-two (42) percent strongly agreed with the statement.

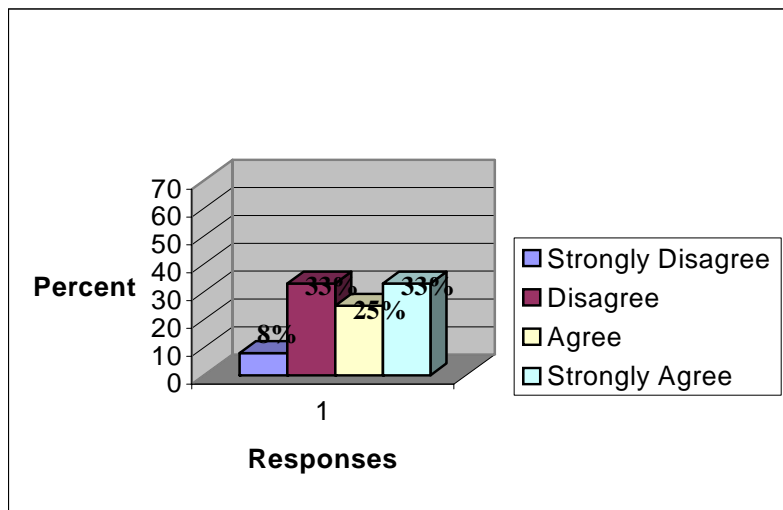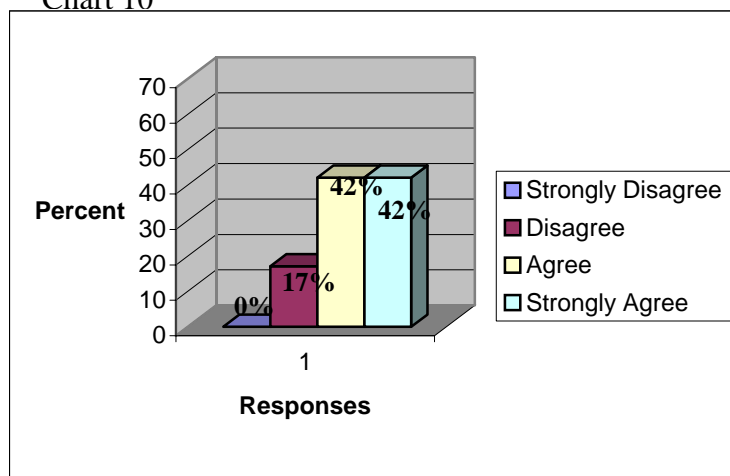Chart 10

Question Ten: I felt the teaching style of the on-line course met my personal learning style.

This statement questioned the respondent's thoughts on if the teaching style of the instructor met their personal learning style. The responses show that not one of the respondents strongly disagreed with the statement. Eighteen (18) percent disagreed with the statement, thirty-six (36) percent agreed with the statement, and forty-five (45) percent strongly agreed with the statement.

Chart 11   21

Question Eleven: I prefer talking to people in person rather than communicating

through a chat room on the web.

This statement questioned the respondents' preferred method of communicating. It was

developed to determine the individual's preferred method of communication in a course.

The responses show that not one of the respondents strongly disagreed with the

statement. Thirty-three (33) percent disagreed with the statement, seventeen (17) percent

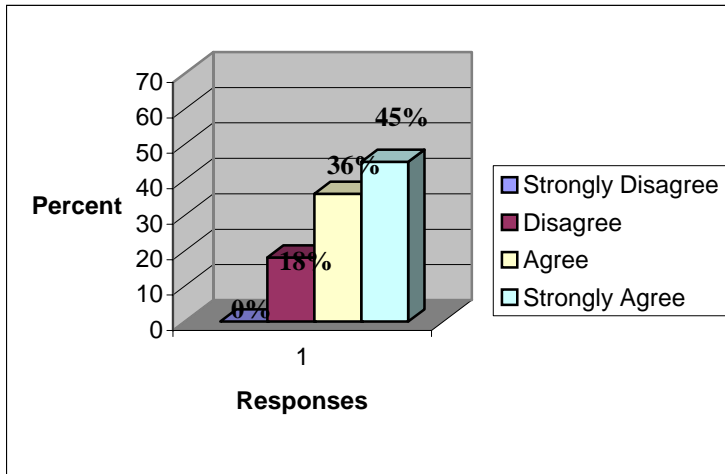agreed with the statement, and fifty (50) percent strongly agreed with the statement.

Chart 12

Question Twelve: I am comfortable doing course work through an on-line course.

This statement focused on the respondents' comfort level in relation to completing

assignments through an on-line course. The responses show that not one of the

respondents strongly disagreed with the statement. Twenty-five (25) percent disagreed

with the statement, fifty (50) percent agreed with the statement, and twenty-five (25)
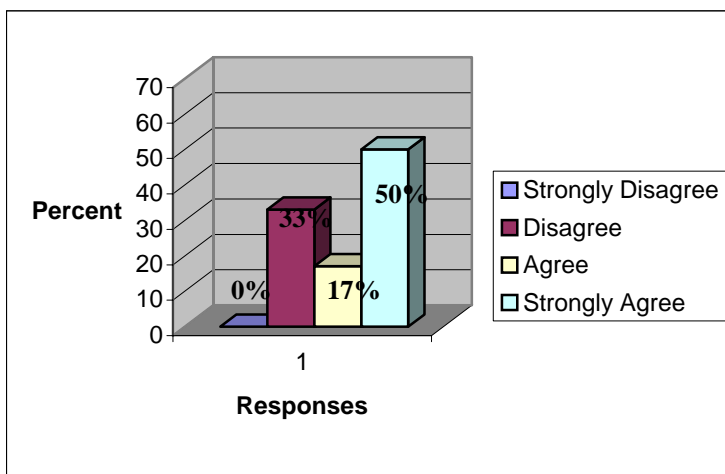
percent strongly agreed with the statement.

Chart 13
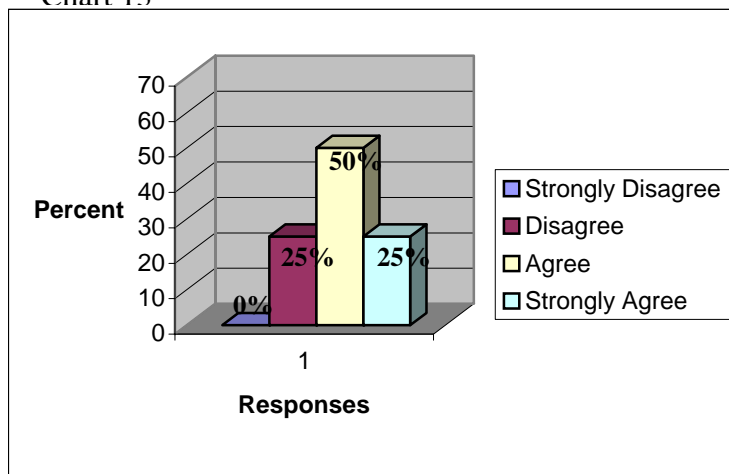
Question Thirteen: What is your age?

This question was developed to assess the age demographics of the respondents from the

survey. The responses indicate thirty-three (33) percent of the participants from the

survey are in the 20 – 25 age category, while seventeen (17) percent are in the 26 – 30,

twenty-five (25) percent are categorized in the 31 – 35 category. Also, eight (8) percent

are in the 36 – 40, eight (8) percent in the 46 – 50, and eight (8) percent in the 51-55 age

category.

Chart 14

Under 20 Years Old	0%
20 – 25 Years Old	33%
26 – 30 Years Old	17%
31 – 35 Years Old	25%
36 – 40 Years Old	8%
41 – 45 Years Old	0%
46 – 50 Years Old	8%
51 – 55 Years Old	8%
56 and older	0%

Question Fourteen: What is your gender?

This question was created to focus on the gender demographics of the respondents. There

was a total of eighty-three (83) percent of females, and seventeen (17) percent of males

who completed the survey.

Chart 15
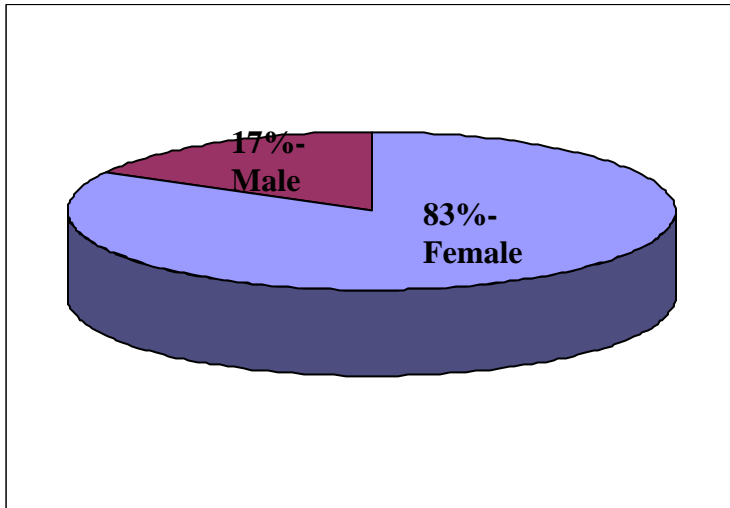
Question Fifteen: I have taken an on-line class before.

The last question was developed to indicate the respondents experience with on-line

classes. The responses were split half and half. Fifty (50) percent of the respondents had

taken an on-line class before, while the other fifty (50) percent indicated this was their

first on-line course.

Chart 16   24
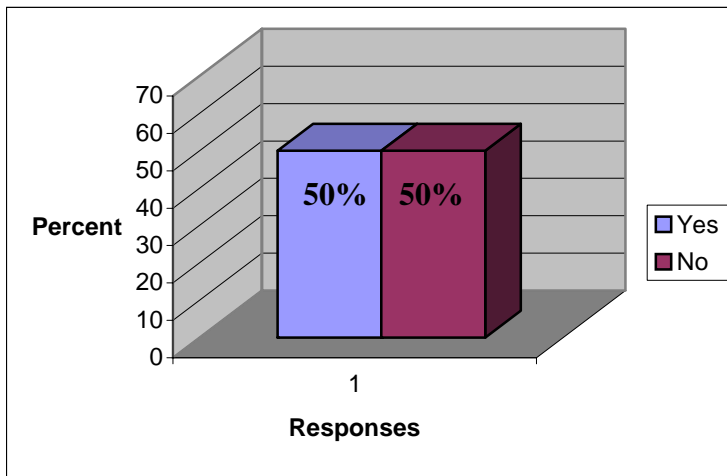
Chapter five will include a summary, conclusion, and recommendations for future on-line

courses at the University of Wisconsin-Stout. The chapter will apply the survey results to

develop the recommendations.

CHAPTER 5
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

<u>Introduction</u>

The purpose of this field study was to research the current perceptions of adult learners in a chosen course at the University of Wisconsin-Stout.

<u>Research Objectives</u>

The objectives of this study were as follows:

1. To define the perception of adult learners in the Psychology of the Adult Learner on-line class at the University of Wisconsin-Stout.

2. Determine with the chosen adult learners if their learning needs were met with this method of instruction.

3. To identify benefits related to an on-line method of instruction.

In this final chapter, the research results are summarized, the conclusion of the study is stated, the limitations to the study are given, and recommendations for future studies are offered.

<u>Summary of Research Procedures</u>

This study began with an introduction to the problem and a review of literature, which provided information about on-line learning courses. It began with a discussion of what on-line learning is and how it incorporates adult learning principles. The second half of the review focused on the impact that on-line learning has on its learners, including the benefits and trends. The review of literature also allowed the researcher to verify the research objectives stated in Chapter One. A survey of twenty-two (22) graduate students was designed to determine the students' perception of the on-line Advanced Psychology

of Learning course offered at the University of Wisconsin – Stout. The surveys were

delivered to the students via a web-based on-line survey. A total of fifty-five (55) percent

responded to the survey. Upon receipt of the survey, the researcher tabulated the results.

Conclusions

This study resulted in three major conclusions:

1. The Advanced Psychology of Learning enabled the students to partake in a

   different type of on-line course. It allowed the students to access a web-based

   classroom, lead, and participate in a simulated lecture style environment via the

   web. This also allowed the students to get a feel for maneuvering through an on-

   line course.

2. Fifty (50) percent and seventeen (17) percent of the students either agreed or

   strongly agreed that the overall course structure was effective for their personal

   learning style. This indicates that the majority of the students' different learning

   styles were met with the development of this on-line course.

3. Fifty (50) percent of the students surveyed have taken an on-line course before.

   While the remaining fifty (50) percent stated that this on-line course was their

   first. Overall both the experienced on-line course students and new on-line course

   students felt the overall format, performance objectives, and design

   complemented their learning needs.

Limitations

There were three principle limitations for this study. The first limitation was

defined by the selection of only one of the on-line courses that the University of

Wisconsin-Stout delivers. Due to the large number of on-line courses that the University of Wisconsin-Stout offers, one on-line course was selected for simplicity. The researcher could have included a variety of on-line courses to determine adult learners' perceptions.

The second limitation, the study was limited to graduate students, as the class is a graduate level only course. The number of students eligible to partake in the study was limited due to the course being offered only to graduate students at the University of Wisconsin-Stout. The researcher could have surveyed an on-line course that included graduate and undergraduate students.

The third limitation was that the study did not include the current perceptions of adult learners in a traditional classroom led course at the University of Wisconsin-Stout. The researcher could have included a traditional classroom led course to compare adult learners' perceptions of the two courses.

<div align="center">Recommendations</div>

The following recommendations can be made based on the results of the study:

1. Set clear and concise performance objectives for on-line courses. This enables students to take responsibility for their own learning by setting the ground rules.

2. Continue to monitor and survey current on-line courses to determine if the intended audience is satisfied with the construction and layout of the on-line course.

3. Continue to incorporate a variety of adult learning methods and techniques into the on-line class. This will enable a variety of learning styles to be included in the successes of the course.

4. Conduct a comparison analysis of student's learning outcomes for an on-line and a traditional classroom led course.

This research analyzed the perceptions of the adult learners in an Advanced Psychology of Learning course offered at the University of Wisconsin-Stout. The study included an on-line survey instrument to the students enrolled in a summer 2003 session of the course. Based upon survey results, the majority of the students' felt their learning objectives, as well as the learning objectives of the course, were met. The researcher recommends additional research and/or studies of on-line courses, to determine its direct impact on the variety of adult learners.

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APPENDIX A – Cover Letter

Smith, Shannon M

From:	Smith, Shannon M	**Sent:** Fri 6/13/2003 2:23 PM
To:		

Cc:
Subject: Adult Perception Survey
Attachments:

Graduate Students enrolled in PSYCH-730:

You have been selected to participate in an on-line survey to determine those interesting views of an on-line course from an adult learner. The overall goal and purpose of the survey is to assess your perception of an on-line course taken at the University of Wisconsin-Stout.

My name is Shannon Smith and I will be the researcher for this project. I am a graduate student at the University of Wisconsin-Stout and am completing this study as part of a Graduate School Thesis Project. Your feedback is essential to analysis an adult learner's perception of an on-line course. Please consider participating in this survey by clicking on the on-line survey link below.

Before you begin the survey, please read the following information so that you fully understand the potential risks, benefits, and confidentiality components of this study.

If you choose to participate, I ask that you complete the on-line survey on or before June 20, 2003.

POTENTIAL RISKS & CONFIDENTIALITY MEASURES:

1. Participation in this study does not present any form of risk to you.

2. Completing this survey will require about five to ten minutes of your time.

3. Participation in this survey is strictly voluntary and you may discontinue your involvement at anytime without question.

4. The responses obtained through the survey will be kept confidential, only the researcher will access the data.

5. The data will contain no identifiers linking the responses back to the subjects after the survey is submitted. Also, the researcher receives no indication of which of the subjects participated in the study or not.

POTENTIAL BENEFITS:

1. A project summary of the results will be shared with interested instructors at the University of Wisconsin-Stout, this may be used to develop or improve other on-line courses.

2. A summary of the results will be available to any participant who requests it. This will be an optional choice at the end of the survey.

CONSENT TO PARTICIPATE:

You understand that by clicking on the highlighted link below, you are giving your informed consent as a participating volunteer in this study. It also indicates that you understand the purpose, risks, benefits, and confidentiality components of the study. NOTE: Questions or concerns about the research study should be addressed to Shannon Smith, the researcher at ▒▒▒▒▒▒▒ or via email at smithsha@uwstout.edu, or Dr. Steve Schlough, UW-Stout, Research

Advisor at ▓▓▓▓▓▓▓ Questions about the rights of research subjects can be addressed to Sue Foxwell, Human Protections Administrator, UW-Stout-Institutional Review Board for the Protection of Human Subjects in Research, 11 Harvey Hall, Menomonie, WI 54751, phone (715)232-1126.

To begin the survey, please click on the link below:

http://www.zoomerang.com/survey.zgi?FSNJ1HV0SMS381YBSXT6DA5S

APPENDIX B- Adult Perception Survey

Adult Perception Toward an On-line Course

This survey's purpose is to determine adult learner's perception of an on-line course. Please provide the demographic data at the end; it is essential to understand answers among groups of respondents and not individuals. Thank you for your participation.

START SURVEY!

Click here to learn more about Zoomerang

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Adult Perception Toward an On-line Course

Please carefully read the following statements/questions in order to complete the survey.

Advanced Psychology of Learning, Summer 2003

1 Please rate your agreement with the hypothesis on a scale of 1-4 where (1) means "strongly disagree", (2) means "disagree", (3) means "agree" and (4) means "strongly agree."

1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree

On-line classes scare me.

[1]   [2]   [3]   [4]

I am comfortable completing assignments through the web via email and/or using a web-based classroom such as blackboard.

[1]   [2]   [3]   [4]

I am comfortable using a web-based classroom and finding my way throughout the website.

[1]   [2]   [3]   [4]

I prefer to sit in a classroom environment rather than an on-line class environment.

[1]   [2]   [3]   [4]

I felt the overall course structure was effective for my personal learning style.

[1]   [2]   [3]   [4]

I felt my personal objectives for the course were met.

[1]   [2]   [3]   [4]

I felt that the objectives the instructor set for the class were met.

[1]   [2]   [3]   [4]

I prefer providing feedback to the instructor via email.

[1]   [2]   [3]   [4]

I felt the overall ease of communication for the course was excellent and met my expectations.

[1]   [2]   [3]   [4]

I felt the teaching style of the on-line course, met my personal learning style.

[1]   [2]   [3]   [4]

I prefer talking to people in person rather than communicating through a chat room on the web.

[1]   [2]   [3]   [4]

I am comfortable doing course work through an on-line course.

| 1 | 2 | 3 | 4 |

2   Additional Comments:

DEMOGRAPHIC INFORMATION:

3   What is your age?

- Under 20
- 20-25
- 26-30
- 31-35
- 36-40
- 41-45
- 46-50
- 51-55
- 56 and older

4   What is your gender?

- Female
- Male

5   I have taken an on-line course before.

YES   NO

6   Would you like to receive the results of this survey?

YES   NO

7   If yes, please enter your name and contact information:

Last Name:

First Name:

Email address: [   ]

Thank you for your participation.

SUBMIT

Click the "Submit" arrow to send your answers
and proceed to the next page in the survey.

APPENDIX C- Adult Perception Survey Results

zoomerang   support   log

→ home   ○ new survey   ○ my surveys   ○ email list   ○ account info

Survey Results (Included Responses)

Adult Perception Toward an On-line Course

Go to Individual Responses:

INCLUDED RESPONSES →

The results of your survey are displayed below. If your survey includes text responses, click the "View" button to read individual results.

Launch Date: 6/13/2003
Close Date:
Total Invitations: 0
Total Respondents: 12
Included Respondents: 12
Excluded Respondents: 0

As a reminder, survey results are maintained for a period of 10 days after launch. You may view reporting on a maximum of 100 responses per survey. To view reporting on more than 100 responses or to increase your storage time, become a zPro member. **ZPRO**

Or click here for more options.

○ **Cross Tabulate ZPRO**
Cross-reference two different questions

○ **Results via Email**
ZPRO
Receive results in spreadsheet format

○ **See Who's Responded**
See who has and hasn't responded to your survey

Please carefully read the following statements/questions in order to complete the survey.

Advanced Psychology of Learning, Summer 2003

1. Please rate your agreement with the hypothesis on a scale of 1-4 where (1) means "strongly disagree", (2) means "disagree", (3) means "agree" and (4) means "strongly agree."

The top percentage indicates total respondent ratio; the bottom number represents actual number of respondents selecting the option	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
1. On-line classes scare me.	33% 4	42% 5	25% 3	0% 0
2. I am comfortable completing assignments through the web via email and/or using a web-based classroom such as blackboard.	0% 0	17% 2	33% 4	50% 6
3. I am comfortable using a web-based classroom and finding my way throughout the website.	0% 0	8% 1	67% 8	25% 3
4. I prefer to sit in a classroom environment rather than an on-line class environment.	0% 0	25% 3	50% 6	25% 3
5. I felt the overall course structure was effective for my personal learning style.	8% 1	25% 3	50% 6	17% 2
6. I felt my personal objectives for the course were met.	0% 0	8% 1	58% 7	33% 4
7. I felt that the objectives the instructor set for the class were met.	0% 0	8% 1	33% 4	58% 7
8. I prefer providing feedback to the instructor via email.	8% 1	33% 4	25% 3	33% 4
9. I felt the overall ease of communication for the course was excellent and met my expectations.	0% 0	17% 2	42% 5	42% 5
10. I felt the teaching style of the on-line course, met my personal learning style.	0% 0	18% 2	36% 4	45% 5

11. I prefer talking to people in person rather than communicating through a chat room on the web.	0% 0	33% 4	17% 2	50% 6
12. I am comfortable doing course work through an on-line course.	0% 0	25% 3	50% 6	25% 3

2. Additional Comments:

[VIEW] 7 Responses

DEMOGRAPHIC INFORMATION:

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3. What is your age?

Age		Number of Responses	Response Ratio
Under 20		0	0%
20-25		4	33%
26-30		2	17%
31-35		3	25%
36-40		1	8%
41-45		0	0%
46-50		1	8%
51-55		1	8%
56 and older		0	0%
Total		12	100%

---

4. What is your gender?

		Number of Responses	Response Ratio
Female		10	83%
Male		2	17%
Total		12	100%

---

5. I have taken an on-line course before.

		Number of Responses	Response Ratio
Yes		6	50%
No		6	50%

---

6. Would you like to receive the results of this survey?

		Number of Responses	Response Ratio
Yes		7	64%
No		4	36%

---

7. If yes, please enter your name and contact information:

[VIEW] 7 Responses

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Survey Results (Included Responses)

REPORT OVERVIEW

Adult Perception Toward an On-line Course

Questions that required written responses are displayed by individual query. The "Report Overview" button or "Back" button will return you to your survey results.

Each individual respondent is referenced under the # column.

2   Additional Comments:

#	Response
1	Great Idea!
2	wish there would of been a neutral category on your scale also
3	Lot of work in regards to the 12 papers that were due almost every other day for 3 weeks. In addition met at specific time online, which I thought does not allow the flexiability an online class should provide.
4	The class went smoother than I had expected. It was very convenient. If possible, I'd like to read your Thesis when you complete it.
5	My opinion of on line classes really changed after this class. I thought I would hate it, but really thought it was effective.
6	I believe that I obtained more information in this course then some of the other ones that I have taken in classroom settings. I also participated much more.
7	This was my first online class but I quickly over came my fears. There were some technical difficulties that did interfer with the class from time to time. Otherwise, I am very satisfied with the class.