Moving First-Year Writing Online:
Applying Social Cognitive Theory to an
Exploration of Student Study Habits and Interactions

Two Case Studies

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Dedication

All these words are dedicated to my mom, who taught me to love words, and to my dad, who is teaching me to appreciate what remains when words are gone.

Abstract

This dissertation explores study habits and interactions of students in an online first-year writing course. Much research has been conducted about online learning, but little has focused specifically on first-year writing students. First-year writing presents some unique challenges because of the age and preparedness level of traditional first-year students and because of the historic role that first-year writing courses have had in introducing these students to university writing and thinking. Educational technologies may be changing some of our expectations and our assumptions about first-year writing classes.

Using instrumental case study methodology, I studied two sections of an online first-year writing course. My inquiry was guided by the central question, "What do students in an online first-year writing course perceive as good study habits?" I gathered data via surveys, course management statistics, students' interactions, and interviews.

Social constructivist theories, which guide a lot of thinking about online learning and guided the development of the observed courses, emphasize online interaction among students and instructors as a way to engage students and foster the construction of knowledge. Observations from these two case studies reveal that students did not seem to value peer interactions as central to their learning.

The social cognitive theory of Albert Bandura is explored as a way to develop a more complex understanding of students in online first-year writing courses. Bandura's concept of triadic reciprocality encourages a view of online learning that de-emphasizes the importance of the medium or technology and balances that with the influences of

students' personal characteristics and cognitive choices. Individual profiles of four students are presented to show the complex attitudes and experiences students bring to online first-year writing classes.

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CHAPTER 1

INTRODUCTION

Our methods of studying these events [literate acts] have difficulty doing justice to the interaction we know to be there….

Linda Flower
The Construction of Negotiated Meaning, 1994

Learning to write is complex, and moving that endeavor online adds even more complexity. The full complexity of online learning may not have been fully appreciated in early applications and research of online writing pedagogy. When online writing courses emerged, early studies focused, understandably, on the new technologies and the workability of that technology for learning to write in online learning environments. Now as online writing courses have become more widespread and become accepted—not fatalistically but realistically (Boyd 224)—and as we have gained confidence in the tools and technology used to teach writing, many researchers are directing the attention of the field of composition to focus on making online learning experiences most effective for the teaching and learning of writing.

The currency about first-year online writing courses is evidenced in the preliminary results of a survey of online writing instructors conducted by the Conference on College Composition and Communication. The preliminary, unpublished results, which were shared at the annual conference and summarized by Scott Jaschik in the March 19th issue of *Inside Higher Ed*, showed that the frequency or availability of online first-year writing courses is rising (online first-year writing courses now represent "a significant minority" par. 4). Other results showed the necessity for more attention to be

focused on training instructors to teach writing online and on studying what the move to online courses may mean in terms of first-year writing pedagogy.

This dissertation is in sync with the desire for greater understanding of pedagogy for online first-year writing courses: My goal is to help us build a better understanding of the complex phenomena of online first-year writing courses. Specifically, I explore the study strategies of students in online first-year writing courses and what that may tell us about how to help students succeed, that is, how to help students learn introductory college writing through an online learning environment.

The impetus for this specific research was a finding in a study of student learning styles by West, Rosser, Monani, and Gurak that students in an online writing course (technical and professional writing) rated themselves highly on making good use of study time, but that rating did not lead to successful completion of their online writing class. I was motivated to pursue the following research question: What were students doing in their study time and why did their pursuit not lead to success in the online writing course? My inquiry was shaped by the following four specific research questions:

1. Could West et al.'s finding regarding performance and self-assessment of study skills be replicated in an online first-year writing course?
2. What do students in an online first-year writing course perceive as good study habits?
3. What relationship is there between student's self-reported study habits and information gathered through CMS statistics?
4. How does course design influence students' use of time/time management in an online introductory writing course?

To pursue these questions, I employed case study methodology and observed two sections of an online first-year writing course in the fall and spring of 2007. My first goal was to repeat the survey questions used in the West et al. study with a different student group, but I also wanted to probe more deeply, so I added additional survey questions and data gathered through course management statistics, interviews, and analysis of interaction patterns and peer review comments. The study methodology is described in detail in chapter three. Following that, the findings of the two cases are discussed, Case Study One in chapter four and Case Study Two in chapter five. Chapter six concludes this dissertation with a discussion of implications. Before discussing my research, I give some background information about the history and context of online writing courses. Chapter two will describe recent trends and research in the area of online first-year writing. But I will begin here by describing the rise of online writing.

THE RISE OF ONLINE FIRST-YEAR WRITING COURSES

To put online writing courses into perspective, I will begin with some highlights from the history of distance education. Online writing classes are one instance of distance education, which in the 21st century happens via computer networks, but in earlier times happened through a variety of technologies whenever learners were separated from instructors by distance or time or both. Some of the earliest instances of distance education were applied in the service of writing courses. In her history of online composition courses Cristie Cowles Charles cites these early examples:

> Gary Klass (2000) notes that as far back as 360 B.C., Plato employed the then-new tool of writing to publish Socrates' Dialogues for his students instead of teaching this to them face-to-face. In the Middle Ages, before

> universities really blossomed, geographically distant philosophers and scholars shared ideas through letters and other texts. And as early as the 1840s, Isaac Pitman used the Penny Post to train phonographers by shorthand correspondence ("A Brief History," 2002). The twentieth-century's formal distance learning courses, on the other hand, have emerged mostly through high schools and universities who wanted to create an alternative to students physically attending class. The University of Chicago created the first university distance learning program in 1959 ("A Brief History," 2002), and then as television became increasingly available, distance learning experienced a major boom when PBS and other organizations produced educational television courses.

Another history, this one focusing on composition and distance education, traces the roots of writing taught at a distance back to 1833 Sweden, where one of the earliest advertisements for a writing course taught via mail appeared in a newspaper; the first such advertisement appeared in the United States in 1873 (DePew, Fishman, Romberger, and Ruetenik 50). The audience for early distance writing courses was often what we now call "adult" or "non-traditional" students, a link that continues to impact some of our assumptions about distance courses and the students who participate. The advertisements I just mentioned for distance-based writing courses predate the advent of campus-based writing courses for first-year college students by about six years. Harvard introduced the first required writing courses for first-year students in 1879 (Irene Clark 2-3, for more on the history of writing instruction see Murphy). Through the many permutations of these writing programs, Chris Anson tells us correspondence or independent study programs

for writing have "always lived uneasily within programs that also teach students in classrooms" (270). Today, though online courses may appear to be settling in at many universities, some uneasiness remains about the value of teaching writing at a distance via computer networks.

The progression toward computer-based composition courses began in the 1980s with the advent of electronic networks for interaction (ENFI) (Condon 45; see Day and Batson for a full description of ENFI). Basically ENFI allowed people to converse in real time by typing to one another through a computer interchange. The advantages of this system were that it made writing more social, made the writing process visible, made the class discussions more egalitarian (each student had equal chance to participate) and lasting (through written transcripts), and teachers could model writing as they participated in the written ENFI discussion. Day and Batson describe ENFI as "always a multiply-centered environment" (Day and Batson, par. 44). The advantages identified with the first ENFI systems are still named in association with 21st Century online learning environments.

However, some characteristics of the ENFI systems were not necessarily viewed as advantages. Use of ENFI often resulted in a loosening of teacher control and a rise of student influence in the classroom. Dispersed control in the writing classroom was not a comfortable situation for many instructors. Although some learned to manage the new challenges and freedoms of the ENFI classroom, some instructors never got accustomed to it and were reluctant to use this new communication tool (Day and Batson, par. 53). Other instructors, however, saw the student-focused classroom as another boon. Use of computers began to spread. Day and Batson report that in 1995, ENFI was used on about

a hundred campuses (par. 43), and noted "CMC [computer mediated communication] continues to nibble away at our traditional way of doing things" (Day and Batson, par. 53). The progression of electronic writing tools had begun.

The growth of networked computers in the writing class can be seen in Janet Eldred's footnote about sessions at 4Cs conferences: in 1987 two of the 20 sessions on computers mentioned networking; in both 1988 and 1989, it was eight out of 18, and by 1990 five of 15 sessions on computers "had networking in the title—even more talks assumed a networked classroom" (248). Early discussions used a variety of terms to describe using computers in the writing classroom or teaching writing with computers, and conceptions about what is involved in online or virtual education vary. A "simple and direct" definition of virtual classrooms was offered by William Condon:

> Essentially, a virtual classroom occurs whenever teachers and students interact in a sustained way via a computer network. The interaction might occur over the space of 30 minutes or it might last for a semester or more. The key factors are group interaction and duration in time, not the technological means of supporting the interactions over time…The interactions can occur among people sitting in the same computer-equipped, networked classroom at the same time or among people located literally anywhere in the world, communicating at times that suit their own schedules…. (45)

While earlier uses of the term included instances of teaching done on computers in lab-style classrooms, today *online courses* or *virtual cour*ses commonly refer to courses conducted entirely and exclusively over the internet. In 2004, Beth Hewett and

Christa Ehmann defined online writing instruction (OWI) as "writing instruction that occurs in an online environment through networked computers or via the Internet. It can include asynchronous and synchronous interactions …" (176, *glossary*). Charles acknowledges these different conceptions about online writing courses, but argues that we need thorough and organized assessment of online writing courses. She says,

> What exactly is a fully online course? The answer seems easy enough: students and teachers never meet face-to-face and the entire course is taught through tools on computers and the Internet. Yet, exactly which tools are utilized, who manages the course, which information is emphasized, and how skills are taught varies from course to course. (Defining, par. 2)

Variations of definitions may be one indication that we do not know (or, at least, do not agree upon) as much as we could about the phenomenon of online writing instruction. However, a lack of definitional consensus has not stopped the spread of online learning opportunities. Online writing courses have become quite common, and first-year writing has been a frequent site for online learning. The following are just a small sample of schools that offer first-year writing courses in an exclusively online environment: University of Northern Arizona (Eng 105); University of Colorado Denver (ENGL-1020-3 "Core Composition"); University of Florida (ENC 101), University of Minnesota (WRIT 1301 University Writing); University of Wisconsin (ENG 101). Boyd describes the advent of online writing at Arizona State University (ASU); it seems to have followed much the same path as the development of an online first-year writing at my institution, the University of Minnesota (UMN). Both began with an online course—

ASU in the summer of 1999 (Boyd "Perceptions" 225) and UMN in 2006. Both ASU and UMN now offer online, hybrid, and face-to-face options for first-year writing.

In spite of (or perhaps because of) the popularity of online course offerings, research on online first-year writing courses has not kept pace. Several researchers have called for more research about online writing, and especially for first-year writing courses. Hewett and Ehmann argue that "OWI [online writing instruction] is an understudied phenomenon" (xvi) and Boyd in her 2008 survey of the literature found that

> few studies have looked at online and hybrid first year composition courses and fewer yet have actually analyzed students' perceptions of these writing courses. Studies undertaken by those in rhetoric and composition typically begin with the teachers' and /or researchers' perceptions. (225)

Another author, Patricia Webb Peterson, who writes about key issue for online writing teachers, also notes that online first-year writing needs more research:

> Unlike typical lecture classes, first-year composition is typically (or so we hope) a small interactive group of students working together to investigate and write about current, key issues. When these kinds of courses are moved online, what is lost and what is gained? These questions are yet to be discussed fully by scholars within Composition Studies. (373)

This dissertation addresses these calls for more research that incorporates student views about online learning in first-year writing courses.

The expectations placed on first-year writing classes as a gentle gateway into academia—small, interactive classes that are meant to help first-year students adjust to

college—are part of the unique burden of first-year writing courses that make their online remediation a challenging application of online learning. One of the traditional (though not undisputed) goals of a first-year writing course has been to acculturate new students to the academic setting and to academic ways of thinking and writing. However, the deep thinking and close study encouraged by academics contrasts rather sharply with the scanning, skimming, and quick responses often expected of information delivered via the internet. Another challenge to online first-year writing courses is the contrast between a traditional first-year student audience (young adults 18 or 19 years old and fresh out of high school) and what has come to be expected of an online learner, a learner often characterized as independent and self-motivated. That characterization seems to fit more closely with the profile of an adult learner than the traditional characterization of a first-year student. Traditional expectations for introducing newcomers to academic exchanges, a need to teach close reading and careful analysis of texts, new patterns of skimming and scanning texts online, conceptions of first-year students as just out of high school, and expectations that online students will be independent and self-motivated—all these contrasting influences are brought together in the online first-year writing course.

So far, in this first section, I have described some of the unique characteristics of online first-year writing courses, the path by which online first-year writing systems arose, and how we find ourselves in need of more research. Next I will explore in a little more depth, the context into which these online classes have emerged, that is, the long history of first-year writing.

HISTORY, CONTEXT, AND CHANGE

The online instantiation of first-year writing may be relatively new, but these courses have emerged through and into a well-established, complex, pan-disciplinary context of writing pedagogy and practice, which continues to affect how we teach and learn writing, even online. In this section, I explore some of the history, context, and early research related to online first-year writing and identify some changes that have occurred.

Online Writing Education

The first history of the field of computers and composition was published in 1996 by, Gail Hawisher, Paul LeBlanc, Charles Moran, and Cynthia Selfe. It shows that in the beginning, the focus was on using computers to teach writing *in the classroom*, rather than conducting writing courses through internet connections. Several early articles recount examples of teaching with computers, with most of the teaching being done in face-to-face classrooms with students and teachers working on computers in the same place and at the same time. In a 1991 study done by Hawisher and Self of ten computer-based FYW courses, all ten courses observed were taught in classrooms. Writing in lab classrooms continue to be a frequent topic in the literature, yet we see more and more discussion of and research on writing courses delivered entirely online. Online writing courses are now accepted in higher education, not fatalistically, but "realistically" and attention has turned from justification toward best use (Boyd 224).

Although the focus has shifted, many of the early concerns continue to interest researchers as can be seen by examining an early article encouraging use of email in

composition classrooms. It was 1993 when Gail Hawisher and Charles Moran argued that electronic mail should be studied within the field of composition. They said, "historically we have brought into our first-year college writing courses any and all genres that seem pan-disciplinary" and asserted that email was such a practice (629). In this statement are hints of the unique role of first-year writing at the academy and the unique ties that technology has with first-year writing. Many of the issues mentioned in Hawisher and Moran's article continue to be factors in today's considerations of technology and first-year writing classes:

- questions about whether a new medium (which today might be something like Twitter or even Pecha Kucha, which might be classified more as technique than technology) is worthy of academic attention or should be considered fad-like and therefore better left to the students (629)
- tensions between what tools are used in the workplace and what colleges do, or do not do, to prepare students for workplace participation (628)
- applications of social and collaborative rhetorics (628–9) and the place of electronic communication—thought to be somewhere between written and spoken communication (629–632; see also Gurak)
- possibilities of teaching writing through a new medium and the medium's democratizing capabilities (see also Anson; Richard Clark; Selfe), teacher workload (see also Reinheimer), the systemic nature of changes brought by a new technology, and the "spontaneity and fluidity of the medium" (630)

These issues continue to influence the development and application of technologies in the field of composition. The persistence of issues seems to confirm that

the particular medium or technology is not as important as our understanding of the principles of integrating these technologies into our pedagogies.

Even though sometimes overshadowed by new technologies, the issue of pedagogy is never left behind. In 2000, Susanmarie Harrington, Rebecca Rickly, and Michael Day wrote *The Online Writing Classroom* to help teachers who were struggling to integrate networked computers into their writing classes. Teachers often lacked (and still lack) training, experience, and the power to control technology decisions. In their book, Harrington, Rickly, and Day use the umbrella term, "the online writing classroom," to cover computer-lab classrooms and classroom-based courses connected to the internet, as well as completely online or virtual classes. Most of the chapters in this collection address the use of networked computers in face-to-face classrooms. Among early adopters of technology, attitudes of techno-enthusiasm prevailed. However, the essays in Harington, Rickly, and Day's collection encouraged teachers to think critically about their applications of technology in the classroom. Barbara Stedman characterized the "marriage" of classrooms and computers as "clumsy" (23). Steven Krause ("Why?") explicitly balanced the pros (easy distribution of materials, research opportunities for students, real experiences of publication to an audience, and excellent tool for collaboration) and cons (time consuming, necessity for some programming skill, cost of equipment, and issues of accessibility) of using computers to teach writing. None of the essays in this text, from 2000, specifically addressed entirely online courses for first-year writing.

First-Year Composition as a Site of Online Learning

Based on the recent preliminary results of the 4Cs survey on online writing instruction, Jaschik described the number of online courses for first-year students as "a significant minority" (par. 5). While many traditional universities do not offer first-year writing online, online institutions offer all classes in this format. The advisability of offering online writing courses to first-year students is an active debate.

Those opposed to teaching first-year writing in an online setting fear that new college students are not yet grounded enough in college learning to be set free in a cyber-learning environment, which they conceive may require more discipline and self-motivation than first-year students are ready to handle. Scott Warnock, who wrote the 2009 book, *Teaching Writing Online: How and Why*, reports that his school, Drexel University, stopped offering fully online writing classes to first-term first-year students because they

> felt that although we were developing solid and rigorous online pedagogies, first-term, on-campus students might have trouble if they viewed the online writing course as an easy way out—simply a way not to get up and go to class…the add and drop rates and grades in these classes sent a signal that students were not being well served. It seemed that many who enrolled in an online class were unprepared for that type of course. (Warnock 13)

Similarly, West Virginia University limits their online first-year writing options to students who are older or off campus, "at least 25 years old, part-time, and out of school for at least 4 years" (Gouge, "Location" 12–13).

In contrast to those who say first-year students are not yet ready to study online, other scholars have suggest that the first year is a beneficial spot for learning online. One argument is that the early years of college should be focused on gathering lots of information. Hubert Dreyfus, an educational philosopher, argues that beginning college courses are *better* suited for online learning opportunities than are advanced courses (27–49). Dreyfus' argument is based on the developmental theory that students must develop general competencies before they are ready for reflection and discussion. Dreyfus argues that online delivery is a good option for transmitting a lot of general information to first-year students and that discussions and seminars are of most benefit to advanced students, whom he describes as better prepared to form and critique ideas. While Dreyfus' argument makes sense for courses that transmit a lot of information, FYW has never embraced that model. Composition courses tend to follow more of the seminar/discussion model and are frequently designed to prepare students to do the critiquing of ideas and course discussions Dreyfus recommends they make use of in later classes.

Another supporter of having students complete their first college years online is Robert Brooks. Drawing on Vygotsky, Brunner, and Driscoll, Brooks also argues that interaction is most beneficial to students' learning after they have absorbed some basic information. Ideally, Brooks would advocate for a pattern that would have students learn basic concepts online first, and then be on campus for discussion with their peers during the last two years of their education. This is in contrast to models that some universities have adopted, which require FY students to be on campus but then allows students to finish their degrees online. Brooks argues that if students cannot be on campus together, learning-supportive interactive communities *can* be created online by supporting three

models of communication among peers: communication-as-transmission, communication-as-sharing, and communication-as-interaction.

These two supporters of putting first-year students online actually create a case for not putting FYW online. First-year writing courses are not transmission based, but tend to be discussion based, the type of classes Dreyfus and Brooks claim should be taught on campus.

Other supporters of computers in first-year writing see value beyond transmission-type pedagogies. In her article, "Teaching Composition Online: No Longer the Second Best Choice," Leslie Blair describes her conversion from skeptic to advocate of OFYW courses based on the advantages she feels online courses have specifically for first-year students, namely, the dependence on writing and the necessity to communicate through writing. Barbara Duffelmeyer argues that first-year writing is a good place for teaching with and about technology, but her reasoning is different from the approach taken by Dreyfus or Brooks. Duffelmeyer reasons that the first year is a good point to teach critical thinking about technology because the first-year students are using these technologies to write and so they should learn to deal critically with the technologies they use. This, says Duffelmeyer, should happen as early as possible. Teaching FY students to be critical about technology is supported by Danielle DeVoss and Annette Rosati:

> First-year composition seems, to us, to be the ideal place to initiate discussion related to [critical technological literacy]; first-year composition courses tackle (among other functions) the task of acculturating students into academic writing. Because academic writing now relies so heavily on the reading, writing, and research accessed via virtual spaces, it is necessary for first-year composition

> courses to address research and writing in electronic realms and to help students develop techniques that will aid them to best use these systems. (193)

These proponents of teaching with technology in first-year writing classrooms do not necessarily promote online-only applications for first-year writing.

Arguments *against* teaching first-year writing online seem to be based primarily in the realm of personal characteristics—the students are not yet ready. Arguments *in favor* of teaching first-year writing online can be found in multiple areas, including personal characteristic arguments about ways students have been influenced (even neurologically changed) by electronic media and students' expectations of hyperlinked and interactive learning resources (Sturdevant); environmental arguments, which say that the omnipresence of media in the current social and commercial world require that media also be part of the way we teach students to live within that world; and even cognitive arguments, which highlight the fact that students need to be taught to be thoughtful and critical and make decisions about their use of technology (Dufflemeyer, Selfe).

While there may be a lot of argument about the suitability of entirely online offerings for first-year students, there is much less argument about the idea that first-year writing should be engaging for students. Engagement is also an important concept in online learning. I discuss this concept next.

Participation and Engagement

First-year courses may have a special interest in helping students make connections with the university, but engagement in learning is generally seen to be beneficial for all students, and engagement is an important concern for online educators. In spite of the wide recognition of engagement as an important part of online learning,

there is no clear agreement on a definition or terminology. Palloff and Pratt (*Engaging the Online Learner,* 2004) list several phrases from research and literature which have been used to describe the concept of engagement in electronic learning environments: "*active learning, social cognition, constructivism,* and *problem based learning,* all of which emphasize student focused learning within an instructor-facilitated environment" (3, emphasis in the original). In spite of these various names, Palloff and Pratt say that issues of engagement (or community, as it is often termed) are "primal and essential" to online learning (23). Hamish Coates defines engagement "in broad terms…concerned with the nature of students' involvement with activities and conditions likely to generate learning" (4); alternately, he describes it as the effort that students put into educationally purposive activities. Coates further specifies online engagement as students' "use of online [learning] systems to interact with their study" (148). Conrad and Donaldson say,

> The involvement of the learner in the course, whether one calls it interaction, engagement, or building community, is critical if an online course is to be more than a lecture-oriented course in which interaction is primarily between the learner and the content or the learner and the instructor. (6)

One point that several researchers and theorists do agree on is that technology, by itself, does not create an interactive learning situation. Conrad and Donaldson stress the learner's role: "A learner…must understand engaged learning and be amenable to adopting the strategy" of engagement (9).

> Students cannot be passive knowledge-absorbers who rely on the instructor to feed information to them. In an online course, it is imperative

> that they be active knowledge-generators who assume responsibility for constructing and managing their own learning experience and online learning situations. (Conrad and Donaldson 7)

Conrad and Donaldson seem to say such involvement by students is especially necessary in online courses. I believe these principles of engagement remain just as true in classroom-based courses where we cannot accept a student's physical presence as active, engaged learning. Even so, applying social theories of language and learning in an online composition course holds ostensible paradoxes. Social theories of language articulate the belief that people learn and use language in or through interaction with other people in social contexts. "Social" implies the company of other people, but "online education" is often thought of as a form of distance education, an effort that is individual and separate. The physical separation characteristic of distant learning environments might seem to imply that online learning can only be an individual endeavor and not a social act. In that sense, then, online classes appear to be less conducive to learning writing because the "distance" in online environment would seem to preclude the social interactions thought to be necessary to develop written language skills. And yet, rather ironically, social learning theories seem to be the dominant paradigm for both classroom-based and online writing classes. Online writing classes are almost universally built around the idea that engaged interaction is key to learning writing online. When applied to online environments, social theories of language and learning pick up an added burden. They need to account for how people interact socially and learn when the participants are not co-located. To do so requires a broad view of the social situation, a view that looks beyond the participants within sight and sound of one another.

Precedents for such a broad view can be seen in traditional notions like Bruffee's "conversation of mankind," that is, viewing academic writing as discourse among knowledgeable peers which takes place in the exchange of written treatises as well as in classroom conversations. Bruffee saw conversation and writing as complementary ways to increase competency in both as well as ways for students to participate in community; he also saw that participating in community helped students build skills in writing and conversation. This broad view of community is mirrored in the online classroom, "the networked classroom community models the larger scholarly community in building a sense of common purpose and in developing an awareness of writing as interaction with a particular audience" (Hanson 225).

Much current scholarship of online learning has been directed at discovering the best ways to engage students by building on the possibilities for social interaction in networked classes. This literature on engagement was very important in the design of the OFYW courses that I observed in this dissertation research. In particular, the designer followed guidelines set out by Rita Marie Conrad and J. Ana Donaldson in their guide, *Engaging the Online Learner.* Conrad and Donaldson recommend a gradual developmental in four stages. The first stage is largely teacher led. Students are "newcomers" and the teacher makes sure the learners find their way around the tools and are comfortable with the course and with one another. In the first stage, the teacher sets expectations for interaction. The middle two stages transition more and more initiative to the students until, by stage 4, students are leading activities. Conrad and Donaldson provide a time frame that allows this transition to student initiation to happen in a typical 15-week semester-long course.

Palloff and Pratt approach community building from a practical standpoint, designing interaction into the basic course design. They say the teacher is responsible for making room for social interactions and that these are necessary for learners to be successful in an online learning environment. In addition to their statement that interaction is "primal and essential to the existence of electronic communication in the educational arena" (Palloff and Pratt 23), they also say that "buy-in from the participants is essential" (Palloff and Pratt 19). So, not only is it essential for teachers and designers to build interaction opportunities or requirements into the course, it is also essential that the students are aware of and consent to engage in online interactions and discussions. Other researchers have pointed out factors that hinder engagement online: "Teaching grammatical and rhetorical forms, teaching to models, teaching process, teaching plot, character, theme, figurative language—each can successfully permit *avoidance of engagement* with either writing or reading tasks" (Linda Hanson 213, emphasis added).

Challenges to Participation

There have been some challenges to the idea that social engagement improves online learning. Beth Hewett and Christa Ehmann "believe that applications of the social-constructivist epistemology to writing instruction have not been critiqued sufficiently, [so] we discuss some of the concerns arising from such applications" (33). Beth Brunk-Chavez and Shawn Miller questioned "if it is true that collaboration assists and enables those students who are accustomed to learning (and excelling) in the traditional 'sage on the stage' format to make the necessary adjustments to online learning" (10). They found that although teachers tried to build collaboration into their classes, such activities resulted in "little or no engagement with their class members or in the form of

cooperative activities" (24). A similar situation is described by Barbara Stedman, author of "Hooked on 'Tronics, or Creating a Happy Union of Computers and Pedagogies:"

> The obvious fact [was] that students did not feel motivated to learn and follow through with the project requirements. We continually had to remind them, urge them, coax them to communicate with their …partners each week…the messages that did get sent often consisted of little more than a line or two…rather than the essay assignment at hand. (21)

It seems that in practical application, students do not always embrace efforts to help them learn through social interactions. These findings are especially pertinent to my study because preliminary results showed similar student responses.

Participation may describe a lower level of interaction than *engagement*, yet even the value of *participation* has been challenged. Researchers in both online and classroom-based arenas have become aware that the current focus on participation may privilege students who are more outspoken in the classroom or students who write more in online classrooms. Jan Masschelein and Kerlijn Quaghebeur present a critical look at the idea of participation in classroom-based courses. They critique the assumption that participation is necessary for education. They invoke Foucault's idea of governmentality and the system's presumption of certain characteristics on the part of students. Another scholar, Michael Beaudoin, challenges the notion of participation in online classes based on the benefits to the students. Michael Beaudoin surveyed 24 students who had been identified as low participators in a graduate level course. He asked about their reasons for not participating and whether they felt they were learning from the course. He found that students may benefit from participation at various levels and some independent learners

may not benefit as much from interactions with other students. Course performance was not "easily correlated to participation" (Beaudoin 151). Students identified as "low visibility" students, who were not writing or participating a lot in the online class, seemed to be reflecting more than students at moderate or high levels of visibility. Beaudoin ended with encouragement to pay attention to "invisible" learning activities as well as the more obvious participatory activities. (See also Dennen; Gulati). Richard Haswell notes that research on writing classrooms has found that "sometimes it is the silent student who is most comfortable and remembers the most" from classroom discussions (Haswell 334). The questions about the value of participation apply to both online and face-to-face classes. This research seems to indicate that not all students benefit from participating in the same way in online classes. Students display different learning styles. Online learning environments may provide us with the tools necessary to address a variety of learning styles, but only if we value and apply a variety of learning styles in our online classrooms. As I explored the two case studies in this research, one goal was to understand how students think about participation in online first-year writing classrooms.

A need has been identified for more research that probes student perceptions of online writing courses. In this dissertation, I attempt to contribute to this needed understanding through this instrumental case study of two sections of an online first-year writing course.

In the next section I highlight results from current research (work published in the last five or six years) concerning online first-year writing courses. Chapter three describes how this study was guided by instrumental case study methodology. Chapters

four and five detail findings from each of the two cases observed, and conclusions and implications are discussed in chapter six.

CHAPTER 2

FIRST-YEAR WRITING ONLINE

CURRENT RESEARCH AND ISSUES

Having reviewed in the previous chapter a history of how online writing courses developed, this chapter will now review research related to online first-year writing courses that was completed in the last five years. I focus this literature review on three areas. The first two sections cover two themes common in online first-year writing literature: the online learning environment or context, and student characteristics. The third section explores ideas about complexity and writing pedagogy.

In terms of environment or context of online learning, I discuss research that focuses on the online learning environment. In addition, I highlight a few studies from the much more prolific vein of studies that discuss technology tools for teaching writing in the classroom. The latter discussion, though not addressing fully online courses, shows possibilities of what could be done with online first-year writing courses.

In terms of student characteristics, I closely review the Educause study on "net gen" students (Oblinger and Oblinger, Educating). This review highlights characteristics of students who have grown up surrounded by technology and how that may or may not affect how these students learn.

The last section of this chapter explores social cognitive theory as a way to explain the complex phenomenon of online first-year writing courses. In particular, I review Albert Bandura's concept of triadic reciprocality as a way to account for both environmental and personal/cognitive influences within the scenario of online first-year writing courses. A complex model like this is necessary if we (as teachers and students)

are to appreciate the full complexity of the task of learning to write in an online environment and of the individuals involved in this endeavor.

RESEARCH ON ONLINE FIRST-YEAR WRITING COURSES, 2005-2009

It can be challenging to single out research on online first-year writing courses. Outside the field of composition, the term "composition" is closely, almost exclusively, entwined with first-year writing courses. Compositionists, however, conceive of their field as broadly encompassing writing pedagogy at all levels. Thus, there is not always a clear distinction between literature addressing first-year writing courses and those that apply to composition more generally. It is common for books about composition to not contain the words "first-year" or "freshman" in the index (Irene Clark, 2003; Hawisher, LeBlanc, Moran, and Selfe, 1996; Lindemann, 2001; Sidler, Morris, and Smith, 2008), though a new 2009 book about teaching writing online does list first-year writing in the index (Warnock). A further complication to finding studies of OFYW is that first-year writing tends to be "pandisciplinary" (a description used by Hawisher and Moran in 1987), that is, it is influenced by a variety of disciplinary forces, so OFYW research can be spread across the disciplines.

So, the answer to the question, "What do we know about online first-year writing?" requires that a wide net be cast. Information about OFYW courses can be found in journals addressing new media studies, teaching and learning, educational technologies, distance education, and WAC/WID programs as well as in discipline-specific journals throughout academia. In contrast, some composition or English studies journals, where literature on traditional composition may be found, may publish very little on online writing courses.

Working from broad searches and specific journal reviews, I identified several articles related to online first-year writing courses; however, far fewer articles comply under a strict definition of research on entirely online first-year writing courses.

First let me highlight two early studies which were included in *The Online Writing Classroom* (Harrington, Rickly, and Day 2002), one of the first books about online writing classrooms. Although these fall outside of the established time zone, they highlight some still-pertinent issues: the benefits of text-based online courses for the teaching and learning of writing, the importance and challenge of interaction in online classes, and the impetus that technology introduces to re-examine pedagogical practices. These aspects continue to be relevant to current discussions of online courses for first-year writing.

In the first study, William Condon wrote about his experience linking three face-to-face classes at three different locations via the internet. Although the participants never met all together, each of the three classes met face-to-face in a classroom. Connecting classes in separate locations was an early focus of online pedagogy research. Condon, as a result of his experience, identified three benefits of online writing courses: the written nature of the virtual classroom, the increased student-focus (as opposed to teacher-focus), and the increased task-orientation and egalitarian access. Condon's conclusions reflect enthusiasm for what could be done in online writing classes. He also voiced a conviction that teachers needed better software and more training to realize the true benefits of virtual classrooms. Condon reported that the experience was beneficial to students and their learning, but his primary focus was on the teacher's perspective and how teachers could approach virtual classrooms. Interestingly, Condon does not explicitly state that his

subjects are first-year writing students. The nature of his subjects is made clear in the section introduction, which describes that the course goal was to introduce students "to the academy in general and to academic writing in particular" (51). He extolled one of the benefits to be the special capacity for introducing students to academic writing practices, stating, "the virtual classroom proved almost ideal for such an endeavor" (51–52).

The second study from *The Online Writing Classroom* explicitly discusses a first-year writing course (Watts and Taniguchi), but this course, too, used online tools (MOOs and e-journals) within a classroom-based course. These authors chose to use technology as a way to engage their first-year students in an access program called the Rainbow Advantage Program. In the opinion of Watts and Taniguchi, "For teachers, quite simply, one of the best uses of technology is…to make connections with students in order to open lines of communication on both figurative and literal planes, and to afford them opportunities to reflect…" (187). The Rainbow Advantage Program was successful, but I don't believe that all the success can be ascribed to the applications of technology. The Rainbow Advantage Program involved many changes, including community connections, the use of mentors, and a small-cohort learning community. As many researchers have concluded, the greatest questions facing teachers are not questions of technology, but questions of pedagogy (Watts and Taniguchi; Hawisher, Moran, LeBlanc, and Selfe). The addition of technology is most beneficial when accompanied by curricular redesign.[1] So these studies show that many of the issues we are concerned about today were being

[1] Carol Twig and the Sloan Consortium have done a lot of work in the area of course redesign for online teaching and learning. Catherine Gouge also addresses the challenge of redesigning existing online classes, noting a change from the initial push to "simply get courses online" toward a desire for better effectiveness (45).

thought about by researchers even as computers were being introduced to writing classrooms.

One of the earliest concerns about online writing pedagogy was whether it was comparable to traditional classroom-based writing pedagogy. As online education grows in acceptability, fewer and fewer online-versus-face-to-face comparison studies are pursued, but they have not died out completely. In 2003, Leslie Blair compared teaching FYW online and face-to-face. In, "Teaching Composition Online: No Longer the Second Best Choice," Blair was defending online teaching against objections. Blair writes about her personal experience teaching FYW both online and face-to-face with online components. She found students in online settings had to write to communicate. That necessity helped students to develop a sense of audience. Blair, who draws on Bakhtin to explain the importance of authentic audiences in teaching writing, found that having her students communicate with one another via text-based online forums created a real sense of audience for her online students. In online discussions, Blair found, students have control of how they reveal themselves through writing and that sense of control helps them understand and build ethos in ways she did not see in her face-to-face classes. She now incorporates online writing activities in her face-to-face classes to foster audience awareness.

Another observation that Blair made was that many online writing courses are attracting older students. Blair makes a point to highlight the unique value that online writing classes can bring to FY students, in particular, avoiding the risks and social pressure of participating in class discussions (par. 37), time to think about what to say

(par. 38), and learning practical applications of written interactions (par. 39). These benefits have continued to be extolled by proponents of online writing courses.

Another comparison study, done in 2005, shows comparison studies are moving from estimations of similarity and difference to suggestions for making our online teaching efforts more fruitful. Sapp and Simon compared multiple sections of first-year writing and business writing courses which were taught in both online and face-to-face formats. The course review was based on course grades and data about completion rates. Sapp and Simon discovered that online courses had many more dropouts and many students who "dived" (received a grade of D, F, I, or Withdraw) rather than "thrived" (received a grade of A, A-, or B+). In survey responses, "A" students reported thriving on the flexibility and freedom to learn on their own; students who did not thrive reported disliking the lack of discipline or structure (476). They might have concluded here with a statement about students preferred learning environment, but Sapp and Simon go on to recommend actions for helping students thrive in online learning environments: expand orientation activities to help students acclimate to the online environment; offer face-to-face meeting options, but anticipate that few students will show up (480–481); don't assume students are self-directed, help them foster accountability (481); incorporate real-time online activities to increase interactivity (482–483); work hard to help students finish an online course (483); "insist" that administration supply enough time and technical support for online classes (483); and be aware of ways that technology might support or stifle diversity (484–485). Although comparison studies are still being done, the focus has changed from an evaluation of whether online courses should be conducted to how we can best use online technologies to support students in this mode of learning.

A comparison study by Lauren Yena and Zach Waggoner ("One Size Fits All?: Student Perspectives on Face-to-Face and Online Writing Pedagogies") studied student perspectives on face-to-face and online writing pedagogies regarding online collaborative activities. They observed two sections of a course titled Online English, analyzing online discussions for evidence of collaboration. They found a diversity of responses to the online course, but conclude that, "At least within the context of these particular classes, it seemed that Bruffee's notions of peer collaboration could be realized in an online environment" (Peer Collaboration section). The issue of retention comes up quite often in online learning literature. In Yena and Waggoner's study, 29 students competed and passed the course, and 10 students dropped out. They also found that students who received better grades had taken more online courses. Yena and Waggoner do not probe those findings further, but suggest that "thriving" in an online learning environment might be a function of student characteristics as well as experience (Final Course Numbers section). Thus, Yena and Waggoner's findings support the notion of the complexity of online first-year writing courses and the need for a complex understanding of the various forces influencing students who participate in online first-year writing courses.

Other researchers, too, are looking for more complex models with which to explore online writing pedagogy. One such researcher is Barbara Dufflemeyer, who conducted an observation of 140 first-year students to "explore critical computer literacy" (290). She discovered that students vary in their reactions to and preparedness toward technology. She categorized students' attitudes in three positions: hegemonic (that is, going along with the predominant attitude of acceptance of technology), oppositional

(resisting technology), and negotiated (neither completely rejecting nor accepting, but coming to a balanced understanding of technology). Dufflemeyer's findings support the idea that students have choice about how they react to technologies and pedagogies; student reactions are not determined by the fact that a class is online. Dufflemeyer's findings support the idea that moving first-year writing online is complex and that we need a more complex model for online writing pedagogy. We cannot begin with an assumption that students will all have a single or a consistent attitude toward technology.

Kristie Fleckenstein also studied students' complicated reactions to online writing courses. Fleckenstein studied the language and behavior of students in an online first-year writing course. She discovered that although students may initially choose an online course because of the convenience of not having to meet in one place, her students complained toward the end of the course about not being in one place. She argues that thinking about the online classroom as a holistic "place" (a place that is more than the sum of its parts) can help foster community and critical reflection on technologies. She is applying complex system theory and the three elements of "emergent place" as a way to explain how teachers in online learning environments might develop a sense of place to mediate some of the possible problems that could arise when students are not co-located, that is, not sharing the same embodied space (Fleckenstein).

About complex systems, Fleckenstein comments, "A complex system consists of an interlocking constellation of nonlinear relationships, which exist as intertwining, porous loops of information defined by…'differences that make a difference"' (153). Fleckenstein says, "humans are created, self-organized, by their own actions. World-building and self-building both result from shaping and maintaining a complicated

constellation of activities and relationships" (157). Fleckenstein's three elements are language, interpretant, and physical reality. (These concepts match up with concepts in Albert Bandura's concept of triadic reciprocality.)

The goal of developing a more complex theory about online writing pedagogy for first-year students is to make online writing courses more effective and to improve teaching and learning in online first-year writing classrooms. An example of studies in this vein is Patricia Webb Boyd's survey of 19 sections of first-year writing courses in online and hybrid offerings. Boyd presented an online survey to students in 19 sections of first-year composition at Arizona State University; 170 students replied. Boyd's review of existing literature highlights the following issues related to online first-year writing: an increasing demand for technology, a great potential for interaction that technology presents, a lack of existing literature in the area of online first-year writing courses, and a need to understand student perceptions and experiences in online first-year writing courses. As she approached her study, she based the survey on Chickering and Gamson's seven principles of undergraduate education (1987) and the Writing Program Administrator's Outcomes Statement for First-Year Composition (WPA 2008). Boyd found that although teachers value learner-centered education, many instances of online courses are failing to realize the expected potential for learner-centered education. Students in her study expressed ambivalent and conflicting views of their online learning experiences.

Students in Boyd's study failed to see the connections between the class activities and the learning goals, and they often did not perceive the importance or value of

interactions with peers. Students reported that they enjoyed interacting with other students online, but they did not value those interactions as contributing to their learning.

Students also reported they were dissatisfied with their interactions with faculty in online courses (229). (This reaction differs greatly from the reactions of students in the two OFYW sections that I observed.) But, looking closer, these results may be more complicated. Over 80% of Boyd's respondents disagreed that "there were sufficient opportunities to interact online with my instructor," but over 50% reported they had higher amounts of interaction online than with instructors in face-to-face classes (230).

Boyd also found that students were often confused about the teacher's expectations (232–233), had differing expectations for timely responses from the instructor (232), and didn't see the connection of online discussions to the learning objectives (233–234). Students reported that they received some help from peer comments, but they did not count feedback from classmates as very important (237).

Boyd's findings echo some of my own experience and my findings from observing online first-year writing courses. I found, as did Boyd, that students are often not aware of the value of peer interactions for their learning. (The findings from Case Studies One and Two will be discussed fully in chapters four and five.) Boyd adds that students need to be coached in how to make use of peer interactions (234). (In a similar vein, Judith Lapadat argued that interactive written discussions in online courses need to be carefully designed. She cited the following reasons why students might not participate fully: the open-ended time commitment, the hard work necessary for higher order thinking and literate writing, and the social cost if one's contribution were not considered worthwhile.) Boyd concludes that online pedagogy is in a transitional state:

> specific features that are unique to the online environment are impacting the class environment even as traditional institutional factors shape students' expectations and definitions…the online classroom …is asking students (and teachers) to challenge their assumptions about learning; yet all of this is taking place within an educational system that has not changed its ideological approaches to education: Teachers give assignments, students complete them, and teachers grade them. (238)

According to Boyd, this transitional state is influencing students' perceptions about what online learning should be. "Because students judged the online course against their experiences in f2f courses, many students found the online framework lacking…" (230). Boyd emphasizes the importance of the instructor's role in communicating with students (prompt feedback is crucial) and helping students "read" the online classroom and make the connections between the online activities (discussions) and learning goals. Boyd remarks that "the two most important factors of an online course [are]… the interaction between faculty/student and [between] student/student" (229), yet the classes she observed were not meeting the potential of online media to connect teachers and students. Boyd posits that students are comparing their online experiences with face-to-face expectations (230). Lee-Ann K. Breuch makes a similar observation about the detrimental effects of judging online learning by traditional expectations. Breuch argues that comparing new online pedagogies with traditional practices, and using our normal or accepted terminology, can train us to see only that the new is different from the old, to see only what is not there, and thus to miss advantages that may be available online.

In order to help students value and benefit from online interactions, Boyd suggested that instructors communicate a clear purpose for online discussions and all course activities (240) and balance peer interactions with direct instruction (241). Boyd concluded that it is a teacher's responsibility to structure the classroom, help students see connections, and teach students to "read" online classrooms in a way that aids their learning. Her stated focus was student perceptions, but her conclusion addresses the fact that teachers are in control of many of the aspects that students mention as important to their learning. She argues that it is up to teachers to provide clear expectations and explicit connections between activities and learning goals.

This is one theme that theorists have come to agree on: the key issue in online writing courses is not solely a question of technology (Boyd; Breuch; Peterson; Twigg). The issues around technology are really issues of pedagogy. When Patricia Webb Peterson wrote about key issues for online writing teachers, technology did not make the top three. She highlighted teacher roles, educational goals, and student learning—emphasizing that teaching writing online is still teaching, and the goal of that online teaching activity is still student learning.

Technology Use in Writing Classrooms

Research in the area of online first-year writing courses is enriched by an examination of studies concerning technology use in writing classrooms. In spite of the rise of research regarding online writing courses, there are many, many more articles reporting examples of teachers using internet-based tools as a supplement to or a unit within classroom-based courses. These studies can help us understand the range of tools available and how such tools might function in online writing course environments. Some

helpful overviews of technologies used in writing classrooms have been recently published. Wuensch, Aziz, Ozan, Kishore, and Tabrizi analyze students' perceptions of technologies used in online courses (2009); a special edition of the journal *Across the Disciplines* looks at Technologies and WAC (January 19, 2009). The annual *Horizon Report* from Educause describes emerging technologies which are predicted to affect education. The 2008 Horizon report predicted a short-term horizon rise (less-than-one-year range) in the use of grassroots video (10) and collaboration webs (13), which seem to have come about. Mobile broadband (17), data mashups (20), collective intelligence (23), and social operating systems (26) were also predicted to rise, but on a longer adoption horizon.

Several recent journal articles feature individual technologies and their applications within writing classes. In addition to the more common discussion boards, blogs, and wikis, the wide variety of tools includes Drupal, a content management system (Rivers, Santos, and Weber); Drupal, Wikis, and Flikr (a picture management tool, Zemliansky); white boards for peer review (Hewett); writing in games (Moberly); chat (Kirkpatrick); use of voice recognition software for generating feedback for students (Batt and Wilson); and audio programs for responding to student papers (Vee). Studying these instances of internet-based tools in classroom based courses can inform the use of them for online-only writing courses as well.[2]

[2] New online teaching tools are being launched with frequency. Ning is a newer social networking software that is being used for online courses. It has been written about in many online forums. Ning can be explored at http://education.ning.com/. Jing allows an instructor to record and save an audio and visual file to the internet as a way of responding to student papers (http://www.jingproject.com/). Prezi is a more flexible alternative to PowerPoint (http://prezi.com/).

The Unique Burden of First-Year Writing Classes

One consideration that is unique to OFYW courses is the online instantiation of a traditional—although not undisputed—role of first-year writing to help matriculating students adjust to the environment and writing genres of the university. This role had been complicated in the 21st century, in part by the advancement of technologies in the writing classroom.

When the college experience was more uniform and "collegiate," the job of leading students into the field might have seemed more straightforward. Now, although the experience of a first-year writing course happens at a particular time in the life of a student, student lives and experiences are so varied that it is difficult to identify "*the*" first-year writing experience. Defining the first-year writing experience becomes even more difficult as education opens to more diverse audiences (Susan Miller, "How Near?"). Yet, in spite of the variation among participants, first-year writing is one of the few nearly-universal academic experiences that students engage in during their college years. Patricia Webb Peterson notes, first-year writing is "the only course universally required at almost all colleges and universities" (Peterson 373). As a "'gateway' course" (Boyd 225) FYW plays an important role in introducing incoming students to academic writing (though there is controversy about just what "academic writing" entails) and to campus life in general. First-year writing is often one of a few small classes that first-year students may have and it may be one of the few chances for students to interact personally and regularly with professors (Boyd 225). This special role of first-year writing is prominent in histories of composition (see Connor; Bazerman), but becomes less obvious when tracing online first-year writing courses.

In spite of its long history, exactly *how* first-year composition should enact the role of introducing students to the academy has not been settled, even for campus-based FYW courses. For example in response to the question, "What Should College English Be?" (*College English,* November 2006), Jeff Rice and Miles McCrimmon both affirmed the "critically important acculturative role" (McCrimmon 122) of first-year writing, but they posed divergent solutions. McCrimmon advocates maintaining the traditional practice of reading literature and Rice advocates for embracing new technology-based practices. McCrimmon acknowledges the changing role of composition courses, but argues that moving in the direction of more practical communication skills need not force FYW away from its traditional literature focus. McCrimmon argues that the best way to preserve first-year writing's "rightful place as the kernel of the undergraduate experience" (122) is through balanced, reflective teaching of both writing and broad, critical reading of literature. In contrast, Jeff Rice says, "We must invent a new metaphor [for college English] because, on its own, "writing" feels too limited in an age of total information delivery and connectivity" (129). Rice's recommendation is to replace our traditional understanding of a fixed page of text from one author with the idea of English as a network (Rice 127–128, 130).

These articles highlight changing views about the role of composition and about how technology influences our ideas about necessary content for first-year writing courses.[3]

[3] For additional views about the role and content of first-year writing courses see Downs (FYW should teach about writing). For more on new metaphors for writing, see Wysocki, Johnson-Eilola, Selfe, and Sirc.

Some of the work of helping students navigate the transition from high school to college has been taken up by administrative efforts at the university- or college-level in programs that focus on the first year experience (FYE). FYE programs cover some of the broad transitional issues faced by incoming students, such as learning to live away from home and dealing with stress, freedom, alcohol, roommates, and study schedules. Success in the first year is a key determinant in student retention through the second year (Jamelske). Formats of FYE programs and courses vary widely, but some stated goals include "to introduce new students to university life and assist with time management and study skills" (Jamelske 375), and "to achieve general education outcomes—in particular, critical reading, writing, and thinking about humanistic, interdisciplinary, and cross-cultural texts—left unaddressed by introductory composition programs" (McCrimmon 120). At four-year colleges, FYE courses are often called first-year seminars and frequently require writing, but may not focus on teaching writing skills. In another model, FYE courses may focus on practical study skills and may be required of students who are low achievers academically or who have trouble during their first semester at college. Some schools are moving toward requiring college transition or college success courses of all students (MnSCU Conference on FYE, St. Cloud, MN 2009). FYE initiatives may slightly reduce the breadth of what first-year writing courses are expected to cover; however, as general life adaptation issues are picked up by FYE programs, new issues continue to arise for FYW. Most notable, recently, are issues of technological literacy. First-year writing continues to bear the unique burden of specializing in writing skill and developing this important academic communication skill through required, small enrollment classes.

As influential as the learning environment is, external influences cannot explain everything that happens in an online first-year writing course. To fully understand first-year writers and how they respond to online writing courses, we need to develop a complex framework that accounts for the online environment, personal characteristics, responses to technology, and student choices. Next, I will examine some literature on the personal characteristics of online learners.

PERSONAL CHARACTERISTICS: THE IMPACT OF DIGITAL COMMUNICATION ON STUDENT CHARACTERISTICS AND FIRST-YEAR WRITING PEDAGOGY

At the turn of the 21st century there was a lot of talk about *millennials*, the generation who grew up surrounded by digital media. Some research suggests that exposure to digital media might be changing actual brain functioning in humans. These audacious claims and more mundane student characteristics will be explored in this chapter.[4]

Students in online first-year writing courses can be characterized as online learners, and we can learn about them through characteristics of other online learners. However, many characterizations of online learners emphasize independence and self-motivation—adjectives which may not accurately describe first-year student writers. Independence and self-motivation *are* reflected in characterizations of adult learners.

[4] While it is important to understand this characterization of students called the net generation or digital natives, these generational conceptions may be growing less important. Marc Prensky, the man who is credited with coining the terms *digital native* and *digital immigrant* (Part 1 and Part 2), now believes that it is exposure to digital technology more than generation, which impacts a person's comfort and ability with technology (H. Sapiens Digital).

That link between online learners and adult learners makes sense if you consider that adult learners have been the primary audience of distance education until the recent rise of digital offerings. Online first-year writing students can also be characterized as members of the "millennial" or the "net-generation"—students who have been raised and educated around computers. Many researchers are studying the results that digital media have had on learners and on educational institutions. So, the characteristics of adult learners, first-year students, and the "net generation" come together in OFYW course participants. All can help us understand online first-year writing students.

Teachers of first-year writing have long been attending to the characteristics of various generations of matriculating students. They know each generation of students is influenced by the culture in which they live before they arrive at the university. Erickson and Strommer, who study the first-year experience and changing (or persisting) characteristics of students, say that each new generation seems to believe that this time, "something *has* changed. There is something different in kind as well as degree in today's [student]" (3–4). Recently, many statements or assumptions have been made regarding students who have entered universities since 2000—those coming from a culture saturated in technology. They seem to have characteristics that set them clearly apart from previous generations. Studies of student characteristics emphasize the digital influences on student activities, and some even say it is changing how students' minds work.

First-Year Students as Members of the Net Generation[5]

Students who were born in the 1980s or later and raised using computers for school and social connections have been called "millennials" or "the Net Generation." Their entrance on campus has caused a stir, according to Carole Barone:

> The arrival of the Net Generation on campus is causing unrest in the classroom. A wave of young people empowered to create knowledge, not merely absorb it, now flows in and out of the classroom, calling into question the convictions and processes that have served as the foundation of traditional higher education. It remains to be seen whether traditional higher education will adjust sufficiently to truly engage the Net Generation. (14.1)

Barone's comment appears in an extensive report sponsored by Educause and edited by Oblinger and Oblinger, which explores the characteristics and challenges of teaching Net Generation students. Though students born in 1980 have now graduated, Oblinger and Oblinger's treatise highlights key psychosocial changes that have come about due to the presence and use of computers and the internet, and which remain applicable—however, they are now, perhaps, less surprising and more accepted. Marc Prensky, who coined the terms "digital native" and "digital immigrant," notes in his more recent writings that these differences are not generational, but still affect how individuals interact with technology.

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[5] This section draws primarily from an edited collection by Diana Oblinger and James Oblinger (*Educating the Net Generation*), which draws on several other researchers and theorists to characterize students in what has been called the "Net Generation."

Oblinger and Oblinger report that "individuals raised with the computer deal with information differently compared to previous cohorts" (2.4–2.5). Other researchers and educational observers have also noted a change in students. Joe Graba, policy fellow at the educational think tank Education Evolving observed,

> There is evidence that the heavy exposure today's children have to knowledge is actually changing the brain structure. They are developing learning styles, and nerve pathways in the brain, that will make them increasingly frustrated with a learning system that does not use electronically based learning. (quoted in Sturdevant AA9)

It is not entirely surprising, perhaps, that experience with computers changes the mental capabilities of those who use computers, for all experiences confirm or create pathways in our brains. Some believe that this generation of "millennial" or "Net Generation" students seems to present more radical change compared to their predecessors, creating a greater gap between Net Generation students and instructors and administrators from previous generations who are in charge of their education. Net Generation students and the culture in which they have been raised seem to be instigating significant changes in educational institutions and systems.

This sea change in students means that "institutions cannot simply assume they know their students through the collective experience of faculty and administrators" (Barone, 14.13). In dealing with the rapid changes in students' experiences, values, behaviors, and abilities, "what we assume we know about students may not hold in today's rapidly evolving climate" (Barone, 14.13). That is, we cannot rely solely on established, composite definitions of student characteristics; educators must study the

audience and how it has changed and must be willing to change their own behaviors as well.

Characteristics described in Oblinger and Oblinger's book show that the experiences of "Net Generation" students may be far removed from faculty and administrators' school experiences. Several theorists and researchers have attempted to pinpoint the characteristics that describe these Net Generation students and how new "computer generated" pathways in the brain will affect learning and education. In this section I will highlight four of the characteristics described by Oblinger and Oblinger that seem to me the most distinct and distinctive of this generation: Net Generation students frequently multitask, are highly social and almost constantly connected to their peers through electronic networks, have high expectations about teachers and teachers' skill with technologies, and are limited in their own depth and critical approach to technological skills.

Erickson and Strommer maintain that generational differences primarily reflect changing values and social patterns. The very real changes that computer technology has brought to first-year writing classrooms, do not negate the psychosocial transitions that students go thorough as they move from high school to college (see Erickson and Strommer for discussion of these changes). Although we can learn a lot about students' new behaviors, understanding how we deal with technology will never be enough to fully understand first-year writing students and how they respond to online writing courses.

Skip Around and Multitask

Net generation students skip around and multitask. A key study-related characteristic displayed by Net Generation students is that they have developed patterns

of thought that are hyperlinked, fast moving, and multi-tasking. Oblinger and Oblinger cite Prensky's description of these student thinkers:

> 'they develop hypertext minds, they leap around' (Prensky, 2001). A linear thought process is much less common than bricolage, or the ability to or [sic] piece information together from multiple sources.…they are able to shift their attention rapidly from one task to another, and may choose not to pay attention to things that don't interest them…they are able to respond quickly and expect rapid responses in return. (Prensky cited in Oblinger and Oblinger 2.4-2.5)

One learning impact of these patterns noted by Oblinger and Oblinger is that the Net Gener's "text literacy may be less well developed than previous cohorts" (Oblinger and Oblinger 2.5) so an "overreliance on text may inhibit Net Gen participation" (Oblinger and Oblinger 2.15). "The Net Gen may need to be encouraged to stop experiencing and spend time reflecting" (Oblinger and Oblinger 2.6). These effects are not only attitudinal, but may represent a change in perception and attention. Not just Net Geners, but all people develop similar capacities after extended exposure to and experience with certain types of digital information.

An article in the popular periodical *Atlantic Monthly* discussed how the internet incorporates all other media and scatters our attention across all those messages at once. In his article, "Is Google Making Us Stupid?: What the Internet is Doing to Our Brains," Nicholas Carr concluded that our malleable brains are adjusting to new media patterns and becoming better at "super skimming" rather than at deep, analytical reading. And yet, however popularly or widely accepted, the view that technology is changing our brains is

sometimes disputed. In another popular article, “Three Tweets for the Web,” author Tyler Cowen argues that new ways of reading have advantages such as freeing our brains to do more creative processing, allowing us to select our own combination of “cultural bits” to pay attention to, and allowing us to follow stories that interest us over time.

Opponents of the view that technology is changing us observe that the internet is not changing our brains, but that our brains are always adapting to our experiences; it is not technology that is causing these differences in student learning. Back in 1983, Richard Clark reviewed research on media effects on learning. He argued that “media do not influence learning under any conditions” (445). The extent of influence is probably a complex interaction, for our experiences do influence how we think about the world and Net Generation students are having lots of experience with computers and with the internet. Net Gen students may be leading the way, but these changes seem to be affecting everyone exposed to a lot of electronic media.

Many scholars have concluded that cognitive activities are affected, but cognitive abilities are not affected by multi-tasking. For example, Laura Levine, Bradley Waite, and Laura Bowman found a correlation between activity with instant messaging and students’ distractibility in reading tasks. The authors suggested that interference could occur three ways: through displacing time spent studying, through direct interference with studying activities, or through interfering with cognitive development of students. Another study found that in spite of great amounts of time spent using the abbreviated text for text messages and instant messaging, students are not losing language skills; rather, frequent users of abbreviated text messaging adapt to different styles of communication (Girard). So it seems that as students engage in more social interactions

and use short bursts of text to interact with one another on a fairly consistent basis, their habits and preferences are affected, but perhaps not their cognitive abilities. Teachers may have to deal with brief and intermittent electronic communication habits, but need not give up teaching or hoping that students master complex language and critical thinking skills.

Highly Social and Learn Through Interaction

Net generation students are highly social and learn through interaction. Another distinguishing characteristic of Net Generation students is an appetite for socialization and constant connectivity with friends—and the world. "They [Net Generation students] seek to interact with others, whether in their personal lives, their online presence, or in class" and as "prolific communicators, they gravitate toward activities that promote and reinforce social interaction…" (Crittenden, qtd. in Oblinger and Oblinger 2.6). School experiences—even traditional classroom experiences—do not provide a lot of the interactivity they crave. Prensky found "they "crave interactivity—an immediate response to their each and every action. Traditional schooling provides very little of this compared to the rest of their world" " (qtd. in Oblinger and Oblinger, 2.13).

This need for social interaction sometimes clashes with the expectation that Net Geners are avid consumers of technology. "While they may use technology in their daily lives, relationships are a driving force in their learning process" (McNeeley, 4.5). Oblinger and Oblinger found that "many of the measures of student engagement have consistently shown the importance of interaction with faculty and other students, as well as supportive campus environment" (2.15). This Net Generation characteristic is one that is not in conflict with pedagogical theory. "Learning science indicates that successful

learning is often active, social, and learner centered" (Oblinger and Oblinger, 2.16). This characteristic also seems to coincide with Erickson and Strommer's finding that students in the early 80s were highly concerned with social interactions.

The social expectations of the Net Generation have an influence on their expectations about classroom activities and the use of technologies. They prefer "to work in teams or interact peer-to-peer… [and] find peers more credible than teachers when it comes to determining what is worth paying attention to" (Oblinger and Oblinger, 2.6-2.7). These preferences are also beneficial for student learning:

> [L]earning science has consistently demonstrated that students learn more when they interact—with material, with each other, and with faculty….Students do best when they actively construct their own knowledge. In addition, there is a positive correlation between interaction and student retention. (Oblinger and Oblinger, 2.13)

(This statement by Oblinger and Oblinger counters some of the research on students' negative reactions to online discussions and their reluctance to value interactions with peers in online learning classes, which will also become evident in this research.)

One characteristic of Net Generation students that may be most difficult for older generations, or "digital immigrants," to understand is the amount of social connection that Net Generation students experience through digital communication.

> [F]or the Net Gen…the Internet has become a vehicle for interaction. It allows us the opportunity to communicate with friends, to participate in chat room discussions, and to stream video from around the world. In

> short, it allows interaction with a variety of people and material. (Windham 5.7)

An important implication for instructors to understand is that "personal does not always mean "in person" to Net Gen students. Online conversations may be as meaningful as face-to-face conversations. Therefore, "interactions with faculty need not be 'in person' to be valuable and personal" (Oblinger and Oblinger 2.12; see also Buckley). Yet some faculty are uncomfortable with these student-held values:

> For some faculty…the learning processes of Net Generation students are viewed within a negative framework. Difference in learning processes are perceived as shortcomings—the desire for ubiquitous connectivity, the preference for multitasking and "channel-surfing attention spans," and less tolerance for delays, for example—when compared with previous generations of learners. (Moore, Moore, & Fowler, 11.11).

Yet not all student seek to avoid academic work, as Windham reminds us:

> It's a common misconception that students take online courses to avoid the rigor and workload of a traditional classroom….When students choose an online classroom, they still want to be challenged. (5.12)

The modes of interaction are certainly new in the 21st century. However, Erickson and Stommer note that the importance of social relationships for students and young adults is an enduring issue, one related to the young adult stage of human development and not new to technology. In spite of the conclusions reached by Oblinger and Oblinger, questions remain about how students are valuing social interactions in online writing classrooms.

High Expectations of Teachers

The technology available today was not available in the 80s and early 90s when Erickson and Strommer completed their treatise. Some expectations that students have of faculty tend to endure, while others change with societal trends.

In looking at Net Generation students' expectations of their instructors, it seems they expect a lot.

> The students view faculty expertise as paramount. However…less than a half point separated the importance of the faculty member's general academic expertise from the importance of the ability to use technology effectively to communicate that expertise…and customize the learning experience for students. (Roberts 3.4)

The UMN Technology Survey revealed similar expectations held by UMN students, who expressed a desire for their technology funds to be spent on technology training for instructors (Walker and Jorn).

In an interesting article co-authored by a digital native and a self-declared digital immigrant, Lynn Zimmerman and Anastasia Milligan reveal where some conflicts arise between the two generations. Students (a.k.a., digital immigrants) have expectations about continuous connectivity and often expect instantaneous responses, even 24/7 coverage. Teachers, most often digital immigrants, expect more traditional communication modes. The authors conclude that differences in expectations can lead to misunderstandings. To avoid misunderstandings, teachers need to be conscious about their expectations when requiring students to follow traditional communication practices and should help students choose when and how to use different communication tools.

In another example of students' complex relationship with technology, studies have found that, as much as students value technology use in daily activities, in education, they display a strong preference for a balanced approach to technology use. They want not completely online classes and not a complete absence of technology, but a combination that makes the best use of all modalities (Kvavik; Roberts). Roberts surveyed student preferences for use of technology in the classroom and found "[t]he vote wasn't even close—all 25 students gave the highest rating to a balanced 50-50 environment" (3.4). In Oblinger and Oblinger's study students articulated which pieces they prefer in each mode. "Students appreciate the convenience provided by online syllabi, class readings, and online submission of assignments. They also want face-to-face interaction, however" (2.11) and they can "move seamlessly between physical and virtual interactions…Their communities and social networks are physical, virtual, and hybrid" (2.11).

In keeping with the Net Generation's understanding of technology as something invisible that makes tasks easier and adapts to their preferences, "they don't think in terms of technology; they think in terms of the activity technology enables" (Oblinger and Oblinger, 2.11). "It isn't technology per se that makes learning engaging for the Net Gen; it is the learning activity (Oblinger and Oblinger, 2.16). In Kvavik's study, "The highest scores were given to improved communications, followed by factors related to the management of classroom activities. Lower impact activities had to do with comprehension of classroom materials (complex concepts). Time on task and grading outcomes were shown to be more neutral" (Kvavik, 7.10-7.11).

Faculty do not always oblige students' needs and desires for pedagogical uses of technology. "The interactive features [in the CMS] least used by faculty were the features that students indicated contributed the most to their learning. The students were especially positive about sharing materials with students…faculty feedback…and online readings" (Kvavik, 7.14). Many articles about online course design advocate the use of these interactive activities.

Differences in how the Net Generation acquires and processes information influence how they function in learning environments, which, in turn, is affecting educators. "Most [implications for colleges and universities] stem from the dichotomy between a Net Generation mindset and that of most faculty, staff, and administrators" (Oblinger and Oblinger, 2.10). One of the major dichotomies between teachers and students stem from these two different characteristics about first-year students. "Some traditional academics feel that the habits of the Net Generation result in a superficial grasp of their discipline and do not embody the gravitas of an "educated" person" (Barone 14.3). It seems, to some academics, that students, perhaps, are not aware or do not buy into the need to become an "educated" person, that our culture has switched over to valuing efficiency of education more than academic values (Miller, "How Near?"). However, Barone reminds us that "habits and traditions are not academic values" (Barone 14.2). And there is no longer one, agreed upon academic value. "… *[T]he* college narrative, which becomes only *a* story irrelevant to classes where norms reside in the multiple motives of already independent students whose enrollments are physically dispersed" (Susan Miller 324, emphasis in original). Miller says distance education collapses the dichotomy of "real life" and learning as two separate spheres.

> Distance courses, thus, make it impossible to hide the class difference between those entitled to uninterrupted, full-time residential attendance at college…and those with neither the desire, financial support, nor family and emotional histories that warrant a postadolescent life hiatus. (Susan Miller 326)

The changes that come with advances in electronic pedagogical tools open the door for reevaluation of our academic values. What is really important in teaching and connecting with students? What are the factors or concepts that are essential to aiding students' learning?

Closing the gaps between Net Generation learners and digital immigrant instructors may take more research and training. The challenge is how to maintain intellectual challenge and standards while meeting students in this new realm of highly efficient electronic connectivity.

Shallow Technology Skills

> *One of the most striking generational differences is that access to and use of technology is simply assumed by today's learners. Technology is invisible and intuitive; students don't "learn technology," nor do they think of it as separate from the activities it enables.*
>
> — James Wager
>
> ("Support Services for the Net Generation," 10.1)

In spite of the ubiquitous nature of technology, this presence does not translate into a deep understanding about technology, says Kavavik:

> The interviews indicated that students are skilled with basic office suite applications but tend to know just enough technology functionality to accomplish their work; they have less in-depth application knowledge or problem solving skills….Our quantitative data show that, in general, students say they have the skills they need. The qualitative data suggest a slightly different picture. Students have very basic …skill…Moving beyond basic activities is problematic. It appears that they do not recognize the enhanced functionality of the applications they own and use….It cannot be assumed that they [the students] come to college prepared to use advanced software applications. (7.6-7.8)

In my own teaching, I have seen students limited thinking about technology manifest itself in some inefficient and surprising ways. It is common to have students in writing classes who are not aware of Microsoft Word capabilities to control tabs and page breaks or to add page numbers. Students frequently are not fluent in saving files in alternative file formats, and may not understand what a file extension is or what it means. Students sometimes take very limited views of the software they are using, not even noticing that the email messages in Vista might extend to a second page. Although others may argue about particulars, these very common patterns show that many students are not fluent with even very basic technological skills.

Kvavik tells of a study done by Sharon Fass McEuen that found similar patterns of students' software skills; she made an interesting analogy:

> Student technology skills can be likened to writing skills. Students come to college knowing how to write, but they are not developed

> writers….McEuen suggested that colleges and universities approach information technology in the same way they approach writing. (Kvavik, 7.6-7.7)

Presumably, software and writing should be taught through service courses designed to teach all students how to prepare for college. Technology use has become a basic and foundational skill.

Kvavik found previous experience, faculty skill, number of hours of use, perceived level of skill, institution, major, and demographics were significant variables affecting students' technological expertise (7.9). Not significant were "students' preferences for classes using technology, [and] a student's GPA" (Kvavik, 7.10). In conclusion, Kvavik recommended that "[u]ndergraduate students need to develop two types of skills: information literacy or fluency and the technical skills needed to use the tools" (7.5).

Judith Ramaley and Lee Zia found that "only 38 percent of college students, however, reported using the Internet for work in classes. Instead, the Internet is used primarily to communicate…IT usage beyond e-mail remains relatively low...Students did report, however, that e-mail permits them to communicate ideas to faculty they otherwise might not have expressed face-to-face" (8.3). It is also interesting to note the content of the correspondence that students engage in with instructors. "[I]t appears that the communication is primarily about procedural matters: absences, homework assignment questions, grades, review session schedules, and the like" (8.3).

Some research confirms instructors' fears that online courses may encourage students' poor study habits or attempts to take short cuts. In an article titled "The

Loophole Generation" (Summerville and Fischetti), researchers found that Net Generation students are prone to searching out loopholes or easy work-arounds rather than pursuing true learning. The authors predicted that these students would continue such habits in their work lives. Electronic links and ease of cut and paste make such short cuts tempting. The authors suggested structuring assignments to minimize such activities.

So, although students have a great familiarity with technology and some specific tasks, they do not display a great depth, breadth, or critical analysis with either computer mediated communication or advanced processing tasks on the computer.

Technological content does add a new layer of what students need to learn. But what may remain from traditional education is the pattern of helping students develop knowledge, helping students develop from a dualistic view of the world, toward a view that accepts and evaluates multiple contrasting ideas, and eventually, toward determining one's own values from among those ideas (Erickson and Strommer 47–54). We may be in a historical moment when changes seem to be accumulating and accelerating, but each generation has unique characteristics that seem to set it apart from previous generations. A review of student characteristics studies published in 1978 concluded "the large amount of still unaccounted for variance in student performance suggests that the students might not be the sole arbiters of their success" (Margrain 121). Although student characteristics are important to study and lead to a necessary understanding of our audience, personal characteristics alone will never be sufficient to understand or predict student learning success in online writing courses. We need to develop a complex view of online learning that accounts for internal personal characteristics, external learning environments, and choices that students' are able to make about those internal and

external stimuli. In the next section, I explore the work of Albert Bandura as a suggested framework that would meet that need.

ALBERT BANDURA: TOWARD A COMPLEX VIEW OF OFYW COURSES

In the first chapter I reviewed some history of online writing courses, and in the two sections previous to this one, I reviewed recent research on online and first-year writing courses and key learning characteristics of "net generation" students. In reviewing the recent research on online writing courses, two strong themes are apparent. The first is a focus on environmental forces, the influence that came from the development and infusion of computers into the writing classroom and movement away from classroom-based courses. The second is a focus on internal, personal traits and how those might be changing in new generations of first-year writing students. Studies of online learning are frequently approached in this dichotomous manner, focusing on either the online environment or on student characteristics. A similar dichotomous tension was explored by psychologist Albert Bandura in the 1970s when he proposed social learning theory. I would like to spend some time reviewing his work because many of the theoretical concepts he develops are a good match for the emerging themes in online first-year writing.

Thirty years ago, the field of psychology was debating the primacy of internal, subconscious motivations versus external, environmental forces (behaviorism) as the root of human behaviors, like learning. Bandura argued that neither of these views alone could explain the complex phenomenon of human behaviors. His Social Cognitive Theory (SCT) holds that individuals are not influenced exclusively or completely by the environment, and neither are they victims of their own internal impulses and automatic

responses. Rather, individuals have volition and motivation and human capabilities to make choices about the internal and external stimuli that influence them. I see parallels between the two views that Bandura was responding to and two views that have dominated research about online writing courses, namely, a view that focuses on the online/offline learning environment and a separate view that focuses on characteristics of online learners. I conclude about online writing, as did Bandura about a broader conception of human behavior, that neither of these views—environmental influences nor personal influences—is sufficient to explain the phenomenon of human behavior.

Albert Bandura's influence in educational psychology[6] may be reason enough to consider his theory in relation to online educational situations, but, specifically, it is his complex and balanced view of learning that interested me in using SCT as a theoretical backdrop for these case-study observations of an online first-year writing course. In addition to these considerations, I will identify two pertinent precedents from writing research (Linda Flower and West, Roser, Monani, and Gurak) that lend support for using Bandura's social cognitive theory to understand online first-year writing. I will then give some additional reasons why I believe Bandura is applicable to this specific study of student behavior in online first-year writing courses. First, let me briefly explain Bandura's theory.

[6] Albert Bandura was named the fourth most frequently cited book author in the humanities in 2007 (Times Higher Education, 26 March 2009, http://www.timeshighereducation.co.uk/story/asp?storyCode=405956&sectioncode=26).

Bandura's Social Cognitive Theory

In relation to first-year writing pedagogy, social theories of language can be broadly summarized as approaches to composition based on the idea that language is acquired through and used in social interaction. Language is first learned by children in a social setting, a process that deeply influences the way they think and use spoken language. When children later learn writing, they continue to be influenced by socially-learned, interactive patterns of language use, even when they are writing just for themselves. Vygotsky called this inner speech or internalized speech. "Social constructionist approaches to composition emphasize the role of community in shaping discourse and the importance of understanding community expectations when working with students" (Irene Clark 2003, 15). Social learning views have been influential in recent decades of writing instruction and continue to influence the teaching of writing in online learning environments.[7] There are several conceptions of what constitutes social theories of language and learning, among these, social constructionist approaches to writing are widely accepted and present a strong and pervasive influence in writing classrooms today. In this dissertation, I will use the term *social constructionist* to refer to social theories of learning that emphasize external evidence of learning, and I will use the term *social cognitive theory*, or SCT, to refer to the ideas of Albert Bandura, which I summarize briefly here, focusing on the concept of triadic reciprocality. Social cognitive

[7] Even as there are many conceptions of social learning, what we see online may look quite different. The interactions we see online may look different than social construction of learning in classrooms.

theory will be explored as a framework for pursuing a deeper understanding of the complex phenomenon of online first-year writing courses.

In two key writings, *Social Learning Theory* (1971) and *Social Foundations of Thought and Action: A Social Cognitive Theory* (1986), Bandura developed his social cognitive theory, in part, as a response to the insufficiency of prevalent theories to explain human behavior (Pajares). One prevalent theory, behaviorism (or operant conditioning), explained human behavior as a reaction to external stimuli; a contrary school of psychological thought explained human behavior as rising from subconscious influences. These theories can be diagramed as shown in Figure 1, emphasizing the implied direct, linear influence of the stimuli on human behavior.

External influences → behavior

Subconscious influences → behavior

Figure 1. Linear Influence of External and Internal Influences on Human Behavior

Bandura felt that both of these explanations were inadequate to describe complex human behaviors, like learning. He argued that humans are not at the mercy of either external or subconscious stimuli, and that internal and external forces interacted to influence human behavior. But further, Bandura determined that these two views left out the significant mediating human capabilities of conscious choice and motivation. Bandura believed theories of human behavior needed to include humans' ability for vicarious learning, symbolic understanding and interactions, and self-regulation, which were not considered strongly enough by current theories (Bandura *Learning* 2).

"Cognitive factors partly determine what one observes, feels, and does at any given moment" (Bandura *Learning* 35). That is, individuals can exercise cognitive control over their behaviors in the face of both internal and external stimuli. Bandura believed that individuals had the ability to control their somatic (bodily or physical) reactions to subconscious and external stimuli through cognitive control, and that these cognitive abilities should be accounted for when studying human behaviors. He incorporated these significant conscious capabilities with the subconscious influences in what he termed internal or personal influencers.

In addition, Bandura argued that behavior was not just an outcome of these influences, but that behavior would in turn become an influence on the internal and external elements. Bandura called this dynamic model of human behaviors *triadic reciprocality* (*Foundations*). Bandura described his theory as follows:

> In the social cognitive view…human functioning is explained in terms of a model of triadic reciprocality in which behavior, cognitive and other personal factors, and environmental events all operate as interacting determinants of each other. The nature of persons is defined within this perspective in terms of a number of basic capabilities [symbolizing, forethought, vicarious learning, and self-regulation]. (Bandura, *Foundations* 18)

Bandura illustrated his theory as a triangle with double arrows on each side connecting the three points of environmental forces, personal characteristics, and cognitive behavior (see Figure 2).

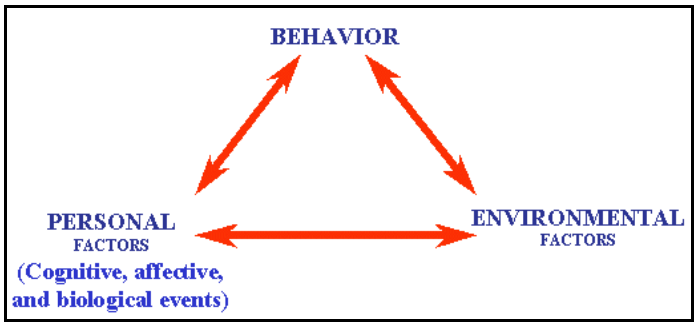

Figure 2. Pajares' Schematization of the Relations between the Three Classes of Determinants in Triadic Reciprocal Causation.

Environmental forces exert external influence on human behavior through external stimuli and reinforcements; however, Bandura rejected the idea that humans are at the mercy of external stimuli. His concept of personal characteristics represents the influence that internal abilities and motivations have on human behavior; yet, Bandura objected to the idea that humans were victims of their own unconscious thoughts. Finally, Bandura noted that past behavior will be an influence on future behavior and that behavior would influence both internal and external stimuli.

Bandura's idea of triadic reciprocality acknowledges the interaction of these three influences on behavior and results in a model that is not linear but dynamic. The interaction of environmental forces, personal or cognitive characteristics, and behavior is more than a summation of forces. Each one in turn becomes an input and influences the other two, changing the situation to which the others, in turn, react. The three influences interact in ways that make the isolation of any one behavioral influencer impractical in any real way. Although these three aspects are separated for discussion and analysis, in actuality, they are difficult to separate (Bandura *Learning*; Bandura *Foundations*;

Pajares). Bandura's triangle-based model provides a framework for putting many parts of the phenomena of learning into context.

Bandura's work has been very influential in the humanities and social sciences. Pajares described Bandura's work as, "broadening the frontiers of social learning theory" (par. 1). Bandura's work has also been applied to writing studies, and next, I will review two studies that draw on social cognitive theory.

SCT Applied to Writing Pedagogy: Linda Flower

In 1994, Linda Flower directly applied social cognitive theory to writing pedagogy in her book, *The Construction of Negotiated Meaning: A Social Cognitive Theory of Writing*. In her search to understand how to help individual students improve their writing skills, Flower found that understanding social influences alone was inadequate. She felt what was needed was a returned attention to understanding individual strategies. Flower studied individual students' strategies and decision-making in the process of composing. In pursuing elements of personal meaning in the process of learning to write, Flower found herself having to separate the inseparable (personal and social aspects of writing) for the purpose of study. Some of Flower's early explorations were criticized for an overemphasis on writer's internal processes; but later she wrote about a social cognitive view, which balances internal and external forces that influence an individual writer.

Flower saw literacy as "a social cognitive event" (18), that is, one that involves the social and the personal, the personal strategies and goals as well as the outward, social act of writing. Flower saw literate acts or acts of meaning making as events that happened where the personal meets the social, where meaning has to be negotiated (19).

Flower states that the tensions present in a social cognitive view of writing can help us understand how the parts work together. Although it is difficult to make distinctions between the personal (internal thought) and the social (external manifestation), Flower cautions that "avoiding the problematic distinction gives up the opportunity for a more fine-grained (essentially cognitive) understanding of how meaning is represented and… inquiry into the multiple (internal) forces that enter into meaning making" (30-31). These divisions between personal factors (cognition) and social factors (context) are still useful for understanding. Flower says a social cognitive view

> uses these categories as tools of inquiry but seeks knowledge in specificity rather than abstraction and looks for the points of tension and conflict that reveal more about the playing field of literacy and about who is in the game. (31)

In applying social cognitive theory, Linda Flower attempted to understand how to help students acquire new writing practices by learning more about an individual student writer's logic, goals, and strategies for applying new knowledge. She found social cognitive theory to be helpful in accounting for the various factors that affect student learning and the act of writing separately, and especially so when a student is in the act of learning to write. In Flower's mind, watching students learn to write (putting new literacies into practice)

> is a good place to study social cognitive interactions. [The] trio of goals, strategies, and awareness is at once the site on which the process occurs, the result of social shaping, and the source of personal agency. Insight into

> a writer's strategic knowledge is a grandstand view into meaning making as a social cognitive act. (Flower 205)

By stating that strategic knowledge is at once the result, the source, and the instantiation (site), Flower highlights the interactivity of behavior with personal and social influences within an act of writing. She credits Bandura for the "interactional perspective…[that] leads us to ask how this interaction is working" (205).

Flower acknowledged the contributions of various theories that looked at parts of the student writing process or locked in on a certain representation of students, yet stressed that we need to develop a more complex approach. She found that complexity in social cognitive theory: "The virtue of this new social cognitive view of literacy is its ability to explain more of the diversity and complexity of literate action and its willingness to tolerate, even embrace, internal tension" (30).

STC Applied to Online Writing: West et al.

In a more recent study (2006), West, Rosser, Monani, and Gurak invoked Albert Bandura's social cognitive theory as the background of their study, "How Learning Styles Impact E-Learning." West and his colleagues were applying Bandura's social cognitive theory to an online professional and technical writing course. Their focus was the study habits and learning styles of online students compared to students in a traditional offering of the same course. They summarized Bandura's social cognitive theory as follows.

> Knowledge of behavior, such as learning, is impacted by three variables: person characteristics (typically intra-individual state/trait characteristics such as intelligence or motivation), behavior (study habits), and environment (e.g., online or offline learning). Bandura's principle of reciprocal determinism predicts that each characteristic is symbiotically altered by the other two…Bandura predicts that the outcome of passing the course will be a function of the student's abilities, behavior and relationship to the environment. (West et al. 535)

Bandura acknowledged that, in reality, the three aspects—internal personal characteristics, external forces, and cognitive behavior—are difficult to separate because they all work together; separation of these forces is necessary, however, for purposes of study and discussion. In their study, West et al. identified the behavior as study habits, they identified personal characteristics of students as degree of experience working online and level in school, and they parsed environment as either an online or a classroom-based learning environment. Each of these is a simplification of Bandura's concepts. The West et al. study was influential in the inspiration and design of this dissertation and so it will be discussed in detail in the methods chapter. Here, let it stand as an example of how social cognitive theory can be fruitfully applied to research on online writing courses.

One way that Bandura's conception of personal 'traits" differs from some common conceptions of traits, is that Bandura viewed personal traits changeable and not fixed. An individual's characteristics are influenced by the environment and by behavior. Behavior includes human abilities to think ahead and plan, to learn vicariously rather than

through direct experience, to use symbols, and to choose between stimuli (Bandura *Foundations* 18–20). West et al. limited environmental forces to a dualistic choice between online or offline, but of course, Bandura's concept of environmental forces is much broader. Not only did Bandura include more environmental factors (for example, institutional norms and societal values), he also emphasized that humans shape their environment, and humans—not environmental stimuli—should be given credit for human accomplishments (Bandura *Foundations* 41). I would add that in order to more fully understand online learning and how to help students be successful learners in that environment, we will need to discern more discretely among the variety of online learning environments now available.

Bandura's concept of triadic reciprocality (*Foundations*) informs the many studies of student characteristics (see page 43 and following in this dissertation). He acknowledges the importance of studying what can seem to be static characteristics of students (Bandura calls them personal influencers), but also states that understanding these characteristics will never be enough to understand and optimize learning. Students' personal characteristics, environmental influences, and cognitive abilities all interact and function as both inputs and outputs in a learning situation.

Bandura maintains that human cognitive ability gives us the power to discern inputs from both internal and external sources, to make choices about how to respond to those stimuli, to set goals, and to take actions to meet those goals. In the complex activity of learning, these capabilities allow learners to overcome obstacles and to mediate inputs from both internal personal characteristics and external environmental factors.

Even though it causes problems to limit Bandura's reciprocal concepts, it seems impossible to measure or even to study the complex phenomenon of learning without some limitation. But, after looking at part(s), we must re-member; we must put the studied piece(s) back into the reciprocating triadic model, not as a conclusion, but as a new input that will continue to influence the other parts.

Having outlined the broad strokes of social cognitive theory and its contribution through application to studies of writing pedagogy and online writing course, I turn now to explicating the specific reasons I see Bandura's social cognitive theory to be helpful in understanding student behavior in these observed sections of an online first-year writing course.

SCT Applied to Online First-Year Writing: Two Case Studies

Reason One: A Complex and Balanced Approach

Social cognitive theory allows us to hold a complex and balanced view of online writing pedagogy. My study of online first-year writing courses benefits from application of social cognitive theory because Bandura acknowledges the complex nature of learning and the need to balance conflicting influences. In particular, Bandura's social cognitive theory allows us to acknowledge the important influence of the online environment without making that the sole, or even key, determinant in understanding the object of study.

Bandura developed his theory, in part, as a reaction to current psychological theories that he felt created a too-dichotomous view of human behavior as motivated from either unconscious, internal forces or from purely external forces, either of which

leave the individual with little control of their life and choices (Pajares 2002, par. 4–6). Bandura added the concept that humans are not out of control and not moving at the whim of either external forces or unconscious internal forces. His social cognitive theory balances three influences to account for the complex nature of human actions.

Online learning discussions have reflected a similar imbalance, overemphasizing environmental influencers on students' online behaviors. Many early studies focused on a comparison of online versus offline (or face-to-face) learning environments (the sole environmental distinction that West et al. made in their study). Studies examining characteristics of "net generation" students focused on how students are shaped by exposure to technology, again emphasizing the environmental force of technology. Even some studies of student-teacher interaction have focused on the role that the online environment plays in those interactions. While the environmental influences are important, they will never be enough to understand how students function within online learning environments. We need to balance considerations of learning environments with considerations of the humanity of students, their individual characteristics, and their abilities to make choices about online stimuli and their online behaviors. Early focus on the obvious and new element of electronic learning environments makes sense; and as knowledge and theories about online learning develop, I would expect balance to shift again to consider other influences in greater balance. Bandura's concept of triadic reciprocality between the environment, personal characteristics, and behavior can guide us toward a complex and balanced theory of online learning.

Reason Two: An Instantiation of Our Human Capabilities

Social cognitive theory allows us to discuss online writing courses as an instantiation of our human capabilities. In discussing the personal influences that affect how humans react to learning situations, Bandura identified five capabilities that can mediate internal and external stimuli: symbolizing capability, vicarious capability, forethought capability, self-regulatory capability, and self-reflective capability. These human capabilities prove to be important in online learning environments, and may be especially important when applying online learning to first-year writing courses. Focusing on these human capabilities helps us understand online learning as a highly human endeavor, a conception that may be in contrast to some contemporary views of online learning as a distant, disembodied, and dehumanizing experience. In the next section, I will discuss some reasons why online learning is conceived—wrongly, I believe—as limiting our human capacity for learning.

Online Writing Courses Viewed as a Disembodied Practice. Fears about online learning imagine that it will loose automated and uncontrollable changes that will keep teachers from connecting to students and keep students from real learning (See Gruber for a summary of these views printed in *Computers and Composition*.) Contrary to these views, embodiment theories in the realm of online learning center on the role of the physical body in learning and strive to remind us that real, embodied humans are connecting through the online learning environments. These theories about embodiment offer a view that can help us understand how technology can serve as a connection and not just a separation in learning situations, how teachers and students can connect and

engage through online learning environments even though they are separated by time or space.

A few ideas that will be especially helpful in these considerations are thinking about students as embodied learners (Dreyfus), thinking about writing as a physical act (Haas and the materiality of writing), and thinking about writing as an act of involvement (Brandt). Embodied students interacting with material writing technologies to enact a process of involvement—this describes the complex act of online writing pedagogy and will be important to understanding how students engage with learning systems in online first-year writing classrooms.

Embodied Learning. Online learning is often characterized or criticized as a disembodied experience. We must remember, however, that even when students and teachers interact online, they are still, in fact, real humans having embodied experiences. The difference is that the physical situation is not shared. In spite of this separation and no matter how much technology we use, we are still human beings.[8] Palloff and Pratt support this view saying, "virtual communication *is* human" (35, emphasis in the original). Online learning environments provide opportunities for real, human, and engaged exchanges. In fact, it is impossible to separate our online experiences from our "real" lives. Cicognani (cited in Anson) comments that even "entirely online" classes are always, already hybrid experiences because these computer-based courses are embedded within our human social system and are never entirely online. Sibylle Gruber, in her discussion of a complex view of technology, notes that learners, too (in addition to

[8] I am indebted to fellow scholars in the UMN Institute for Advanced Studies Symposium on Body and Knowing for helping me to develop these thoughts through our round-table discussions.

classrooms), are complex combinations of machine and organism (20). We can never completely leave our bodies or our physical reality. Even online we carry our physical orientations and limitations and values.

These thoughts may be comforting to teachers who fear losing visual and facial cues when they take their classes online because how, they wonder, can a teacher see or perceive the students' understanding online in the absence of those physical, visual cues? Real dynamics of learning, however, take place within a student's own mind where they are hidden from an instructor even in face-to-face classrooms. Often, there is no visual evidence of learning, no physical confirmation of whether a teacher's efforts have borne fruit. In other cases, teachers can misinterpret visual cues such as facial expressions. Nonetheless, many teachers have come to rely on visual cues, facial expressions, or body language, as clues to determine whether a student understands, and they fear their efforts cannot work as well online.

Personal interaction and conversation are believed by many to be elemental to the teaching of writing. The prevalence of the motif of conversation in writing classes is highlighted by Breuch in her study of the remediation of peer review for online teaching. She says that conversation has become so tied to peer review that many writing teachers and tutors have a difficult time imagining it could happen any other way. Yet Breuch describes how peer review can—and indeed does—work in online environments without physical face-to-face contact between student and tutor. Breuch cautions us that to continue to think about new media in our traditional ways and with traditional pedagogic vocabularies will hinder us from seeing the potential of the new technologies. We will see only "lack" instead of "difference." When we see the different affordances that online

learning environments offer, we may see new ways to interact with our first-year writing students in online writing classrooms.

Philosopher Hubert Dreyfus writes about how humans interact on the internet. In his considerations, he acknowledges the wonder of the human body. It gives us, he says, ability to move around in the world, moods, values, location; it also requires that we cope with things and people in participatory context and deal with problems like disappointment, vulnerability, failure, injury, death, and finitude (Dreyfus 4). Dreyfus also acknowledges that "the net user's disembodiment has profound and unexpected effects. Presumably, it affects people in ways that are different from the way most tools do because it can become the main way its users relate to the rest of the world" (Dreyfus 3–4). But drawing again from Breuch, difference does not necessarily mean lack. None of the characteristics of human bodies or of technologies prohibit us from connecting as humans through technology. The essence of technology is to make everything easily accessible and optimizable (Dreyfus 2). With the web, our ability to interconnect is nearly unlimited (Dreyfus 2–3).

We might understand this discussion to say that technology enables us to connect via the internet, but the idea of embodiment goes further to state that even when we are connected through an entirely online learning environment, the people involved in the class—the students and the instructor—are never entirely online. They each are having an embodied experience, and those embodiments, though not co-located, are still important influencers in the online learning environment. We *cannot* leave our bodies behind, though each participant may be having a separate physical experience. Our diverse embodied experiences can be shared symbolically via the online writing classroom.

Communicating and learning vicariously through symbols is a uniquely human capacity. We are not required to leave our humanity (or the humanities) behind when we teach and learn online.

Our expectation about what is possible through technology will influence the activities we engage in online. Being mindful of the humanity of fellow participants is a cognitive choice participants can make that will become a positive influence, one that supports community or engagement in on an online first-year writing course. Bandura addressed specific human capabilities that I will apply in this next section to online first-year writing courses.

Reason Three: Symbolic and Vicarious Learning

Social cognitive theory highlights our human capabilities to use symbols and to learn vicariously. Two human capabilities that are especially key in online learning situations are the ability for humans to use symbols and to learn vicariously. Online learning can be understood as an instance of using symbols to communicate and connect. Even before widespread use of computer-aided communications, Bandura recognized "the increasingly powerful role that the symbolic environment plays in present-day human lives" (Badura *Foundations* 20). Bandura explains our human capacity for using symbols and for communicating and learning through symbolic environments is a highly human, not mechanistic, behavior.

Most online writing courses are heavily text-based (at least so far) and interactions among teachers and learners are conducted through writing. "Through the medium of symbols, [people] can communicate with others at almost any distance in time and space" (Bandura *Foundations* 18). The development of writing and the ability that

allows us to communicate across time and distance is a great human accomplishment. Keeping this in mind challenges a common conception of online interactions as less human and more mechanical than other types of interactions.

In fact, our ability to navigate across gaps of space and time is a very high human accomplishment. Lee-Ann Breuch commented on how the online writing classroom shifts notions of time, space, and interaction, changing "the *practice* of the activity" (56). The activity that Breuch addresses is online peer review, but she notes that it can be a model for moving other teaching activities online (56). Drawing on the work of Richard Rorty, Breuch explains how new practices start out on the fringes of our experience, as something abnormal, but eventually come to be talked about and accepted as normal. This is the process of how knowledge grows.

When we are faced with separations of space or time, human interactions require mediation of some sort. If we are separated by time, we could wait until the separating space could be traversed; once all parties are in the same place, interaction can occur at the same time. Likewise, if we are separated by space, time can allow us to move until we are located in the same place. The most pressing problem then, seems to be that we want to be co-located right now, without waiting for time to pass and without traveling across space. Once participants choose to communicate across a gap of space or time, mediation of some type is required. The 24/7 connectivity provided by the internet offers obvious benefits in this regard. Time, or convenient/efficient use of time, is often the presenting reason that participants choose mediated communication, in particular online writing courses. Yet the multiple arrangements afforded by computer pedagogy can complicate relationships between teachers and learners, who can be separated or connected in

multiple arrangements of time (synchronous, asynchronous, or diachronic), space (co-located or separate), and interaction (mediated or un-mediated) (Rendahl).

One of the goals of first-year writing is to help new students understand and join in the intellectual "conversation of mankind" (Bruffee). Much of this "conversation" takes place in the written exchanges among scholars and between scholars and the public. Even before the advent of computers, learning to write was learning to connect with others in a conversation of ideas. Acknowledging that our capabilities to use symbols for communication and connection as an expression of unique human ability can support the burden that first-year writing courses carry for helping new students join in the conversations of the university community.

Online Writing Courses Engage and Display Human Capability for Vicarious Learning. One reason Bandura pursued his theory of social learning was to counter the trend toward thinking that learning had to be accomplished through direct experience (operant conditioning). Bandura characterized this method of learning as inefficient, inadequate, and inaccurate in describing the capacity for human learning.

> Traditional theories of learning generally depict behavior as the product of directly experienced response consequences. In actuality, virtually all learning…can occur on a vicarious basis…Man's capacity to learn by observation enables him to acquire large, integrated units of behavior by example without having to build up the patterns gradually by tedious trial and error. (Bandura *Learning* 2)

For Bandura, learning vicariously includes learning by observing consequences that other people experience, learning through modeling, and learning through symbolic

expressions. Bandura believed that the human capacity to work with and learn through symbols helped humans to overcome the limitations of having to learn everything through the slow and tedious process of trial and error.

Bandura argues convincingly that vicarious learning is much more common and efficient than learning through direct experience (or trial-and-error), which he said was often given priority in educational settings (Bandura *Foundations* 19). Online learning is an instance of vicarious learning. The notion of vicarious learning challenges writing teachers to think about what direct experience is necessary for first-year writing students: is the direct physical experience of being in a classroom and talking with the instructor and other students essential to learning to write, or is the essential experience of learning to write communicating symbolically through writing?

Online Writing Courses Engage/Display Human Capability for Forethought, Self-Regulation, and Self Reflection. Online learning has been characterized as requiring student participants to be more planful, self-regulating, and self-motivated. The online learning environment, with less face-to-face contact between students and teachers, is seen to require more initiative on the part of students to participate in the learning activities. Bandura characterized these abilities as uniquely human.

Bandura was not specifically addressing classroom behaviors, but points out that human behavior is premised on more than external stimuli alone, that is, on more than learning environment or teacher expectations. Humans are also motivated by internal forces, and they can self-regulate. They often take action to set up external forces that reinforce their self-determined intentions (Bandura *Foundations* 19–20).

Let me give an example of a female student who demonstrated forethought for the purpose of influencing external stimuli. The student noticed that she was having difficulty remembering to log in to her online class, so she took action to set up a physical reminder. She would set her class folder out on her desk as a reminder of the work she had to do for her physically invisible online class, thus creating a visible external stimuli for a virtual event. Even though a course may be online, students do not rely only on the online environment when taking online courses. They take action outside of the online course to help them flourish within the online environment.

Another human capability that Bandura addresses is self-reflectivity, which he names as the "most distinctively human" characteristic and explains that it "enables people to analyze their experiences and to think about their own thought processes" (*Foundations* 21). Online learning proponents have lauded online learning as a tool that enables and encourages greater reflectivity in comparison to classroom-based discussions because of the delayed responses allowed during asynchronous online discussions (for example, Leslie Blair; Warnock).

Two studies on student self-regulation will be addressed here: one classroom-based first-year writing course and one concerning online learners. Zimmerman and Bandura studied self-regulation among first-year writing students in face-to-face classes. Zimmerman and Bandura's study is interesting when seen alongside this dissertation research because it shows that first-year students struggle with self-regulation offline, and so establishes that the need for self-regulation is not an issue generated by the online learning classroom. Another study, done in 2005 by Morris, Finnegan, and Wu presents some interesting contrasts to Zimmerman and Bandura's study of 11 years earlier, yet it

may be most interesting to note that both studies found that about 30% of the variation in performance was explained by the variables studied. Zimmerman and Bandura found that self-regulation of motivation accounted for 35% of the variation in course grades; Morris, Finnegan, and Wu found that student participation and behavior in an online course, which they link to student motivation, accounted for 31% of variation in performance. While the studies delivered similar outcomes, they also show a change in approach to research about students' writing. Zimmerman and Bandura relied on students' self-reports about attitudes, while Morris, Finnegan, and Wu tracked students' online behaviors through technology. Both of the studies recommend similar actions on the part of teachers in answer to the research findings. The studies will next be described with more detail.

Zimmerman and Bandura examined the connection between self-regulation, self-efficacy, and writing activities. Their study, published in 1994, examined face-to-face first-year writing classes. The authors enumerate the reasons they believe writing poses special challenges to a student's self-regulatory skills:

> writing activities are usually self-scheduled, performed alone, require creative effort sustained over long periods with all too frequent stretches of barren results, and what is eventually produced must be repeatedly revised to fulfill personal standards of quality. (Zimmerman and Bandura 846)

Their research consisted of asking 95 first-year students (ranging in age from 17–20 years) about their confidence in performing aspects of the writing process, such as, planning, organizing and revising; getting started and generating interesting topics,

overviews, and introductions; and managing their time and motivation in the face of competing activities (849). Students were also asked about their confidence in achieving grades A–F and then their satisfaction with receiving each grade (849).

As expected, students' confidence in attaining a certain grade fell as grades fell, and their expected satisfaction rose with higher grades. In regard to writing activities, the results of the study showed that students in the study rated themselves as least confident in their ability to concentrate on writing in the presence of other distractions. The next lowest responses were in their capability to start a new writing project and to "generate suitable outlines and engaging introductions" (853). A surprising result was that perceived self-efficacy was more determinant of grade attainment than was verbal aptitude; the authors speculated that aptitude does not influence performance unless it is put to use (856). Because of these challenges Zimmerman and Bandura conclude that

> students need to be taught skills and strategies for managing not only the cognitive aspects of managing learning but also methods in which to motivate themselves for academic pursuits in the face of difficulties or attractive alternatives. (858)

And so, in light of these results, the authors suggest that writing teachers assess students' perceived self-efficacy at the start of a course and use the results to determine which strategies should be modeled to most effectively help students mediate the identified short comings (859).

Similar results were found by Morris, Finnegan, and Wu. Even though self-regulation is not an issue generated by the online learning classroom, online teachers must still address students' need for time management and motivation. Morris, Finnegan,

and Wu's sample consisted of 13 sections of online undergraduate courses, though not specifically writing courses. The researchers compared the participation of students who successfully completed the class with those who did not, examining "a total of 137 withdrawers, 72 non-successful completers [received a grade of D, F, or incomplete], and 214 successful completers [received a grade of A, B, or C]" (224). For this study, Morris, Finnegan, and Wu defined participation as

> student engagement in specific learning activities online…viewing course content, viewing discussions, creating new discussion posts and responding to discussion posts. Participation was documented through four frequency variables (i.e., number of content pages viewed, number of discussion posts read, number of original posts, and number of follow-up posts) and four duration variables (i.e., seconds spent viewing content pages, seconds spent reading discussions, seconds spent creating original posts, and seconds spent creating follow-up posts). (224)

They found that students who were unsuccessful did not participate as much as successful completers (Morris, Finnegan, and Wu 228). The authors "surmised" that withdrawers and unsuccessful students were "insufficiently motivated (or prepared) to engage meaningfully in online course activities" (228). The suggested response was that teachers should monitor student activity through online course management systems. Teachers could then help students by "directing students to important content pages, giving feedback on participation, and helping students to understand the layout of a course" (228). Although Morris, Finnegan, and Wu focus on more practical actions, their suggested approach is similar to that suggested by Zimmerman and Bandura's for helping

students learn to self-regulate. Both sets of researchers seem to conclude that teachers can help students be more successful by coaching or modeling effective study skills, which include attention, time management, and appropriate participation.

Bandura's social cognitive theory helps us to focus on human capabilities in order to conceptualize online writing courses as learning experiences that take advantage of our best human characteristics. SCT also helps to explain how connections between teachers and students might flourish in online learning environments.

This dissertation began by describing the environment of online first-year writing, that is, its history and the current context. Then the characteristics of students in online first-year writing courses were explored, along with how those characteristics might be changing due to digital technologies. The last section of this chapter explored human cognitive abilities as they relate to writing pedagogy and online first-year writing. I have shown that Bandura's social cognitive theory can help us capture the complexity of learning to write in online first-year writing courses and stay mindful of the humanistic aspects involved in that endeavor. In the next chapter, I will explain my methodology for observing two sections of an entirely online writing course for first-year students.

CHAPTER 3

METHODOLOGY: INSTRUMENTAL CASE STUDY

This chapter describes the details of the two case studies and the research methods used. It begins with a rationale for using a case study approach, describes the data gathered, and then gives a background of the cases, including a more detailed discussion of the study mentioned earlier that was the inspiration for this research.

The original impetus for this research was a desire to follow up on an oblique finding in a study by West, Rosser, Monani, and Gurak. They found that students in an online writing course who rated themselves highly on "good use of study time" did not perform as well as students who rated their use of study time more moderately. This piqued my interest as an instructor of online writing courses: what were students doing in their study time and why did their pursuit not lead to success in an online writing course? This broad question was specifically applied through four research questions:

1. Could West et al.'s finding regarding performance and self-assessment of study skills be replicated in an online first-year writing course?
2. What do students in an online first-year writing course perceive as good study habits?
3. What relationship is there between student's self-reported study habits and information gathered through CMS statistics?
4. How does course design influence students' use of time or time management in an online introductory writing course?

My decisions about how to pursue these questions were influenced by West et al.'s reference to Albert Bandura's social cognitive theory as well as a trend in the field

of composition to pursue a more complicated understanding of online writing pedagogy. I determined that an instrumental case study approach would allow me to marry these influences and to seek, as Linda Flower put it, "knowledge in specificity rather than abstraction" (31) to gain a more "fine-grained" (Flower 31) understanding of the phenomenon of online first-year writing courses.

As a result, in this dissertation, I pursue an instrumental case study observing two sections of an online first-year writing course. An instrumental case study approach allowed me to pursue deep (or fine-grained) understanding of the study habits of students in an online first-year writing course by using a variety of data sources. This chapter describes the appropriateness of instrumental case study research for this dissertation project and its questions. Also in this chapter are details about my application of instrumental case study methodology in this specific study.

WHY A CASE STUDY?

Case study methodology is appropriate for this investigation on several levels, as can be seen when evaluated according to criteria outlined by Robert Yin and Robert Stake, both leading theorists on case study methodology. Yin recommends case study research when researchers "desire to understand complex social phenomena… [and] retain holistic and meaningful characteristics of real-life events" (2). Learning is certainly a complex social phenomenon involving individual teachers and students as well as educational institutions and social expectations. Trying to understand the influences that affect how students learn is complex indeed. Online learning is embedded in social phenomena that affect online behavior and student expectations about how learning does and should happen. The entangled social and personal influences on learning are difficult

to separate for the sake of study, and separation would not likely lead to a true understanding of student learning because students live under all of these influences at once. The multiple approaches available in case study methodology offer potential for a full understanding of the complex social phenomenon of learning in an online setting. This particular case study seeks to understand online learning within the context of a first-year writing course.

Yin deems that case study strategy is appropriate when investigating explanatory questions, such as how and why. How and why questions require the researcher to draw on a "wider array" of information than is generally available from quantitative data alone. For this case study, quantitative information was gathered through the course management system and surveys. This quantitative data was supplemented with qualitative information from interviews and analysis of patterns and content of communication.

The amount of control an investigator can expect to exercise over the events is another factor recommending a case study approach for this dissertation research. "The case study is preferred in examining contemporary events, but when the relevant behaviors cannot be manipulated" (Yin 7). As the investigator in these cases, I exerted little control over learning variables, only restricting the instructors to follow the same course design. Separating influential elements for experimental isolation is difficult in any learning situation and it would be unethical to control a situation so that some

students did not have the opportunity to be successful learners. For these reasons, case study research is widely used in education.[1]

Stake reminds us that a true case study focuses on a bounded situation (18). The objects in these case studies were bounded by the chronological limits in which the two sections were offered, the boundaries of the course within the semester structure of the university.

Case studies are valued for both the commonality and the uniqueness of the cases (Stake 1–2). These two cases are unique in that they were among the first applications of online first-year writing at the University of Minnesota. The course displays commonalities with other first-year writing courses, other online courses, and other course conversions. It can be said that each case "is one among others" (Stake 2). A case study approach can build understanding of a category of cases (online first-year writing courses) by studying these particular cases (two sections of OFYW).

This observation of two sections online of this first-year writing course should lead to some understanding of general problems faced and some directions for further study of online first-year writing courses (Stake 3).

Yin declares that the chief strength of the case study approach "is its ability to deal with a full variety of evidence—documents, facts, interviews, and observations" (8). This observation of cases presents a variety of evidence including surveys, interviews, online discussions, student papers with review comments, and course management statistics. This breadth of information was helpful in gaining a deeper understanding

[1] Stake even suggested an alternative title for his case study guide might be, *Case Fieldwork in Education* (footnote page 2).

about the complex phenomenon of an online first-year writing course. The variety of data collected from the two sections allows for triangulation, giving the study findings validity and robustness.

Stake differentiates types of case studies, although he notes that it is often difficult to sort studies into distinct categories (4). I approach my study as an instrumental case study, used not to understand only the particular teachers or students in the class sections studied here, but to understand "something else" (Stake 3).

> With instrumental case studies [as opposed to intrinsic case studies], where the case serves to help us understand phenomena or relationships within it, the need for categorical data and measurements is greater [than in intrinsic case studies]. We will forego attention to the complexity of the case to concentrate on relationships identified in our research questions. The nature of the study, the focus of the research questions, the curiosities of the researcher pretty well determine what analytic strategies should be followed: categorical aggregation or direct interpretation. (Stake 77)

My focus in this dissertation will be on the issue versus the case (this is the distinction that Stake makes between instrumental and intrinsic case studies, pp. 3–4). In intrinsic case studies, it is that the case itself that is of primary importance; "for instrumental case study, δ [iota, the issue,] is dominant; we start and end with issues dominant" (Stake 16). The issue in my case studies is how do students understand online study strategies?

A researcher using an instrumental case study approach need not identify one cause for a problem (Stake 17), but can strive to understand how multiple factors work together to influence a case. The multiple factors I consider will include environmental factors (the online learning environment as well as institutional and societal influences), personal factors (student abilities, student demographics, and student choice), and behavioral factors (students activities, habits, and choices).

Stake says that researchers interpret case study data in two ways: One, single observed happenings may be interpreted directly, or, the second way, occurrences of may be aggregated and some interpretation made about the group of occurrences (74). In pursuing my understanding of OFYW through these cases, I track patterns of interactions, tally occurrences of exchanges and types of messages within the peer reviews, and aggregate the data for interpretation (see Stake 74). The particular methods used are described in the following section.

DATA COLLECTED

No single method—neither self-reporting nor statistical tracking—can capture all the "particularity and complexity" that would allow us to understand student actions "within important circumstances" (Stake, xi). Mixing observational methods allowed an exploration of several factors which might be influencing the complexity of the situation when students participate in an online first-year writing course. Both quantitative (survey responses and statistics available from the CMS) and qualitative data (open ended survey questions and interviews) were collected and examined.

All data was collected through observations of two sections of online introductory writing courses offered spring and fall semesters of 2007, and all of the information was

collected under IRB approval, which allowed me to interact with students and student data in a productive way. The available data is extensive. I focused my attention on survey responses, archives of course discussion boards, peer review comments, student interviews, and statistical data from the course management system (CMS).

A major source of information in this study was the self-report survey of students asking about their study habits and strategies. This portion of my study was patterned after online writing research conducted by West et al., which drew on questions from Pintrich et al.'s *Motivated Strategies for Learning Questionnaire* (MSLQ) and explanation from Albert Bandura's Social Cognitive Theory. I analyze the survey responses using descriptive statistics to compare first-year students to their upper-level classmates and looking for significant patterns or differences between these groups.

Asking students about their learning experience and perceptions may seem straightforward, but problems can arise with self-reported data. Self reports can be mistaken or misleading for several reasons. For instance, students might misreport the amount of time they spend at online study tasks because of misremembering, over- or underestimating, trying to impress, or because they did not account for multi-tasking or interruptions. Similarly, the types of activities they pursue could be misreported. Another source of error in the data could come from students' inability to analyze and articulate their study habits. Students could think that their approach to studying is satisfactory, but have little understanding of alternative methods or outcomes. Students could also use terms that are not accurately descriptive of their actions or attitudes. To overcome uncertainties introduced via self-report surveys and to contextualize our understanding of student study behaviors, a variety of other data were also collected.

Statistics from the course management system were analyzed for Case Study Two to examine communication patterns within the online learning environment in hopes of confirming students' self-reported actions. Such data mining of course management systems is what Kenneth C. Green calls the "third phase" of e-learning (Kolowich). Although course management systems collect a lot of data about students' behavior within an online course, that bulk of data can be misleading if collection and/or analysis is not set up to support the kinds of questions being asked. In this dissertation, frequency of access and tool usage information gleaned from CMS data will be described using descriptive statistics.

Student participation in the asynchronous online discussions was analyzed using descriptive statistics to determine patterns of interaction within the course discussions, and also to determine how the discussion boards worked to achieve the course designer's goal of engagement. Patterns of interactions were analyzed by tracking the number and threads of messages through the Discussions Tool in Web Vista.

Further information on interaction was captured through the peer review sessions, which were analyzed two different ways. First of all, overall patterns were tracked by determining the number of messages exchanged for each peer review assignment by whole class and by teams. Then, for Case Study Two, individual exchanges were analyzed using a typology developed by (Cho, Schunn, and Cahrney) to describe the types of comments that OFYW students in this study provided to their peers.

Finally, in-person interviews were conducted with two student volunteers from each section of the online first-year writing course. These interviews were semi-structured and intended to round out understanding of the other data.

Case study methodology is valuable to this dissertation research because it allows multiple data sources and the interpretation necessary to understand the complex influences on the study strategies of students in an online first-year writing course.

BACKGROUND OF THE CASES

In 2005, when the story of online first-year writing begins at the University of Minnesota (UMN), first-year writing courses at UMN were taught through three different colleges. The Department of English in the College of Liberal Arts delivered the bulk of required composition courses, the University College offered courses for developing writers, and the Department of Rhetoric (in the College of Food and Agricultural Science and Nutrition) taught an introductory composition course with a focus on rhetorical argument. The course offered through the Department of Rhetoric, RHET 1101 *Writing to Inform, Convince and Persuade*, was the first-year writing course that was redesigned for entirely online delivery upon the request of departmental administration. The course met the first-year writing requirement for all students and was specifically required of students in technical and science majors. This argument-based FYW course is the focus of this observation.

When the course was redesigned for online delivery, the goal was to create a functional, well designed online course based on a social constructionist theory. The resulting design consisted of weekly online modules with linked assignments, which was delivered through WebCT Vista course management software. The newly designed course was launched gradually, beginning with one online section offered fall semester 2006, and later adding hybrid sections. By the fall of 2009, UMN offered 2 online sections, 4 hybrid sections, and 70 face-to-face sections of first-year writing.

In July of 2007, the first-year writing program underwent some administrative changes, and all first-year writing course offerings were combined under the Department of Writing Studies. The designator of the course changed, but for the sections under study, the course emphasis, objectives, basic course design, and web site remained stable. Figure 3 through Figure show the opening screen and a learning module from each section. The course title changed from "Rhetoric 1101:Writing to Inform, Convince, and Persuade" to "Writing Studies 1301: University Writing," but the basic set up of the front page and the week-by-week learning modules remained the same. Stake (64) says that context is less important when pursuing an instrumental case study approach where the main focus remains on the issue rather than on a particular instance. So, the impact of minor situational variations were lessened in this instrumental case study.

This study covers one section offered in the spring of 2007, before the administrative change, and one section offered in the fall of 2007, after the administrative change. Both sections studied used the same course design and lesson modules. The course focused on academic writing and argument. Students were required to write five major assignments including summary, analysis, prospectus, literature review, and a researched persuasive paper.

Responsibility for the redesign was assumed by the FYW course coordinator, who sought and was granted a technology fellowship to support the course transition to an online only offering. This fellowship for technological training and support was granted through a campus resource group and was designed to help instructors implement instructional technology. Thus the redesign was carefully planned and supported.

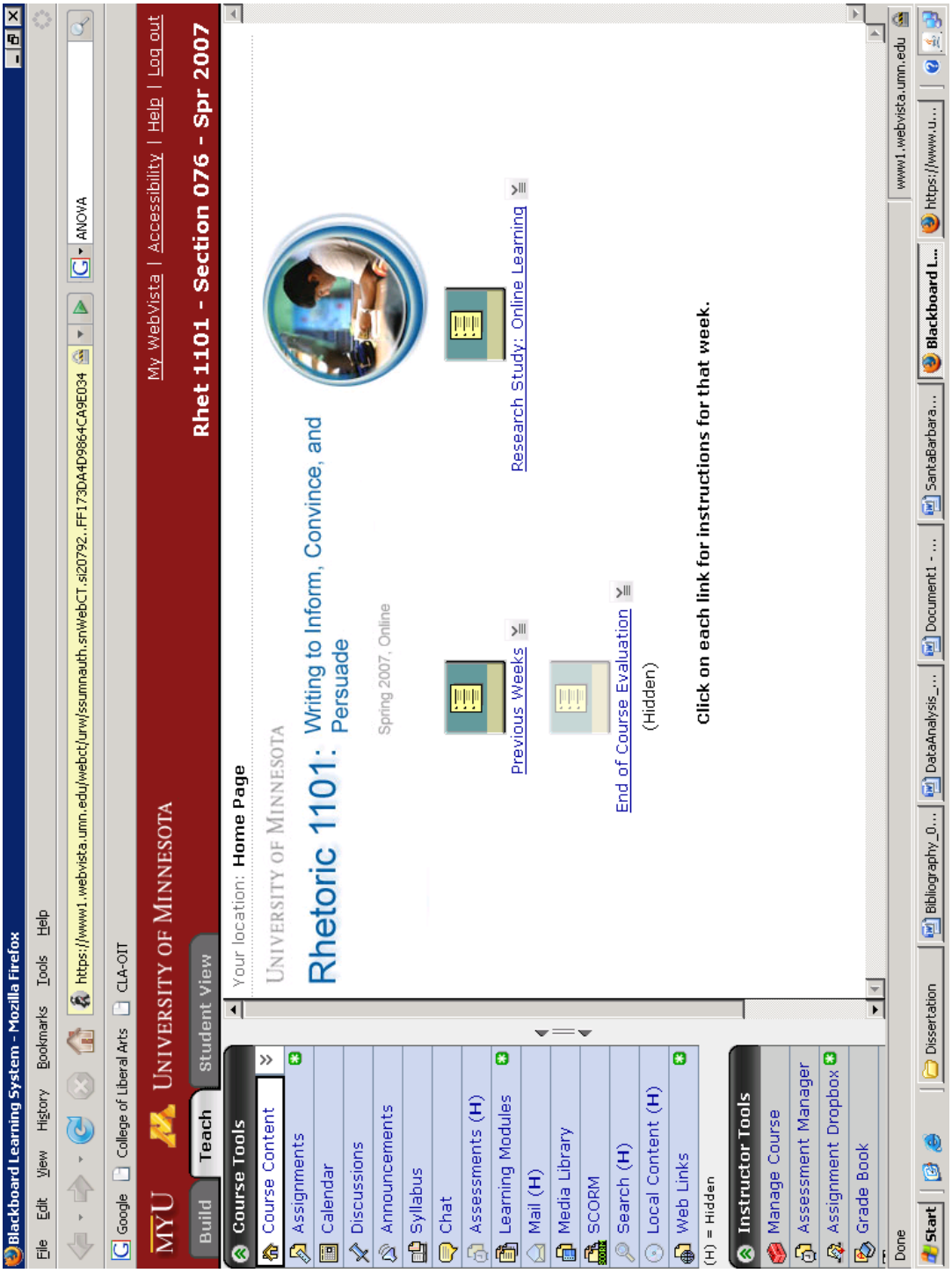

Figure 3. Rhet 1101 Course Web Site Home Page, Case Study One (Spring 2007)

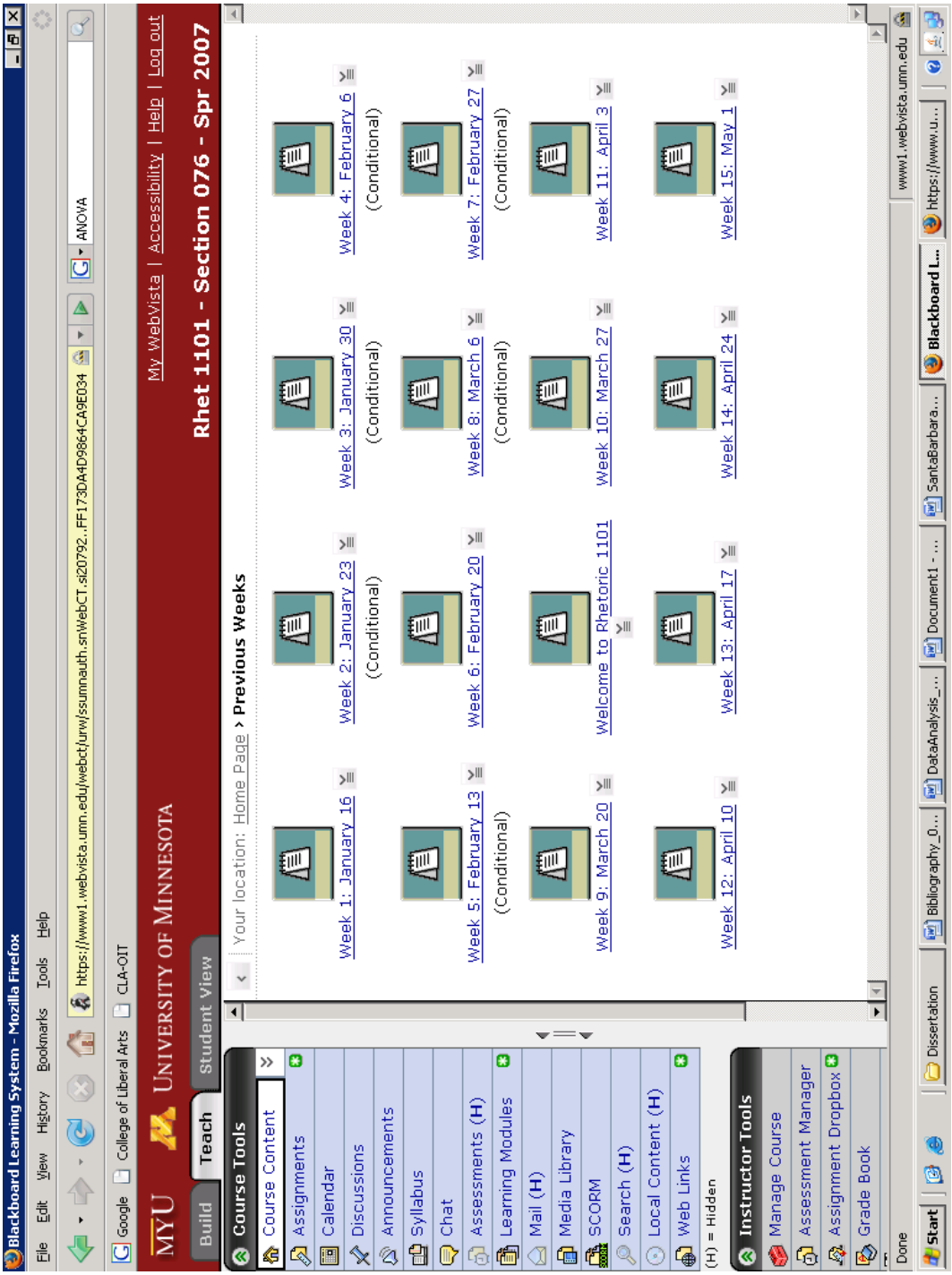

Figure 4. Rhet 1101 Course Web Site Weekly Learning Modules, Case Study One (Spring 2007)

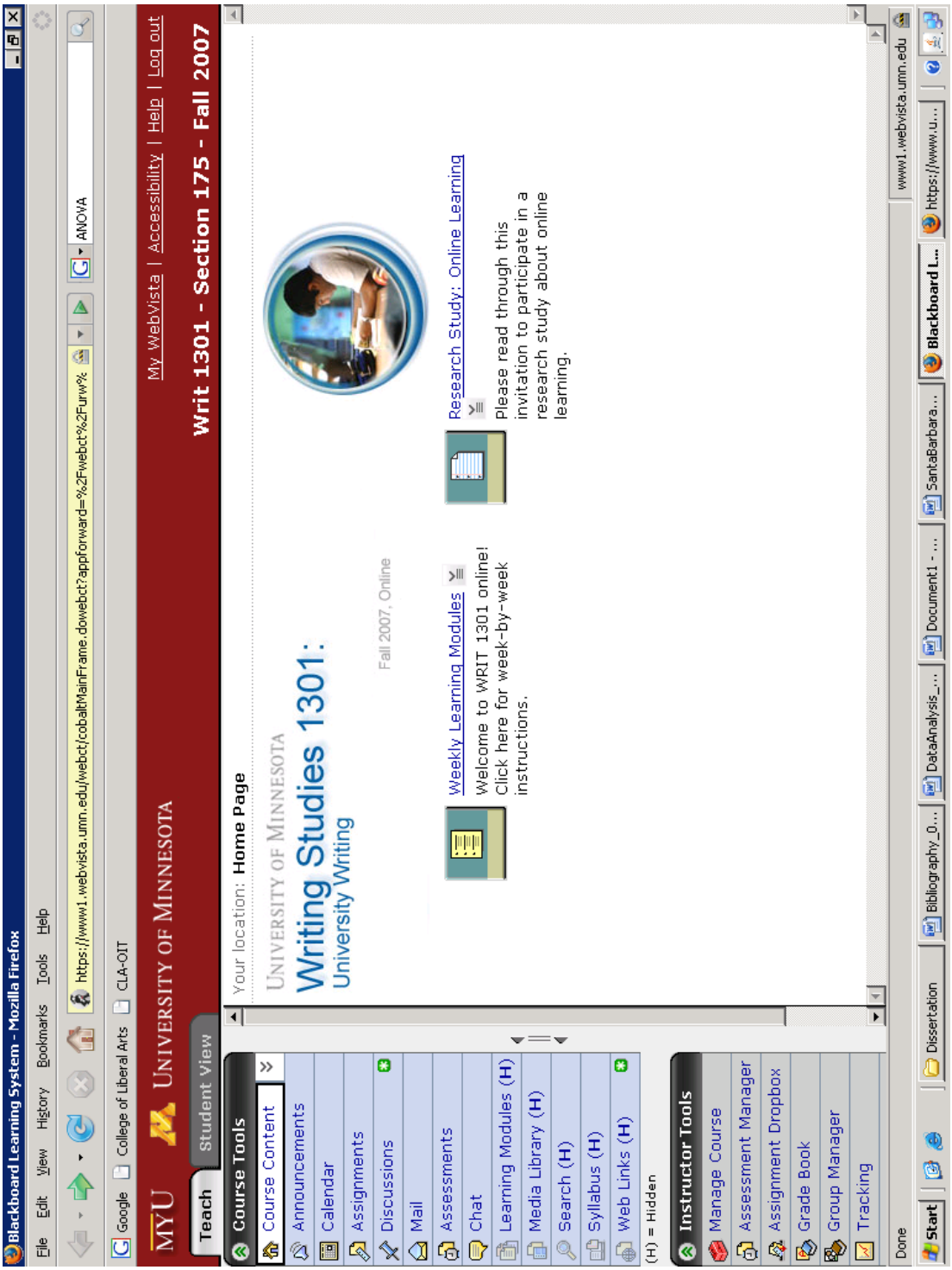

Figure 5. Writ 1301 Course Web Site Home Page, Case Study Two (Fall 2007)

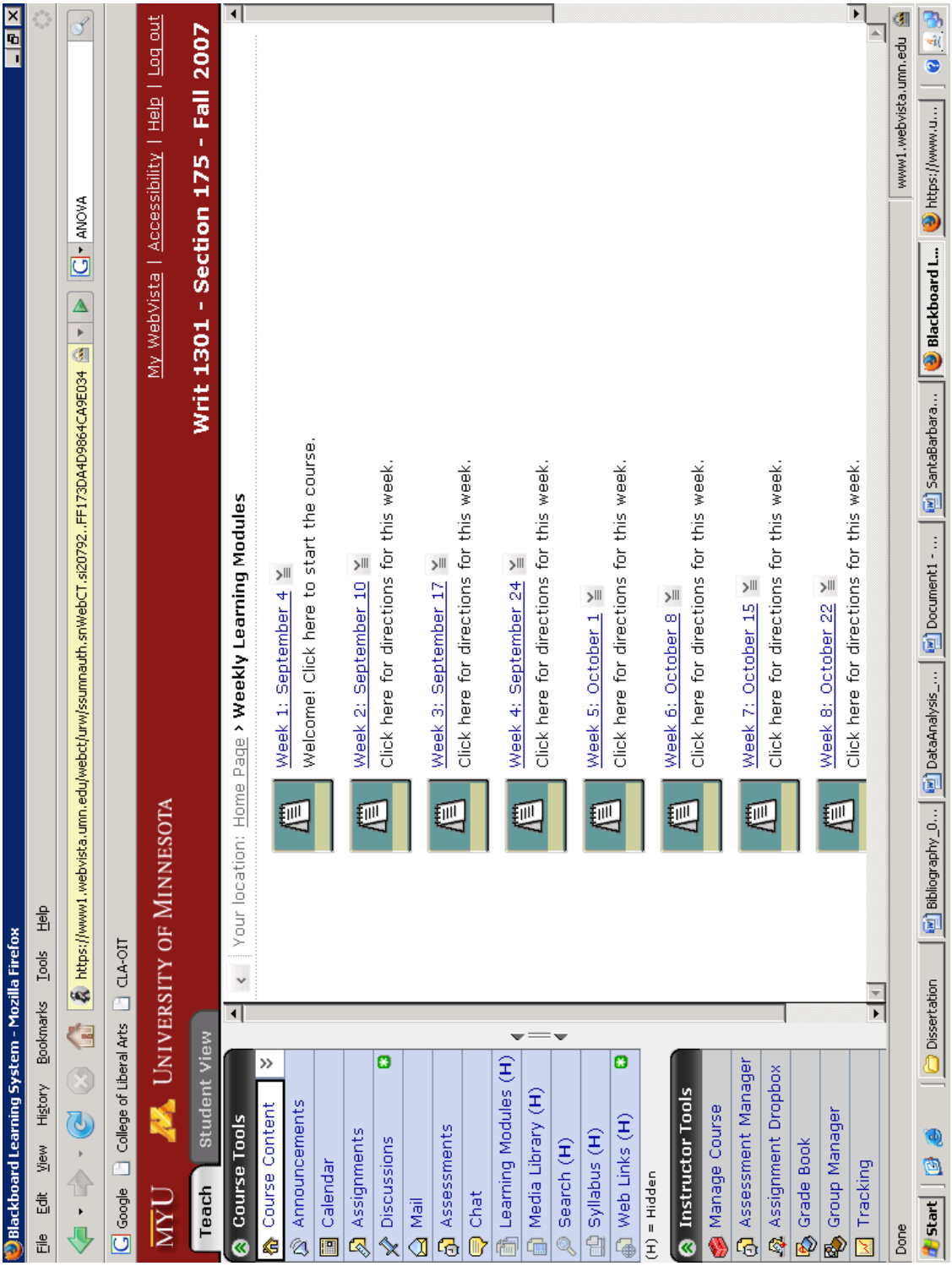

Figure 6. Writ 1301 Course Web Site Weekly Learning Modules, Case Study Two (Fall 2007)

The department wanted to maintain integrity between the face-to-face offerings and the new online offering of this FYW course. So, the textbook, objectives, and major required assignments were preserved. However, all teaching, interactions, assignment submissions, peer reviews, and feedback would take place via the internet through Web Vista, the University's classroom management system (CMS), with additional correspondence through campus e-mail.

According to the course designer, the goal of the redesign was to retain consistency with the existing face-to-face sections and also to create a functional, well designed, interactive online course based on a constructionist theory of education. To that end, the designer followed principles set out by Conrad and Donaldson on the four phases of engagement: *Newcomer*, teacher-led activities help learners acclimate to the online environment; *Cooperator*, learners work in pairs and begin to critique and share ideas; *Collaborator*, students work together in small groups to solve problems; *Initiator/Partner*, students are leading activities (11).

In the redesign of FYW for online delivery at the University of Minnesota, the designer had these four phases of engagement in mind and was conscious of building engagement and interaction into the online course. The resulting design, consisting of weekly online modules with linked assignments, was delivered through WebCT course management software, the campus standard for online course delivery. The designer employed several methods to introduce interactivity. These included weekly asynchronous discussions, synchronous meetings with PowerPoint presentation materials, email exchanges, weekly "live" online office hours with the instructor, and, in addition, online peer review in which the students exchanged papers and gave one another

feedback. It seemed to be a design that allowed students to interact with the course material, the instructor, and with one another.

THE PILOT STUDY

The redesigned course was first taught in the spring of 2006. Two sections, Spring 06 and Fall 06, constitute the pilot study for this research project. The pilot studies are described here.

The first offering in spring 2006 had a lot of support. In addition to the graduate student instructor, an undergraduate intern was assigned to assist, drafting PowerPoint presentations for the weekly online meetings and researching online resources to support the class. Because of undergraduate status, the intern was not allowed to assist with the grading of student papers. (The intern was more active in the beginning of the course.)

Library personnel offered additional support because the first offering of this online course also piloted a new library resource, an online module designed in conjunction with the University libraries to help students learn library research skills and learn the difference between popular and scholarly sources. Developed by a librarian and a technician, these tutorials were intended to be self-correcting modules; however, technical problems hindered the intended online submission and automatic scoring of quizzes. As a workaround, students were asked to email their quiz responses to the librarian, who evaluated their responses and replied to them via email. This disruption caused quite a bit of confusion for the students. One student wrote, "The myriad, often bizarre, and frequently archaic manners we've been asked to turn in work are difficult and frightening" (Pilot). These library tutorials have since been developed further and are now fully supported by the central library. The librarian, technology expert, course

designer, and instructor who worked together on these tutorials presented on the library modules project at the 2008 Georgia Conference on Information Literacy, a conference primarily for librarians, and also at a University conference on pedagogical applications of new media (2008).

Data collected for this first pilot included, two surveys (12 midterm and 10 end-of-course) and two student interviews. Two surveys were developed and delivered in this first offering of online FYW. Twelve students completed the midterm course evaluations and 10 completed the follow-up end-of-course evaluation surveys. Both evaluations were made up of open-ended and scaled questions. Five of the questions were asked on both the midterm and end evaluations. On the early (mid-term) survey, students were additionally asked about peer review, about their problems with technology, and if they could identify any immediate changes they would like to see in the course. Questions about peer review or immediate changes seemed less relevant when the course was ending, so these questions were removed from the end-of-course evaluation and replaced with questions regarding students' experience with the library tutorials, which were offered in the second half of the term.

Concerns that arose from the first offering of this course were primarily technical and logistic, rather than related to content. Interaction was not a concern as the first pilot ended. Students seemed to be interacting; they were participating in (or interested in participating in) the synchronous meetings, they were participating in peer reviews, and posting to the discussions. Suggestions made by students about interaction called for incremental adjustments, which we dealt with in the next term.

Course development proceeded in an iterative manner. Concerns raised in the first round may have been technical and logistical because those were the new pieces and where the course developer's concern was focused. Even when course development forced a focus on technology, the instructor found a way to be available enough for students that students reported that they found the online course experience to be helpful and enjoyable. As technology problems were resolved, other aspects rose in priority of concern. We began to deal with more subtle and complex issues of online pedagogy.

In the second offering of the course (fall 2006), we were able to resolve the most pressing problems identified in the first run of the course. Library tutorials were fixed so that submission worked smoothly and students received feedback easily. Online meetings were reframed. The instructor did not continue with weekly synchronous meetings as many students could not attend and felt they were missing important class material. Instead, the instructor scheduled two required synchronous online meetings at critical points in the term (introduction to the course and at the beginning of the research paper) and then offered three different times so students had a choice about when to attend. These changes seemed to alleviate the objections heard during the first offering of OFYW.

Two new challenges met us in this second offering: one was indirectly related to the study, but may have affected the second issue of study recruitment. About the second week of the course, the instructor had a conflict that required her to be out of town and less available to the online course. It wasn't distance which kept her away but the need for attending to other matters. A short absence that might be insignificant in a face-to-face class can have a greater impact online, as if there are fewer strands supporting the

connection and if one is broken, there is less substance holding the learning relationships together, especially early on. In this course, the professor's partial absence may have impacted the connections in this course.

The second challenge had to do with recruiting study participants. The research questionnaires were delivered to students for the first time during the second pilot. Feedback on the forms was reduced because students in this section did not respond to repeated requests to participate in the study. Three surveys had been planned. At the time of the first survey, only four students agreed to participate. Only three of those completed the second survey. It was obvious that a change in recruitment was required.

Analysis revealed that reluctance may have stemmed from an overly aggressive consent form that was prepared for students. The original form required students to read 2 pages of material about the risks and reaches of the study and required a signature to grant consent. After consultation with the IRB office, the study consent form was changed to a briefer email message sent with the end of course evaluation and ending with a statement that a reply to the email with survey responses serves as consent to be part of the study. That approach was successful. Sixteen students replied to the end-of-the course survey. The revised consent was continued into the full study.

The pilot studies confirmed the workability of the overall course design, which was therefore maintained going into the full study. The difficulty of recruiting participants experienced in the pilot study led to changes in the recruiting protocol. First of all the consent form was simplified and participation was made more direct by allowing students to consent and submit surveys directly through email. Students were additionally encouraged to participate through the awarding of extra credit points upon

completion of all three surveys. Aside from these minor changes, the study proceeded as designed. The scant early results highlighted issues of communication and student perception, which were the focus of the next stage of inquiry, the case studies described in this dissertation.

The two case studies for this research are rooted in observations of the first-year writing course described here. Case Study One took place in the Spring of 2007 as "Rhetoric 1101: Writing to Inform, Convince, and Persuade." Case Study Two took place in the fall of 2007, under the new name, "WRIT 1301 University Writing." The two sessions followed the same web course design and used the same textbooks and assignments; however the sections were taught by different instructors. Each case and its unique qualities are discussed along with the data in later chapters. Case Study One is discussed in chapter four, and Case Study Two is discussed in chapter five. Before I dive into the study data, I want to discuss one more piece of background information, and that is the study done by West, Rosser, Monani, and Gurak.

THE STUDY BY WEST, ROSSER, MONANI, AND GURAK

In 2006 as these online courses were being developed, another research project related to online writing courses was published that influenced my thinking about this case study. This section will describe that study by West, Rosser, Monani, and Gurak, and Albert Bandura's social cognitive theory on which it was based.

In their study of the performance of students in online and face-to-face sections of a scientific and technical writing course, West, Rosser, Monani, and Gurak were motivated to investigate anecdotes of superior performance by students taking the course online. Using blind grading, they found that, indeed, in the online sections, "assignments

averaged half a grade above the face-to-face assignments" (535). Further exploration of these results highlighted an additional anomaly: different performance curves were observed in each of the sections. The face-to-face course displayed a classic bell-shaped performance curve with the bulk of students doing mid-level work, while a few students fell to the extremes, excelling or failing. The online performance curve, however, "reflected a more flat line, showing that many students excelled, about the same number received average grades, and a similar number either performed marginally, failed or failed to complete" the course (West et al. 535). Following up on this finding, the authors further investigated what affected student performance in each third of the class. They discovered that it was students' behavior or study habits that were the primary influencer of their success, rather than personal characteristics or learning environment. I wanted to understand more about how these factors work together and how they influence study habits of online first-year writing students.

The authors grounded their investigation in Albert Bandura's Social Cognitive Theory (SCT), which they said, "states that knowledge of behavior, such as learning, is impacted by three variables,[2] "person characteristics (typically intra-individual state/trait characteristics such as intelligence or motivation), behavior (study habits) and environment (e.g., online or offline learning)," and predicts that a student's outcome in the course will be a function of how these three variables interact and affect one another in reciprocal ways (West et al. 535). Having already compared the effects of learning

[2] Parenthetical notes are in the original and indicate how West et al. mapped Bandura's themes to concepts in their study.

environments (online learners scored slightly higher), West et al. began the second stage of their investigation with the following hypothesis:

> If person characteristics were critical [to performance in an online professional writing course], the students should differ significantly in demographic characteristics; …if behavior characteristics were critical,…greater experience on the Internet, more hours studying for the course, and more hours spent in online courses should significantly predict success. Alternatively, if there was an interaction between the variables then some person-behavior difference such as learning style should play a critical role in success in online classes. (536)

West et al. gathered data on student study habits through a survey based on the Motivation Strategies for Learning Questionnaire (MSLQ; Pintrich, Smith, Garcia, and McKeachie). Some questions were modified somewhat to reflect the online learning environment. For example, students were asked to estimate the time they spent on the internet doing various tasks, such as, "Number of hours spent in the last 7 days on the Internet in the workplace," or "Number of hours spent in the last 7 days on the Internet on homework." Surveys were solicited from all 60 students who had enrolled in the online scientific and technical writing course. The 20 top scorers were "defined as excellent, the next 20 as average, and the bottom 20 as those who either performed marginally, did not complete or failed" (West et al. 537). The rate of respondents in the top two groups was about 80% (16/20 for each group); students in the lowest third responded at only 35%, or 7/20. A total number of 39 respondents participated in the West et al. study. Findings from the study are described in the next section.

No significant difference in performance was found based on demographics of "age, grade point average, credit load, years at university, hours spent studying, or their background in community (rural-urban), school (private, public, or inner city), or with whom they live" (538), leading West et al. to conclude that personal characteristics were not a primary influence in determining students' academic performance in an online writing course.

The influence of behavior characteristics turned out to be complex. Students who excelled reported having more computer experience; however, it was not a linear relationship. Students who scored in the top third reported using the Internet two years more than average-performing students and one year more than failing students. That is, students in the bottom third reported more experience than students in the middle third. Yet students' self-rated level of computer skill did not vary significantly among the three groups, nor did the total amount of time spent on the computer in the last 7 days. A clear difference was found in *how* students spent their time on the internet. Excelling students reported spending more online time on work-related tasks and less time online talking with family and friends. Students in the lowest third reported spending more time studying online than average-performing students reported. Further, in relation to study habits, they found that students who rated themselves highest on the item, "Make good use of study time," did not perform as well as students who rated themselves more moderately on that item. They found, "students who are failing…have inferior study habits while believing they are making superior use of study time…students who excel appear more experienced in working online, and have study habits better suited for the online environment" (West et al. 541). Based on statistical analysis of their findings,

West et al. concluded that student behavior (i.e., study habits), rather than environment (online vs. face-to-face format) or person characteristics (demographics), appeared to be the most influential in predicting success in an online course. These researchers suggested that "confirming the successful study habits for online courses is a logical next step to advance research in this area" (West et al. 541).

THESE CASE STUDIES

In response to the call for further research by West et al., I proposed the study described in this dissertation with the goal of replicating parts of the West et al. survey study and pushing forward to discover more about successful study skills for students in online writing courses. My study contains elements that are replicated directly from the West et al. study, namely, I maintained Pintrich Smith, Garcia, McKeachie's survey questions as modified by West et al., and I grounded my inquiry in Bandura's social cognitive theory.

As might be expected, there are also some significant differences between the West et al. study and my study described here. First of all, differences exist in the audience and overall goals of the two courses studied. West et al. studied upper-level students enrolled in a scientific and technical writing course. I studied first-year students in an introductory writing course, with its traditional burden of introducing and acculturating students who may not yet have established study skills into academic life.

My data collection began with a quantitative survey that repeated the West et al. questions. These were supplemented with additional questions, both open- and closed-ended. Three surveys were developed for this research, each with a little different focus. The Technology Access survey (TA) asked students about their access to and experience

with technology; the Learning Strategies survey (LS) was based on a previous instrument, the MLSQ as modified by West et al. and gathered information on students study habits. The third survey, the Course Evaluation survey (CE), asked students about their experience specific to this course. The surveys were delivered at three different points during the semester; however, students who had not completed the earlier surveys were given that opportunity with the next survey. Full survey data can be found in the appendixes. Data from Case Study One can be found in Appendixes A–C. Data from Case Study Two can be found in Appendixes D–F.

Because I was also interested in gaining a more robust understanding of how the online first-year writing students were investing their study time, I combined the survey data with additional questions, statistical information from the course management system, and student interviews. The resulting study design provides reliability based on established theories, instruments, and published studies. It also tests the West et al. finding and applies Bandura's theory in another situation of online writing.

LIMITATIONS OF THIS STUDY

Case study research focuses on deep understanding of one situation or case and, thus, is not generalizable to a broader population. This limitation of case study methodology applies to this research. More specifically, this research is limited in generalizability to first-year composition because of the fact that the sample includes many upper-level course participants. The inclusion of upper level students allowed some comparison of first-year and upper-level student study habits. It also shows the changing audience for first-year writing and for education and supports the implication that first-

year writing pedagogy needs to be driven by a complex theory that makes room for the many exceptions to our traditional assumptions about first-year writing courses.

This study began as an investigation into student study habits, but as Bandura's social cognitive theory demonstrates, student behavior is not isolated, but is influenced by external forces. Thus, this study expanded to include information about technology and the structure of this online course.

In spite of these limitations, the data produced a rich and complex description of students in these two online first-year writing courses. The results are valuable in that they help us think about instruction and student interactions with content, teachers, and peers in more complex ways. The implications of the results are discussed in chapter six. The next two chapters describe the findings from these two case studies in terms of the four originally posed research questions.

CHAPTER 4

FINDINGS: CASE STUDY ONE

In this chapter I describe the findings from my observation of the spring 2007 session of an online first-year writing class. My observations were gathered through three surveys and through an analysis of the patterns of interactions as observed through the online discussion board. The results of these analyses are reported in this chapter. The design of the course is described fully in chapter three, and full data from the Case Study One surveys can be viewed in Appendixes A, B, and C.

Case Study One is an observation of an online first-year writing course taught in the spring semester of 2007 as "Rhetoric 1101: Writing to Inform, Convince, and Persuade." The course was an argument-based introduction to college writing delivered completely online. It met the university's first-year writing requirement. (The course design is described fully in chapter three.) Students completed five major assignments: reflection, summary, rhetorical analysis, prospectus (annotated bibliography and outline), and a researched persuasive argument paper. In addition, students were required to participate in online discussions and peer reviews for each assignment.

This section was taught by an experienced teacher who studied online interactions and had experience teaching writing and teaching online, but had not taught writing online before. Her previous online teaching experience had been with a discussion-based professional seminar, not a writing course. She also had experience teaching a curriculum and instruction course on integrating technology into the classroom that was delivered in a hybrid format. Her experience not withstanding, she commented, "I spend so much time studying this stuff [online learning] and still I learn so much each time I do it!" When

informed about the study and asked not to not change the syllabus or assignments, this instructor was initially skeptical, but explained that her concerns were allayed when she saw the organization and plan for the course and determined that it would fit with her teaching style and beliefs. Later she described her experience with this FYW course as more activity-based than she had experienced in her other online teaching experiences, that is, there were fewer discussions and more written projects.

There were 12 students in this course who completed all three of the surveys. Discussion of the survey results and other analyses are reported in this chapter.

PARTICIPATION

Several classroom-based sessions of this first-year writing course were available and only one online session was offered when this course observation was conducted. Thus a student's participation indicates a choice of this online offering over a conventional face-to-face course. Although this course is designed for first-year students, the enrollment included only seven (7/22) first-year students and several students from upper academic levels (12/22, plus three non-degree students; see Table 1). This ratio of FY students may be explained by the registration queue. On this campus, upper level students are allowed to register first and many of the spots in the online course were filled before first-year students were given access to register. This may indicate a popularity of online classes or a desire on the part of upper level students to avoid a first-year classroom. Another factor to consider is that many first-year students participate in block registration, and no blocks were registered for the online offering. In the future, it might be interesting to study an online first-year writing course in which participants are in a

cohort or an established learning community that shares other face-to-face classes and experiences.

Table 1. Enrollment and Sample by Level, Case Study One

	FY	SO	JR	SR	Non-Degree
Sample	5	4	2	1	0
(N = 12)	41.7% of sample	33.3% of sample	16.7% of sample	8.33% of sample	0% of sample
Enroll.	7	6	4	2	3
(N = 22)	31.8% of enrollment	27.3% of enrollment	18.2% of enrollment	9.0% of enrollment	13.6% of enrollment

Regardless of their motivation, twenty-two students enrolled in this online first-year writing course, and twenty students successfully completed the course (one student withdrew; one student did not participate at all after the first assignment and so failed the course). Sixty percent of the completers (12/20, 60%) completed and returned all three surveys as part of this observation.

No selection bias was detected based on level in school among students who participated in the surveys and those who did not. The range of final grades was narrow, with the bulk of the students receiving grades between A and B minus. Students who did not successfully complete the course (one failure and one withdrawal) did not participate in the course and did not complete the surveys. Thus, this study does not shed light on students who do not do well in an online first-year writing course.

Seven of the respondents (7/12, 58.3%) were participating in an online course for the first time. A summary of the data can be seen in Table 2. Three of the 12 students in this class were first-year students taking an online class for the first time. For each level with more than one student, the first-timers and repeat online learners were split almost equally. There was at least one student at each level that was new to the online class experience. These results highlight that ever greater numbers of high school students are

taking online courses, and advanced students may still be unfamiliar with online course technology, even with established campus standards. As instructors, we cannot make assumptions about a student's technological expertise based solely on their level in school.

Table 2. Participants by Online Learning Experience and Academic Level, Case Study One

Spring	First Year	Sophomore	Junior	Senior	Total
First Time	3	2	1	1	7
Repeat	2	2	1	0	5
Total	5	4	2	1	12

SURVEY ANALYSIS

The surveys provided a large bulk of information to be considered in my observations. The survey questions were delivered to students in three separate surveys; the details of the surveys and the areas covered in each are described in Chapter 3 Methodology, but reviewed briefly here.

Students were asked to complete three surveys. The Technology Access survey (TA, see data in Appendix A) asked students about their access to and experience with technology; the Learning Strategies survey (LS, see data in Appendix B) was based on a previous instrument, the MLSQ as modified by West et al. and gathered information on students study habits. The third survey, the Course Evaluation survey (CE, see data in Appendix C), asked students about their experience specific to this course.

In reviewing the survey responses, I found that the data from the survey questions seemed to cluster around four major areas: students' communication (with other students and with the instructor), students' attitudes about online learning, students' perceptions about the structure of this online course, and students' study habits (see Appendix G).

Two questions did not contribute directly to any of the four themes, but rather addressed background information that was used to interpret the responses. These questions regarded the students' level in school and if they had participated in a fully online class before (see Table 3). Three questions regarding technical support (Q TA-06 and 06a, CE-19, and CE-20) did not contribute to any of the four themes. Some questions were considered in more than one theme. The four identified themes will be used in reporting the findings in the following sections. I will first identify the questions contributing to the theme and will then reveal the findings related to those questions.

Table 3. Survey Questions Used to Organize Analyses

Item No.	Question
TA-01	Indicate your level in school.
CE-01	This is my first online course. (True or False)

Theme One: Students' Perceptions about Online Course Structure

This theme was influenced by five items; see Table 4Table .

Table 4. Items in the Course Structure Theme of Survey Results (5 items)

Item No.	Question
CE-03	What aspect of this online course was most helpful or useful to you?
CE-04	What could have been improved in this course?
CE-08	Which parts of the course web site did you find most useful? Mark all that apply.
LS-13	What aspects of the course framework help you organize your study time?
LS-14	What changes to the design of the course or course web site would help you manage your time better?

In identifying helpful aspects of the course, respondents most frequently mentioned structural aspects (quantity 9). For example, "Clear directions and set assignments and due dates, I knew exactly what I was required to do," and "On time weekly assignment availability" (Q CE-03). The second most frequent response identifying the most helpful aspect of the course made reference to communication with

or feedback from the instructor (quantity 5, Q CE-03). In this question, communication with classmates was mentioned as often as convenience (two instances of each, see Table 5Table). Full responses to Q CE-03 for Case Study One can be found in Appendix C.

Table 5. Most Helpful Aspect of Course, Case Study One

Theme	Frequency
Structure	9
Communication with or feedback from instructor	5
Convenience/ease/flexibility	2
Communication with classmates	2

Eight of the respondents said that nothing in the course needed to be improved. Those who suggested improvements mentioned a shift of due dates and more practice with "short assignments that explore different types of writing" (Q CE-04). One student mentioned his/her own effort as a place for improvement, a sentiment that echoes student comments about the necessity for self-motivation and discipline in an online first-year writing course.

When students were asked about the most useful parts of the website, the online gradebook received more votes than any other, followed closely by the Learning Modules, the Assignment Tool (for turning in work) and Peer Review Group Spaces (see Table 6). Peer Review spaces were required for assignments; these were ranked third, along with the Assignment Tool. The other communication tools (shaded in Table 7) were chosen as "useful" with lower frequencies. Only two students did not select Week by Week Links as one of the most useful parts. Only three students did not select Peer Review Group Spaces.

The ranking of the various aspects did not change much based on year in school or online experience. All groups agreed on the top four and the bottom two rankings, as shown in Table 7.

Table 6. Ranking of Most Useful Parts of the Course Website, Case Study One

Rank	Response	Frequency
1	My Grades	11
2	Week by Week Links	10
3	Peer Review Group Spaces	9
3	Assignment Tool	9
4	Conference Chat	6
5	Discussion Board	5
5	Virtual Office Hours	5
5	Questions	5
6	Calendar	3
6	Large Class Discussions	3

Table 7. Summary of Helpful Aspects of Course by Level and Experience, Case Study One

First Years	No.	Upper Level	No.	First Timers	No.	Repeaters	No.
My Grades	5	My Grades	6	My Grades	6	My Grades	5
Week by Week	5	Week by Week	5	Week by Week	6	Week by Week	4
Assignment Tool	4	Assignment Tool	5	Assignment Tool	5	Assignment Tool	4
Peer Rev Space	4	Peer Rev Space	5	Peer Rev Space	5	Peer Rev Space	4
Conference Chat	2	Conference Chat	4	Conference Chat	4	Disc. Board	3
Virtual Office Hrs	2	Questions	4	Virtual Off. Hrs	4	Conference Chat	2
Discussion Board	2	Virtual Off. Hrs	3	Questions	3	Questions	2
Questions	1	Discussion Board	3	Discussion Board	2	Virtual Off. Hrs	1
Calendar	1	Calendar	2	Calendar	2	Calendar	1
Large Class Disc	1	Large Class Disc	2	Large Class Disc	2	Large Class Disc	1

Note: Grey area shows variation in rankings.

Students identified set due dates as the one aspect that most helped them organize their study time (Q LS-13). They expressed appreciation for the clarity and consistency of the course organization. Seven specific mentions were made of consistent due dates and clear deadlines (Q LS-14). One student expressed that the organization helped make the class manageable: “The way the WEBCT site is set up makes the independency of this class extremely easy and manageable. Everything is well organized and all the

information is very straight forward and clear" (Q LS-14). Students also mentioned the availability of the instructor for support: "The way the teacher sets up each week and we can contact her anytime when we need help as well as go online every Tuesday to chat" (Q LS-14).

No single aspect arose as needing change, in fact, eight of the twelve respondents stated no change was necessary. Among the possible improvements (one mention each) were enhancing the course with additional technology (videos) or adding face-to-face meetings. A couple students made specific requests to change due dates related to their personal circumstances, these requests did not generalize to a scheduling principle. For example, "having a paper due on Friday, when I have no classes, but a job, is very irritating" and "the noon deadline [is] hard to meet unless I have everything set in the AM before work" (Q LS-14).

Theme Two: Students' Attitudes about Online Learning

This theme about student attitudes was influenced by eight items taken from all three surveys; see Table 8Table .

Table 8. Items in the Attitude Theme of Survey Results (8 items)

Item No.	Question
TA-09	Indicate the statement that most accurately reflects your attitude about working with computers. I avoid computers when I can. I am unsure of myself when working with computers. I know how to do tasks on the computer, but would rather do them in person. I don't mind working on computers. I enjoy working on the computer. I do as much as I can online.
TA-10	Indicate the statement(s) that most accurately reflects your initial attitude about taking a class online. (Mark as many as apply.) I am a little nervous about an online class. I have taken an online class before. I have taken an online class before and it was a good experience. I think this online option will be convenient and efficient. I'd rather attend class in person, but this is the only option that works for me.

Item No.	Question
TA-11*	Has this experience changed your opinion of online classes? If so, how?
LS-11	Are you aware of approaching/managing your study time differently for an online class than for other courses that meet in a classroom? Explain.
CE-02	If you haven't taken an online course before, what surprised you about online learning? Or, if you have taken an online course before, how did this course meet or exceed your expectations?
CE-05	Would you take another writing course online? Why or why not?
CE-11	I participated as much as I wanted to. (True or False)
CE-12	If [#CE-11 was] False, why didn't you participate as much as you wanted to?

*Q TA-11 was asked in Case Study One only.

Students were asked to choose from six statements to characterize their attitude toward working with computers. Although six options were offered, none of the respondents selected any of the three statements that expressed negative feelings toward computers. The three statements not chosen included, “I avoid computers when I can,” “I am unsure of myself when working with computers,” and “I know how to do tasks on the computer, but would rather do them in person” (Q LS-09). The three positive attitudes options included, “I don’t mind working on computers,” “I enjoy working on the computer,” and “I do as much as I can online” (Q LS-09). First-time online users chose “I enjoy working on the computer” more often than repeat online learners did; repeat online learners were more likely to choose the option “I do as much as I can online” (Q LS-09).

Respondents reported their attitude toward online learning by choosing among six statements. All but two reported a positive attitude toward online learning. None of the students chose the option “I am a little nervous about an online class” (Q LS-10). Two of the options referred to previous online course experience. No respondents chose the plainly stated, “I have taken an online class before,” but five respondents chose, “I have taken an online class before and it was a good experience” (Q LS-09). Respondents could choose more than one response. A statement of positive expectation (“I think this online option will be convenient and efficient”) was combined by four respondents, two who

had taken an online course before and two who had not. The item “I’d rather attend class in person, but this is the only option that works for me” was chosen by two respondents and never combined with any other response (Q LS-09).

First-time online learners were asked what surprised them about online learning (Q CE-02). The seven first-time online learners who responded to this question all reported positive impressions, if not surprises. All mentioned the convenience, ease, or flexibility offered by this online course. Five of the respondents mentioned communication with or feedback from the instructor, using such words as, “very helpful and easy to access.” None of these respondents mentioned communication with classmates. This offers further evidence that these first-time online learners did not pick out interaction with peers as a highlight of this online course.

Students reported the following changes in their attitudes toward online classes as a result of this course: “a lot easier than I thought it would be,” “more organized than I imagined it being,” “I wish they were all online, I love it,” “this class has made me enjoy them even more,” and “it has convinced me to continue online classes” (Q TA-11). No students reported that this class negatively affected their opinion of online learning opportunities.

The majority of respondents (8/12) reported being aware of preparing for this online course differently than how they study for their face-to-face classes (Q LS-11). Three of the four students who reported approaching online learning similar to their classroom-based courses were first-time online learners; two were FYs and two were sophomores. In commenting on differences, students noted the importance of self-

discipline and time management as skills necessary for success in this online course. Respondents did not describe specific study actions that they do differently.

The majority of students (10/12) reported that they were able to participate as much as they wanted to in this online course (CE-11). Those that felt constrained attributed that to "personal outside interruptions" or to work schedule (CE-12).

All 12 respondents declared that they would like to take another writing course online. The overwhelming reason (8/12) given for taking another class online was the convenience or ease of studying online. Other reasons included the help with focus or learning style from the structure of the online course (quantity 4) and the ability to learn to write (quantity 3) (Q CE-05).

These findings indicate students' positive attitude to this online learning experience. This comes through whether looking at beginning attitudes, surprises, or willingness to repeat the experience.

Theme Three: Students' Communication

Theme three centered on communication patterns between students and instructor and among students. This theme was influenced by 17 items; four that apply to both instructor and peers, five referred to interactions with peers, and eight referred to interactions with the instructor. The items are listed in Table 9.

Table 9. Items in the Communication Theme of Survey Results (17 items)

Item No.	Question
Communication Overall with Both Instructor and Peers (4 items)	
LS-15s	Estimate how much time you spend … Reviewing comments from teacher or peers
LS-15t	Estimate how much time you spend … Reading email for this course
LS-15u	Estimate how much time you spend … Participating in discussions for this course
CE-13	Describe how you used the different communication tools: chat, WebCT, Vista Mail, online meetings, etc.

Item No.	Question
Communication with Peers (5 items)	
LS-02d	Indicate how often you…Communicate with classmates via chat room
LS-07	What other activities do you do online while studying for this course?
LS-10	Are you also taking courses that meet in a classroom this semester? (Yes or No)
LS-15n	Estimate how much time you spend … Communicating with classmates via chat room
CE-18	Describe your communication with the other students. Was it helpful to your learning?
Communication with Instructor (8 items)	
LS-02e	Indicate how often you…Interact with instructor
LS-02g	Indicate how often you…Contact instructor to clarify problems
LS-15o	Estimate how much time you spend … Interacting with instructor
LS-15q	Estimate how much time you spend … Contacting instructor to clarify problems
CE-14	Did you feel the teacher was concerned about you and your learning? How did the teacher communicate that to you?
CE-15	What was the most helpful thing the teacher did to help you learn?
CE-16	Did you feel your communication with the teacher was satisfactory? Describe.
CE-17	Describe any frustrations that you experienced in communicating with the instructor. Include suggestions you have for improving communication.

Communication Overall

The items in this cluster reflect students' responses to aspects affecting communication both with the instructor and with other students. Patterns observed in the responses to question CE-13 regarding use of communication tools indicates that most respondents are aware of a variety of communication tools offered in the Vista web space, can differentiate between the tools, identify different tools for different class purposes, and consciously use some tools more than others. A few respondents referred to "Web Vista" as their means of communication, which communicates a lower level of understanding and tool differentiation.

Students were asked to estimate the amount of time spent on three tasks related to peer communication: reading email (LS-15t), reviewing comments (LS-15s), and participating in discussions (LS-15u). When reading email for this course, respondents reported times between zero and 1 hour per week. The most frequent responses were 5

minutes and 10 minutes per week, with a quantity of three responses each. From a total of 8 responses, respondents spent an average of about 17 minutes per week reading email for this class (Q LS-15t). Responses to "Estimate how much time you spend … Reviewing comments from teacher or peers" ranged from 5 minutes to 1 hour. The response of greatest frequency was 1 hour. From a total of 8 responses, the average time reported for this task was about 31 minutes (Q LS-15s). The responses for time spent participating in discussions for this class ranged from 10 to 30 minutes. The most frequent responses were 10 minutes and 30 minutes with 3 respondents each. From a total of 7 responses, the average time reported for participating in class discussions was 20 minutes.

Communication with Peers

Only one student in this class was not taking any other on-campus, classroom-based courses (Q LS-10). (This student was a junior and taking an online course for the first time. In other responses, this student mentioned a job, but did not indicate if the employment was full-time.) Campus presence is a characteristic that sets the UMN student body apart from some other online course audiences.[11]

The majority of respondents (8/12) reported finding positive value in communication with peers, most comments focused on the peer review process (Q CE-18). The responses of first-year and sophomore students who reported less satisfaction with the peer review process indicate that usefulness depended upon the effort and responsiveness of the review team. One junior student reported that the peer review was not helpful because of discrepancy in levels of writing experience.

[11] Hamish Coates studies online learning experiences within the context of the college campus.

One third of the respondents did not answer a question asking about engaging in other activities while studying for this course. Interestingly, all of those non-responders were first-time online learners; all repeat online learners reported engaging in other activities while online. Two first-time online learners did report engaging in other activities while online; one sophomore was careful to qualify that statement with an assurance that the activities did not distract or sidetrack his/her attention from studying. Only one student, a junior repeater, definitely stated no other activities were pursued when online studying for this course. With so many first-time online students not responding to this question, it seems likely that they may have felt inhibited from stating what other activities they engage in while studying. Repeat online students all named additional online activities.

The following activities were reported by respondents: check email (5 mentions), check Facebook (2 mentions), chat with friends (1 mention), reading material for this or other classes (1 mention), take a break to watch YouTube (1 mention), participate in the discussion portion of the WEBCT site (1 mention), view other students' work (1 mention).

Question LS-02d asked students how often they communicate with classmates via the class chat room. The greatest number of responses to this question were from first-timers who reported they never engaged in communication with classmates via the chat room (quantity 5). Two students chose "all the time"—one first-year repeater and one senior, first-time online learner. When reporting the amount of time spent on this task, six respondents reported spending no time at all communicating with classmates via the chat room (the most frequent response). The range reached up to one hour. From a total of 10

responses, the average time reported for this task was about 8½ minutes per week (Q LS-15n). (See Table 10.)

Table 10. Average Time Spent on Peer Communication Tasks, Case Study One

No.	Response	Average
LS-02d	Indicate how often you…Communicate with classmates via chat room	5/12 chose "Never"
	Estimate how much time you spend …	
LS-15n	Communicating with classmates via chat room	8.700 minutes
LS-15s	Reviewing comments from teacher or peers	31.250 minutes
LS-15t	Reading email for this course	16.875 minutes
LS-15u	Participating in discussions for this course	20.000 minutes

Communication with Instructor

Respondents were unanimous in their agreement about the satisfactory nature of communication with the instructor in this online first-year writing course (Q CE-16). Students mentioned clarity of materials, willingness to clarify and answer questions, and timeliness of responses. "I believe my communication with the teacher was very satisfactory as she periodically sent out emails along with what was posted on the courses main weekly page and she made herself available for virtual conference meetings" (Q CE-16). The only limitation noted was by a student who confessed his/her own slow keyboarding skills may have hindered synchronous online communications. One student (FY, first-time online learner) mentioned feeling little need for communication with the instructor, "I didn't need much communication but when I did it was very helpful" (Q CE-16).

Ten of the 12 students reported experiencing no frustrations communicating with the instructor. Two students reported minor dissatisfactions, and both seem related to their discomfort with the quick pace of synchronous online chat sessions (Q CE-17).

Students were asked to indicate how frequently they interacted with the instructor and how often they contacted the instructor about problems. Only 3/12 students (25%) reported "interacting with the instructor" as a frequent activity (choosing 4 or 5 on the five-point scale). Six respondents (6/12 or 50%) reported that interacting with the instructor was not a frequent activity (1 or 2 on the 5-point scale). Three first-time online learners reported never interacting with the instructor. The two students who reported interacting with the instructor "all the time" were upper level students, one junior and one senior (Q LS-02e). Although no FYs replied interacting with the instructor was something they did "all the time," their responses did spanned the scale from 1 to 4.

Responses regarding, "Contact instructor to clarify problems," spread across all response options; two responses were in the middle, with five above and five below (Q LS-02g). Upper level participants reported contacting the instructor to clarify problems more often than first-year respondents did, with four upper level students rating this study habit in the top two frequency categories (4/12 or 33.33% overall; 4/5 or 80% of upper level students), compared to only one first-year student. None of the first-year students rated contacting the instructor in the top category, "All of the time." Comparing item LS-02g, "contact instructor to clarify problems," to item LS-02e, "interact with instructor," it appears that while all levels of students are likely to rate "interact with the instructor" similarly in ordinary circumstances, upper level students are more likely to contact the instructor when they run into problems (or at least to report that as a favorable option). None of the experienced online learners choose "All of the time" to describe their habit of contacting the instructor to clarify problems (Q LS-02g).

Students were also asked to estimate time spent on five activities related to communication with the instructor: interacting with instructor (Q LS-15o), contacting instructor to clarify problems (Q LS-15q), reviewing comments from teacher or peers (Q LS-15s), reading email (Q LS-15t), and participating in discussions (Q LS-15u; see Table 11). When estimating time spent interacting with the instructor, responses ranged from zero minutes to one-half hour. The most frequent response was zero, with a quantity of three responses. From a total of six responses, the average time reported for this task was about six minutes (Q LS-15o). In response to "contacting instructor to clarify problems," the range was zero to 30 minutes. Three students (3/12, 25%) reported never contacting the instructor to clarify problems. From a total of seven responses, the average time reported for this task was six minutes (Q LS-15q). Response to "Reviewing comments from teacher or peers" ranged from five minutes to one hour. The response of greatest frequency was one hour. From a total of eight responses, the average time reported for this task was about 31 minutes (Q LS-15s). When reading email for this course, respondents reported times between zero and one hour per week. The most frequent responses were five minutes and 10 minutes per week, with a quantity of three responses each. From a total of eight responses, respondents spent an average of about 17 minutes per week reading email for this class (Q LS-15t). The responses for time spent participating in discussions for this class ranged from 10 to 30 minutes. The most frequent responses were 10 minutes and 30 minutes with three respondents each. From a total of seven responses, the average time reported for participating in class discussions was 20 minutes. The patterns seem fairly similar across groups. (For full responses on Q LS-15u in Case Study One, see Appendix B.)

Table 11. Average Time Spent on Communication with Instructor, Case Study One.

No.	Response	Summary
LS-02e	Indicate how often you…Interact with instructor	6/12 not frequent
LS-02g	Indicate how often you…Contact instructor to clarify problems	5/12 frequent; 5/12 not frequent
		Average
LS-15o	Estimate how much time you spend … Interacting with instructor	5.83 minutes/week
LS-15q	Estimate how much time…Contacting instructor to clarify problems	6.00 minutes/week
LS-15s	Estimate how much time… Reviewing comments from teacher or peers	31.25 minutes/week
LS-15t	Estimate how much time… Reading email for this course	16.88 minutes/week
LS-15u	Estimate how much time… Participating in discussions for this course	20.00 minutes/week

Students were also asked about their experience of the teacher's concern (CE-14). Responses were overwhelmingly positive about teacher's expressed concern:

> The teacher let me know when she was concerned with the class or myself's [sic] ability to grasp a writing concept, she would communicate this through electronic comments on a paper or through the several emails she sent out in order to maintain effective communication with her students. (Q CE-14)
>
> Fully, yes. She was interactive with all the students throughout the entire course. And anytime I had a question she would respond to my message or e-mail within the following day. (Q CE-14)

(Two students reported feeling that the teacher was not concerned about their learning. However, this question could be interpreted in a negative way, as if asking if the teacher thought their performance in the course was inadequate. The overwhelmingly affirmative explanations indicate that most students interpreted teacher "concern" as a positive affect in an instructor, see CE-14.) In item CE-14, students listed several ways that teacher concern was communicated to them in this online class. I identified three clusters:

Individual attention, “Yes, she always had individual responses and always checked in on me as well as make sure I was on top of things. She always helped me when I needed it” (Q CS-14); communication and responsiveness, “Yes, I felt [Instructor’s name] was concerned about my learning by always making herself available via email and also holding virtual office hours,” and help or guidance with assignments, “She also left several notes on the assignment pages so that we could understand the assignments better” (Q CE-14).

Most of the comments about the teacher’s helpfulness concerned her availability, communicativeness, and responsiveness (Q CE-15). Students also mentioned teacher attitudes: helpful, encouraging, and supportive. Other responses mentioned appreciation for the grading process and comments on assignments. Two students reported that they appreciated the individual attention they received; one specifically mentioning that it was more than received in a traditional class (Q CE-15).

These responses of students illustrate the quality of communication that can happen in an online class between teachers and students. As described here, the class sounds very quite interactive, which contrasts with what was found in the Interaction Patterns Analysis (see page 136) that students were posting to the discussions only as required.

Theme Four: Students’ Study Habits

Students’ study habits, the largest theme, was influenced by 64 items, drawn from all three surveys, but primarily from the Learning Strategies Survey which contributed 47 of the 65 items. All questions considered in this theme can be viewed in Appendix G, and full response data can be viewed in Appendixes A, B, and C.

Ranking of Study Habits

Questions one and two were based on the MQLS which was used by West et al. The small sample of 12 respondents does not support advanced statistical analysis, but a comparison can be made by looking at average and rank order of study tasks, which are displayed in Table 12. Interactive tasks with peers and teacher (Q LS-02e, LS-02-f, and LS-02g) were rated as less frequent than interaction with text materials.

Timing of Study Sessions

Questions LS-03, LS-03a, LS-04, LS-05, LS-06, and LS-06a address students timing of their study sessions. The text of each question is listed in Table 13.

Table 12. Study Strategies Ranked by Typicality and Frequency, Case Study One

	Item number	Item	Total of Rankings	Average (Rating 1–5)
Question 1 (typicality)				
	LS_01a	Finding most important ideas from readings	46	3.83
	LS_01b	Memorize key words of important concepts	46	3.83
	LS_01c	Try to relate to what I know already	46	3.83
	LS_01d	Determine concepts I don't understand well	45	3.75
	LS_01e	Connect the readings and concepts	43	3.58
	LS_01i	Make good use of study time	43	3.58
	LS_01g	Relate my ideas to what I am reading	42	3.50
	LS_01f	Read notes over and over again	41	3.42
	LS_01h	Decide what I am supposed to learn from this course	38	3.17
	LS_01j	Give up the difficult parts and study the easy ones	24	2.00
Question 2 (frequency)				
	LS_02a	Check points of assignment	57	4.75
	LS_02b	Read assignment material	54	4.50
	LS_02c	Read text	48	4.00
	LS_02f	Reread text to clarify problems	48	4.00
	LS_02g	Contact instructor to clarify problems	36	3.00
	LS_02e	Interact with instructor	32	2.67
	LS_02d	Communicate with classmates via chat room	31	2.58

Table 13. Items Related to Timing of Study Sessions (6 items)

No.	Item
LS-03	Do you study for this online course at a consistent time each day or week (for example, Mondays from 2-4)? Yes or No
LS-03a	If Yes, when do you regularly study for this course?
LS-04	What time of day do you do most of your studying for this online course?
LS-05	How long is your typical study session for this course?
LS-06	How much time do you study for this course per day?
LS-06a	Per week?

Two-thirds of respondents (8/12) reported having no set time to study for this class. The two students who did report studying at a regular time for this online course were both repeat online learners, one a first-year student and one a junior. Only three respondents specified a regular study time; all three indicated Monday morning.

Question LS-04 was similar to question LS-03, but rather than asking about planned blocks of study time, this question asked students to report the time of day they studied. Students could choose more than one time period. Each time category was chosen at least once. Evening, defined as 5–10 p.m., was the time chosen most often, representing seven of the sixteen responses. This choice was combined with other times only once.

Question LS-06 asked about the amount of time students spent studying per day. The most frequent response was 1–2 hours (quantity eight, three of those from FYs). Upper level students and repeat online learners were more likely to report less time per study period. Two upper-level students choose 30–60 minutes; two repeat online learners choose 30–60 minutes.

In questions LS-06 and LS-06a, students were asked to estimate study time on a daily and weekly basis. In question LS-05, students were asked about a typical study session. Most students reported spending 2–4 hours per week studying for this course;

this was the most frequent response among both FY and upper-level respondents. This pattern was also seen when the data was divided by online learning experience; both categories reported 2–4 hours as the most reported weekly study time. Although the University recommends 12 hours of weekly study time for a four credit class, two first-time online learners (one junior and one senior) were the only ones who reported spending over ten hours per week studying for this online course (Q LS-06a).

Reading Materials and Due Dates

Only one respondent reported reading all material from a printed copy; another student reported "mostly" reading printed hard copies. Three others reported reading a combination of print and online materials (Q LS-08). Generally learning modules in this course were short and did not require long sessions of online reading. Respondents were even less inclined to print comments from teachers and peers. Only 2/12 reported sometimes printing or reading comments in both online and printed formats (Q LS-09).

Question LS-12 was asked at the request of the course designer who was concerned about students' ability to keep up in an online course. Students unanimously reported that the deadlines were clear (one sophomore student said, "most of the time;" Q LS-12).

Time Spent on Study Activities

Item LS-15 asked students to estimate time spent on several learning activities. Respondents reported having difficulty with this task because they do not divide their study time discretely according to different activities, nor do they time the various tasks in which they are engaged. Some respondents did not answer with a unit of time (hours,

minutes, etc.), but may have answered “very important ” (Q LS-15d), “as questions arise” (Q LS-15n), or “yes, that is usual” (Q LS-15p). Table 14 reports the total time reported by students for each task in time-based responses and the average calculated based on the number of time-based responses. Full data can be viewed in Appendix B.

In addition to estimating time on particular tasks, respondents also reported about the time they spent on the computer, on the internet, studying online for this course and studying offline for this course (see summary of results in Table 15). Five students reported spending more than 30 hours per week on the computer. Overall, students reported spending more time in online study than offline study.

Table 14. Rank Order of Study Strategies Based on Time Spent Reported, Case Study One

No.	Item	Total Time	Average
	Estimate how much time you spend doing the following activities: (all times are per week) [Prompts rotated]		
15r	Writing for this course	64 hours, 5 min	2 hrs 29 mins.
15a	Reading course materials for this course	27 hours, 25 min	47.20 minutes
15m	Reading textbook	26 hours, 50 min	61.25 minutes
15l	Reading assignment material	19 hours, 3 min	29.75 minutes
15s	Reviewing comments from teacher or peers	12 hours, 25 min	31.25 minutes
15b	Finding most important ideas from readings	11 hours, 5 min	18.13 minutes
15p	Rereading text to clarify problems	10 hours, 52 min	22.13 minutes
15f	Connecting the readings and concepts	10 hours, 42 min	13.86 minutes
15g	Reading notes over and over again	10 hours, 0 min	26.43 minutes
15h	Relating my ideas to what I am reading	9 hours, 13 min	21.00 minutes
15d	Trying to relate to what I know already	7 hours, 52 min	8.86 minutes
15e	Determining concepts I don't understand well	7 hours, 52 min	13.86 minutes
15t	Reading email for this course	7 hours, 40 min	16.88 minutes
15k	Checking points of assignment	7 hours, 32 min	12.13 minutes
15u	Participating in discussions for this course	7 hours, 5 min	20.00 minutes
15c	Memorizing key words of important concepts	6 hours, 35 min	12.86 minutes
15i	Deciding what I am supposed to learn from this course	4 hours, 30 min	9.38 minutes
15n	Communicating with classmates via chat room	2 hours, 47 min	8.70 minutes
15q	Contacting instructor to clarify problems	2 hours, 37 min	6.00 minutes
15j	Giving up the difficult parts and study the easy ones	1 hour, 55 min	1.36 minutes
15o	Interacting with instructor	1 hour, 20 min	5.83 minutes

Table 15. Time Spent on Computers and on the Internet, Case Study One

Range in Hours	TA-07 On Computer	TA-08 On Internet	CE-09 Studying Online	CE-10 Studying Offline
1–5	0	1	4	9
6–10	2	1	7	2
10–19	2	7	1	1
20–29	3	1	0	0
30–39	2	2	0	0
40–59	3	0	0	0

Students had difficulty separating learning tasks, as illustrated by this response in answer to a question about average time spent on the internet, “30 hours, even if I'm writing a paper I am usually still on Instant Messenger or checking things online” (Q CE-08).

Access – When and Where

Respondents were asked twice about where they accessed the course, once at the beginning of the course and again near the end of the course. All students indicated planning to access the course from home and those that indicated other locations chose a variety of options. Later, in reporting where they actually accessed the course, many fewer options were selected by each individual. “Laptop, at home” was the most frequent response. The results are summarized in Table 16.

Table 16. Points of Access, Case Study One

TA-04 Planned Access Site	Number of Responses	CE-07 Actual Access Site	Number of Responses
Home, off-campus	10	Laptop, at home	8
		Home computer	1
On-campus dorm	4		
Home of friend or family member	2		
University computer labs	5	Campus computer lab	2
Work	4	Work computer	1
Laptop, in University library or on-campus study area	7	Laptop, campus location	4
Laptop, Coffee shop or other public location	4	Laptop, other location	3

Computer Experience

Questions about computer experience covered the number of years using computers overall and experience with specific word processing applications. Seven of the twelve respondents reported using computers for over ten years; one student (a first-year, first-time online learner) reported using computers for only one year (Q TA-02). Six students in the sample reported using computers 6–10 years for education, with three students reporting fewer years and three reporting more years of using computers for learning. No students in either the first-year or senior categories reported using computers for education over 10 years (Q TA-03).

A summary of students' experience with specific software programs is reported in Table 17. Respondents reported the highest amount of experience with Microsoft Word software. This was the only program that all respondents reported Some Use or higher; nine of the twelve respondents reported experience in the expert user range with MS Word (Q TA-12). In looking at two common simple word processors, Notepad or WordPad (accessories included on most computers), only one respondent reported expert-level experience, and five respondents reported "minimal exposure" (Q TA-13). MS Works is a Microsoft word processing utility which is included free on PCs with the Windows operating system. No students reported expert-level experience with MS Works, four students reported regular use and four reported no experience (Q TA-14). WordPerfect is an older word processor. No respondents reported expert level experience with WordPerfect, and four reported no exposure to this word processing program (Q TA-15). When asked about Breeze, the online meeting software used in this course, seven students reported having no exposure to online meeting software, three reported some

use, and two reported expert-level experience (Q TA-16). And finally, ten of twelve respondents reported some experience with the course management software, One reporting expert-level experience and one reporting no previous exposure (Q TA-17).

Table 17. Students' Experience with Software Programs, Case Study One

	4 Expert User	**3 Regular Use**	**2 Some Use** (1 Class)	**1 Minimal Exposure**	**0 No Experience**
TA-12 Word	9	2	1	0	0
TA-14 MS Works	0	4	2	2	4
TA-17 Web CT	1	0	10	0	1
TA-15 WordPerfect	0	2	4	2	4
TA-13 Notepad/Wordpad	1	3	3	5	0
TA-16 Breeze	2	0	3	0	7

These findings support findings from other studies that students' experience with technology is narrow and shallow. Students display pockets of expertise with technologies; that is, they are able to do a few specific tasks, but may not have a broad understanding and may need training for specific tasks (Oblinger and Oblinger).

INTERACTION PATTERNS ANALYSIS

Another analysis was conducted looking at the pattern of interactions that took place between students on the discussion boards. In this course, discussion boards served two main purposes. They supported whole class discussions and also small group peer reviews. The number of postings per student in each discussion reveal a lack of back and forth interaction; alternative conceptions of interaction are considered.

Whole Class Discussions

Whole class discussions were open to and viewable by all students. These discussions were required and students earned points for participation (with the exception

of one discussion devoted to questions and answers). Whole class discussion served two functions and fell into two categories: communication about course business (discussions 1, 3, and 6 fell into this category) and a means for students to respond to instructor initiated prompts about the course content (2, 4, 5, 7, 8, 9, and 10). Discussion #11 was an optional public paper review.

Discussions 2, 4, 5, 7, 8, and 9 served primarily as a spot where students could post short assignments and receive feedback from the instructor. Two examples of such postings follow.

- Posting 5b: "Share with the class your topic and include 4 external citations of sources you might select for your final paper. Use the Undergraduate Virtual Library to get a start on sources. Feel free to respond to each other and use this space to brainstorm ideas and ask questions. I will also be reading and responding."
- Posting 7: "Select three of your sources for the prospectus paper and write annotations. The annotations should be 150-word summaries of your source, with an external citation included. (Each one should look like our previous "summary" assignment: 150 words, all one paragraph, with external citation included at bottom). Your postings will be viewable only within your group."

These discussions did not generate much back and forth discussions between the students or between the students and instructor. Students would post a reaction to the prompt, but did not respond to other students postings, though it could be seen in the CMS that students were reading many of the messages. All discussions averaged slightly over one posting per participant. Each discussion did include at least one student who

responded to a comment or asked a question and/or received a reply from another student; however, the majority of postings were a one-directional message in direct response to the prompt. Multiple postings by one or a few students would raise the response ratio slightly above one (see Table 18).

Discussion 10 was unique in that, for this discussion, students were instructed to discuss which of a set of arguments was the most convincing:

- Discussion 10: Which is More Persuasive? "Go to [URL]. Select Model Papers. Read the Daly and Levi papers. Which of these papers was more persuasive to you and why? Comment on the use of effective argumentative strategies. Ground your opinion using terms from our class, such as audience, purpose, claim, thesis, kairos, ethos, logos, evidence, and pathos."

On Posting 10, students were required to respond to at least one other posting (a minimum of two postings—an original response to the prompt and a response to one other students); even so, the ratio was below 2 postings per student. Discussion 10 contained the most student generated messages of all the topics and a ratio of 1.84 messages per student (see Table 18).

Table 18. Number of Postings per Discussion Topic, Case Study One

Discussion Topic	# Instr. Entries	# Students Participating	# Student Entries	Average Number of Entries per Student
Content Topics				
2 Analyzing Articles	1	17	18	1.06
4 Mini Rhetorical Analysis	21	18	20	1.11
5 Topic-Thesis-Sources	21	18	20	1.11
7 Three Annotations	18	18	21	1.17
8 Toulmin Argument Structure	18	18	19	1.06
9 Introductory Paragraph	18	18	19	1.06
10 Which is More Persuasive	0	19	35	1.84
11 Extra Credit (submit paper for review)	6	7	9	1.29

It appears from this data that students were posting only as required, which could lead to the interpretation that they were unengaged in the class. Other data suggests that students were engaged in this class.

Peer Review Exchanges

A second use of the discussion boards in this course was for exchange of peer reviews. Students were divided into small groups for peer review and given team names based on rhetorical terms. Table 19 reports the frequency of posting in each peer review group by assignment. Students were required to post their drafts and then respond to one other student's draft. Students also posted messages coordinating who would review which draft. (These coordinating messages are not included in the average message count reported in Table 19.) Further analysis could be done to study student comments in the course of peer reviews, but for this study, I examined only the frequency and use of peer review forums. Students posted a total of 267 content-related messages in the course of five reviews. That is 12.14 messages per student, or 2.42 messages per student per review. For each review and for each team, the average number of messages hovers close to two per student, the required number of postings.

Interaction Analysis of Case Study One

It is clear that students were posting only what was required in both the whole class and peer review discussions. For example, a draft or review might be posted with no comment at all or a very short (but friendly) comment on the message board sating simply, "Here it is :)." (More comments would be contained in the attached document and peer review worksheet, but these were often content focused and not personal or

Table 19. Number of Content Postings per Peer Review Discussion, Case Study One

Discussion Topic	Total Messages	# Instr. Entries	Total Student Messages	# Content Messages by Students (includes atchmts)	# Students Posting	Average Number of Content Messages per Student
Reflective Paper Peer Review						
Team Audience	19	1	18	7	3	2.33
Team Ethos	10	1	9	7	3	2.33
Team Kairos	11	1	10	10	4	2.50
Team Logos	9	1	8	7	4	1.75
Team Metaphor	9	1	8	8	4	2.00
Team Pathos	9	1	8	6	3	2.00
Summary Paper Peer Review						
Team Audience	13	0	13	8	3	2.67
Team Ethos	10	0	10	9	3	3.00*
Team Kairos	7	0	7	6	3	2.00
Team Logos	11	1	10	9	4	2.25
Team Metaphor	11	0	11	8	4	2.00
Team Pathos	12	0	12	6	3	2.00
Rhetorical Analysis Paper Peer Review						
Team Audience	12	0	12	6	3	2.00
Team Ethos	8	0	8	6	3	2.00
Team Kairos	4	0	4	4	2	2.00
Team Logos	6	0	6	6	3	2.00
Team Metaphor	10	0	10	9	4	2.25
Team Pathos	10	0	10	7	3	2.33
Prospectus Paper Peer Review						
Team Audience	8	0	8	5	3	1.67
Team Ethos	8	0	8	7	3	2.33
Team Kairos	8	1	7	7	3	2.33*
Team Logos	8	0	8	8	4	2.00
Team Metaphor	9	0	9	8	4	2.00
Team Pathos	9	0	9	6	3	2.00
Final Paper Peer Review (Researched Persuasive Argument)						
Team Audience	8	0	8	4	2	2.00
Team Ethos	7	0	7	5	3	1.67
Team Kairos	5	0	5	4	2	2.00
Team Logos	7	0	7	7	3	2.33
Team Metaphor	9	0	9	8	4	2.00
Team Pathos	8	0	8	5	3	1.67

*Includes student re-posting paper because peer was unable to read file.

connecting.) It may appear that this discussion was functioning only as task manager rather than as a dialogue initiator. Yet these discussions also hide some of the interaction that was happening.

Students were interacting with course content and with one another's writing. The public posting of these small assignments and the visibility of the feedback from the instructor generated a lot of *in situ* examples for the students as they were able to see not only their own assignment and comments, but also other students' work and the instructor's comments to other students. As students read these entries, they were engaging with other students through the student-generated writing, engaging with the instructor through her comments, and engaging with the course content through viewing these many examples. In each of these discussions, every student had a say and every student received a response from the teacher.

Understanding these different ways of interacting may help instructors interpret students' experience of interaction in this course. It seems that students may have been viewing these postings as an exercise rather than as a chance for interaction. In failing to see these exchanges as interactive, we may be missing some important learning opportunities. Students may be holding a narrow definition of "social;" teachers, too, may be holding a narrow definition of interaction and how or when a social situation enhances learning. Students might have viewed these postings as "exercises" rather than as "interactions." Seeing the thoughts of other students, seeing the expressions and interpretations of their classmates, is a valuable way to learn. Such postings could be an example of a social learning environment, even though there is not a lot of exchange in the discussion. Appreciating and exploring these different ways of interacting may help

us to interpret students' experience of interaction in this course and to build more learning opportunities into online writing courses.

ADDITIONAL INQUIRIES FOR CASE STUDY TWO

For the second case study in the fall of 2007, additional permissions were pursued to allow the analysis of papers and comments from all consenting students in order to gather more in-depth information.

CHAPTER 5

FINDINGS: CASE STUDY TWO

In this chapter I describe my analysis of the observations from Case Study Two, the fall 2007 session of an online first-year writing class. Like Case Study One, analyses on Case Study Two include the survey analysis and the interaction pattern analysis. In addition, Case Study Two includes more analyses of Course Management Systems statistics and an analysis of students' peer review comments, which were available because of additional permission statements gathered from students in this section. The results of these analyses are reported in this chapter. The design of the course is described fully in chapter three, and full data from the Case Study Two surveys can be viewed in Appendixes D, E, and F.

Case Study Two is an observation of an online first-year writing course taught in the fall semester of 2007, under the name "WRIT 1301 University Writing." The course followed the same curriculum that was used in Case Study One. It was an argument-based introduction to college writing delivered completely online. And like Case Study One, this course met the university's first-year writing requirement. Students completed five major assignments: reflection, summary, rhetorical analysis, prospectus (annotated bibliography and outline), and a final, researched persuasive argument paper. In addition, students were required to participate in online discussions and peer reviews for each assignment.

This session was taught by an associate professor who had taught the course numerous times in a traditional classroom-based format, and had taught the online version once before. On her first impression of teaching online, this professor had

reported, “I have become comfortable. The first 4–5 weeks I was in shock! I would have said it didn’t work and I wouldn’t recommend it to anyone. But I’ve gotten more comfortable...I would do it again” (personal interview). This professor reported finding some tools were more helpful or comfortable to use than others. She reported liking the online gradebook and feeling that she would never go back to a paper-based form of grading. She determined that synchronous online meetings work well when required at key points in the semester. She found that she preferred to have students contact her through her regular e-mail account rather than using the separate e-mail in the course management system. So, as she gained experience, she was able to choose tools that made the online classroom work for her.

When asked whether she felt she was getting adequate communication with the students, the professor answered, “Overall, yes, I do. That is because I hear from the students every interval, every Monday to Thursday they post. I hear from them and have an automatic tracking of their participation. A few students disappear, but that happens in [face-to-face] class, too. There is one student who just disappeared; I think she forgot to drop. There is another student who posts in the discussion, but has not yet turned in any papers. Individual students seem to contact me when they need me” (personal interview).

Enrollment in this section was 18 students. One student (a first-year) withdrew and one student (a senior) took an Incomplete. Neither of these counted as finishing the course and neither participated in the surveys so their data is not included in this study. Of the 16 finishers, 14 completed all three surveys (see Appendixes D, E, and F for the full survey results from Case Study Two).

PARTICIPATION

The fall session enrolled 18 students, 16 successfully completed the course (one withdrew and one received a grade of Incomplete); 14 students completed all three surveys. The number of study participants at each grade level is reported and compared to total enrollment in Table 20. It is interesting to note that in this fall session, none of the participants were first-semester first-year students.

Table 20. Enrollment and Sample by Level, Case Study Two

	FY	FY2	SO	SO2	JR	JR2	SR	SR2
Fall (*N*=14)	0	4	5	2	0	0	2	1
Sample	4 FYs 28.57% of sample		7 SOs 50% of sample		0 JRs		3 SRs 21.43% of sample	
Fall (*N*=18)	1	4	6	2	0	1	2	2
Enroll.	5 FYs = 27.78% of enrollment (5/18)		8 SOs = 44.44% of enrollment (8/18)		1 JR = 5.56% of enrollment (1/18)		4 SRs = 22.22% of enrollment (4/18)	

*Information from University course enrollment rosters.

It became apparent in this analysis that students' perceptions do not always match the perceptions of the instructor or the institution. In Case Study Two discrepancies arose on a simple question asking students to identify their level in school (Q TA-01). Students' self-report of school level did not match the University's official record for five students in this case (see Table 21; no such discrepancies were found in Case Study One.) In this sample, three students reported themselves as sophomores, but according to credit levels were regarded by the University as freshmen; two students who self-reported as juniors were regarded by the University as sophomores. Table 22 shows the shifts that happened as a result of these discrepancies.

Table 21. Self Report and Official University Record of Academic Level

Self-Reported Level (Q TA-01)	Level by University Record
First Year Student (2nd semester)	FY
Sophomore	FY2
Sophomore	FY2
Sophomore	FY2
Sophomore	Sophomore
Sophomore	Sophomore
Sophomore	Sophomore
Sophomore	Sophomore
Sophomore	Sophomore
Junior	SO2
Junior	SO2
Senior	Senior
Senior	Senior
Senior	Senior

Table 22. Shifts from Self Report / Official Record Discrepancies of Academic Level

	First Year	Sophomore	Junior	Senior
Self Report	1	8	2	3
Difference	+3	–3+2	–2	0
Official	4	7	0	3

The following analyses make use of the level in school as reported in official University records. Table 20 describes the participating sample according to academic level (from University records).

Half of the participants (7/14, 50%) were participating in an online course for the first time. The first-time online learners in this sample were all in the lower academic levels, first-year or sophomore students. In this case study, all seniors had experienced online courses before, and among the first-year and sophomore students, more had not experienced online learning (7) than had experienced it (4). See Table 23. One student was a first-year, first-time student.

Table 23. Participants by Online Learning Experience and Academic Level, Case Study Two

	FY	FY2	SO	SO2	JR	SR	Total
First Time Online learners	1	2	4	0	0	0	7
Repeat Online Learners	0	1	1	2	0	3	7
Total (*N*=14)	4		7		0	3	14

SURVEY ANALYSIS

Three surveys were developed for this research, each with a little different focus. The Technology Access survey (TA, see data in Appendix D) asked students about their access to and experience with technology; the Learning Strategies survey (LS, see data in Appendix E) was based on a previous instrument, the MLSQ as modified by West et al., and gathered information on students study habits. The third survey, the Course Evaluation survey (CE, see data in Appendix F), asked students about their experience specific to this course. The surveys were delivered at three different points during the semester; however, students who had not completed the earlier surveys were given that opportunity with the next survey. Fourteen students completed and returned all three surveys resulting in a participation rate of 78% of enrollees and 88% of course completers. Full survey data can be found in Appendixes D, E, and F. The results will be summarized in this chapter according to the same four themes discussed under Case Study One: students' perceptions about the structure of this online course, students' attitudes about online learning, students' communication with the instructor and with other students, and students' study habits (see appendix G for a list of items in each theme). The four identified themes will be used in reporting the findings in the following sections. I will first identify the questions contributing to the theme (a question may be

considered as contributing to more than one theme) and will then reveal the findings related to those questions.[12]

Theme One: Students' Perceptions about Online Course Structure

Five items (CE-03, CE-04, CE-08, LS-13, and LS-14)[13] reflected students' perceptions about the structure of this online course. The items are listed in Table. (The same items were used in Case Study One, see Table 24.)

Table 24. Items in the Course Structure Theme of Survey Results (5 items)

Item No.	Question
CE-03	What aspect of this online course was most helpful or useful to you?
CE-04	What could have been improved in this course?
CE-08	Which parts of the course web site did you find most useful? Mark all that apply.
LS-13	What aspects of the course framework help you organize your study time?
LS-14	What changes to the design of the course or course web site would help you manage your time better?

Question CE-03 asked about the most helpful aspect of the course. Responses gave rise to five themes of strengths of this course. The frequency with which each theme was reported is recorded in Table 25 and discussed below. Some students reported more than one aspect as most helpful.

Table 25. Most Helpful Aspects of the Course, Case Study Two

Theme	Frequency
Convenience/ease/flexibility	4
Communication with or feedback from instructor	4
Positive interaction with classmates	4
Structure/organization of the course	4
Freedom from interaction with classmates during peer review	1

[12] Two questions regarding student's level in school (TA-01) and experience with online learning (CE-01) were used to analyze all questions and are not considered part of any theme. Three questions related to technical support are not included in any theme.

[13] TA = Technology Access survey; LS = Learning Strategies survey; CE= Course Evaluation survey

The one respondent that reported online learning allowed her to avoid awkward face-to-face interactions with other students was a senior. The other four themes were mentioned equally with a quantity of four each, and all four were mentioned by first-year students.

Of the four comments made about convenience, two came from FYs, one a first-time online learner and one a repeat online learner. The comments appreciating structural aspects of the course came from FY and SO students, both first-time and repeat online learners. Two FY students made comments about communication—one concerning communication with the instructor and one communication with students. Interestingly, both of these responses presented a mixed appreciation for convenience and connection: "I really enjoyed the chat periods via the web with the instructor, they were helpful—and less time consuming than going into office hours…" and "I loved being able to do the assignments on my own time and being able to still work with students…." Responses to this question from the four FY respondents are listed in Table 26.

Table 26. Responses of First-Year Students on Q CE-03, Case Study Two

Responses from FY students on Q CE-03
The due dates, a lot of online classes are very independent and don't have due dates, everything is just do at one time, but I feel like that could be very disasterous
I really enjoyed the chat periods via the web with the instructor, they were helpful- and less time consuming than going into office hours. It fit more into my life.
I liked the weekly summary of what we needed to do with all of the links we needed for that week attached.
I loved being able to do the assignments on my own time and being able to still work with students doing peer reviews.

When asked about needed improvements for the course (Q CE-04), four respondents (two FY) said that nothing in the course needed to be improved. The suggestions for improvement clustered around due dates (a desire to shift due dates, quantity three; and more clarity about due dates, quantity three), and lack of timely

feedback from peer review groups (quantity two). Two comments (both FYs) addressed the content of the course: one student was unsatisfied with the peer review indicating that better guidelines could have lead to more productive feedback; the other student reported trouble getting started with the (optional) online book option.

When students were asked about the most useful parts of the website, the Week-by-Week Links received more votes than any other, 13/14 respondents choose this response. Peer Review Group Spaces was the second part most frequently mentioned as helpful (quantity nine, Q CE-08). These top two categories were consistent between FYs and upper level respondents. See rankings in Table 27.

Table 27. Ranking of Most Useful Parts of the Course Website, Case Study Two

Rank	Response	FY Fall	SO Fall	SR Fall	Upper Subtotal	Total
1.	Week by Week Links	4	7	2	9	13
2.	Peer Review Group Spaces	3	4	2	6	9
3.	My Grades	3	3	1	4	7
4.	Discussion Board	2	2	2	4	6
	Conference Chat	2	2	2	4	6
	Assignment Tool	1	5		5	6
5.	Calendar	2	3		3	5
6.	Large Class Discussions	0	1	1	2	2
	Questions	1	1		1	2
7.	Virtual Office Hours	1	0		0	1

Each aspect listed was chosen by at least one respondent. The fewest mentions were for large class discussions (quantity 2, none from FYs), questions (quantity 2, one FY), and virtual office hours (quantity 1, a FY) (Q CE-08).

There was some general consistency in the rankings of various aspects, whether looking at year in school or online experience. All groups agreed on the top two categories, picking Week by Week Links most often and Peer Review Group Spaces next. Lowest rankings resulted for Questions, Virtual Office Hours, and Large Class

Discussions. My Grades, Discussion Board, Conference Chat, Calendar, and the Assignment Tool occupied the middle range of helpfulness (see Table 28).

Table28. Summary of Helpful Aspects of Course by Level and Experience, Case Study Two

First Years	Qty.	Upper Level	Qty.	First Timers	Qty.	Repeaters	Qty.
Week by Week	4	Week by Week	9	Week by Week	7	Week by Week	6
Peer Rev. Space	3	Peer Rev. Space	6	Peer Rev. Space	4	Peer Rev. Space	5
My Grades	3	Assignment Tool	5	Assignment Tool	4	My Grades	4
Discussion Board	2	My Grades	4	My Grades	3	Disc. Board	4
Conference Chat	2	Discussion Board	4	Conference Chat	3	Conference Chat	3
Calendar	2	Conference Chat	4	Discussion Board	2	Calendar	3
Assignment Tool	1	Calendar	3	Calendar	2	Assignment Tool	2
Questions	1	Large Class Disc	2	Questions	2	Large Class Disc	1
Virtual Off. Hrs	1	Questions	1	Virtual Off. Hrs	0	Virtual Off. Hrs	1
Large Class Disc	0	Virtual Off. Hrs	0	Large Class Disc	0	Questions	0

Note: Grey areas show variation in rankings.

Students expressed appreciation for the clarity and consistency of the course organization (QLS-13). Comments about clear directions and due dates encompass 15 of the 17 responses to Question LS-13 (What aspects of the course framework help you organize your study time?; see Table 29). There wasn't a lot of variation on this question between FYs and upper-level students. First-time online learners most often selected the weekly learning modules as most helpful for structuring study time. Respondents who mentioned the calendar equally represented first-time and repeat online learners. The respondent who said "none" of the aspects were helpful in organizing study time reported elsewhere, "Although online courses seem easy, they are a bit harder to keep track of. There is not a set time each week to check in with an instructor, no one reminding you of projects and due dates. For that reason, I print out a copy of the online syllabus and put it where I will see it everyday" (Senior, repeat online learner, F07-01A Q LS-11).

Table 29. Aspects Helpful for Time Organization, Case Study Two

Aspect (Q LS-13)	Frequency
Calendar / Due Dates	8
Weekly Learning Modules (clear directions)	7
Questions Answered	1
None	1

The last question in this theme was Question LS-14, "What changes to the design of the course or course web site would help you manage your time better?" Respondents suggested three areas that could be improved to help manage study time: navigation, "I think in some instances this course website could be simplified;" reminders; and different or shifted due dates (Q LS-14). Responses from first-year students are listed in Table 30. Full answers to Question LS-14 can be viewed in Appendix E.

Table 30. Responses from First-Year Students on Q LS-14, Case Study Two

Responses from FYs on Q LS-14.
I think having a time that's later in the day for everything to be due would be helpful- and an email reminder perhaps.
Making posting areas clearer.
email reminders?
NA

Overall, students had positive feedback about the structure of this online first-year writing course. The most helpful aspects were the clear organization and regular, posted due dates. Students' suggestions for improvement were minor; they included a desire to shift due dates, a request for more clarity about due dates, a request for more timely feedback from peer review groups, and one mention of dissatisfaction using the online book option.

Theme Two: Students' Attitudes about Online Learning

Eight items (TA-09, TA-10, TA-11, LS-11, CE-02, CE-05, CE-11, and CE-12) were used in analyzing students' attitudes about online learning in Case Study Two (see Table 31).

Question TA-09 asked students early in the course about their attitudes toward working with computers. In this sample, none of the students chose the options that reflected any reluctance to work on the computer (Q TA-09). Half of the respondents

Table 31. Items in the Attitude Theme of Survey Results (8 items)

Item No.	Question
TA-09	Indicate the statement that most accurately reflects your attitude about working with computers. I avoid computers when I can. I am unsure of myself when working with computers. I know how to do tasks on the computer, but would rather do them in person. I don't mind working on computers. I enjoy working on the computer. I do as much as I can online.
TA-10	Indicate the statement(s) that most accurately reflects your initial attitude about taking a class online. (Mark as many as apply.) I am a little nervous about an online class. I have taken an online class before. I have taken an online class before and it was a good experience. I think this online option will be convenient and efficient. I'd rather attend class in person, but this is the only option that works for me.
TA-11*	Has this experience changed your opinion of online classes? If so, how? *
LS-11	Are you aware of approaching/managing your study time differently for an online class than for other courses that meet in a classroom? Explain.
CE-02	If you haven't taken an online course before, what surprised you about online learning? Or, if you have taken an online course before, how did this course meet or exceed your expectations?
CE-05	Would you take another writing course online? Why or why not?
CE-11	I participated as much as I wanted to. (True or False)
CE-12	If [#CE-11 was] False, why didn't you participate as much as you wanted to?

*Q TA-11 was asked in Case Study One only.

(7/14) reported a preference for doing as much as they can online; students in the upper levels were more likely to choose this option than were FY students, and repeat online learners were more likely to choose this response than first-time online learners. Only one first-year student reported doing as much as possible on the computer.

Question TA-10 asked students to "Indicate the statement(s) that most accurately reflects your attitude about taking a class online." Only one student, a senior, expressed a preference for taking this course in a face-to-face format (Q TA-10). Responses of FY students ranged across all other answer options.

In Case Study Two, a follow-up question (Q TS-10a) asked, "If you've taken an online class before, was it a good experience (Yes or No)? Explain." In the responses to this question, each academic level of the sample was represented, reflecting that students at all levels had experience with online learning. In their explanations, students expressed appreciation for the freedom to do the class work on their own time schedule. Challenges from past experience included the students' ability to keep track of due dates and lack of perceived effort from teachers. The FY who responded to this question, reported participating in an online class while having an off-campus internship.

Questions CE-11 and CE-12 asked about students' participation. The majority of students (13/14) reported that they were able to participate as much as they wanted to in this online course (Q CE-11). The one who reported constraints (a sophomore) attributed that lack of participation to personal life events, a divorce and a resulting need to work more than planned during the semester (Q CE-12).

Students' expectations about an online course were also probed. Question CE-02 asked, "If you haven't taken an online course before, what surprised you about online learning? If you have taken an online course before, how did this course meet or exceed your expectations?" Of the 14 respondents, all but three reported positive surprises or outcomes. For example, "one thing that surprised me was that you can have very good communication with the teacher and classmates" (Q CE-02, SO). A less positive response

stated comparatively that this class was “less personable, but more involved than a class that meets every day” (Q CE-02, SO). Two respondents mentioned the convenience, ease, or flexibility offered by this online course. Eight of the respondents mentioned communication with or feedback from the instructor: “instructor provided lots of feedback,” “the fast feedback was very helpful,” (Q CE-02). Only two respondents mentioned communication with classmates, offering further evidence that students in this course did not pick out interaction with peers as a highlight or a key component of this online class. Responses from FYs are highlighted in Table 32.

Table 32. Surprises re Online Class First-Year Student Responses, Case Study Two

Responses of FYs to Q CE-02
how organized it was and how many ways there were to be resourceful and get what you needed as far as contacting the teacher.
It made everything very straight forward and you ended up knowing exactly what was going on as everything is very communication based.
This was my first online course. I really liked the flexibility of being able to access the site at my own time and I thought the fast feedback was very helpful.
It was a lot more integrated than my previous course. Working with other students, developing projects--as opposed to quizzes and that is it.

Students made comparisons between this course experience and prior online courses. Five of the seven respondents who had taken online course(s) before reported comparisons favorable to this course: “more integrated,” “less busy work,” and “better feedback” (Q CE-02). One respondent commented, “This course required a lot more time and required me to structure my time spent on it more actively” (Q CE-02).

Three sophomore students (two new to online learning, one repeater) reported that they found no difference in the way they approached this online course. One student explained, “I know the deadlines for all of my classes and work on my homework in a more or less chronological order” (sophomore, repeat online learner, F07-07G Q LS-11).

The “negatively” expressed differences that six students noted were mostly about the need for greater responsibility, more time and time management, or a lack of reminders about the course and assignments. One student reported a more serious difference in approach, “I don't spend as much thoughtful time at it as I do other classes” (Senior, repeat online learner, F07-011K Q LS-11); however, this senior reported elsewhere (Q CE-21), “I tended to focus more on my other classes since I just need to do this to graduate.” Thus it seems the lack of thoughtful time applied to this course was determined more by student priorities than by the medium of course delivery.

Six students expressed differences about how they approached this online course in a positive manner. These differences included taking less time, freedom or choice about when to study resulting in a more effective use of time (Sophomore, first-time online learner, F07-09I Q LS-11) and working ahead (Sophomore, repeat online learner, F07-10J Q LS-11).

Comparisons made by first-year students included comments about responsibility: “with an online course there is no one to tell you when to check your assignments, and there is no one there to keep you accountable for turning them in. It definitely takes more responsibility which takes more time;” and “online classes require an extra amount of strength in time management because you need to read the material and set time aside to teach yourself before completing the assignment” (Q LS-11). The other comments had to do with time use. “It usually takes up less time to do the online course” and “because of the nature of this course, I study more for other classes during the day” (Q LS-11).

Perhaps the attitude we should be most concerned about was addressed in question CE-05: Would you take another writing course online? In response, students

reported interest in taking another writing class online. Eleven of the 14 respondents declared that they would like to take another writing course online. Of the first-year respondents, two were very positive: “I would take another writing course online because the feedback was really great, reliable and fast” and “Very much so, if it was ran [sic] like this one” (Q CE-05). The other two FYs indicated they would take another online writing class if their schedule demanded it. One FY student (reflecting a view not held by many writing teachers) replied, “Maybe, it depends on what course it is. I think writing is the easiest [to take online] because it something that doesn’t require discussion and is fairly straightforward” (Q CE-05).

The overwhelming reason given for taking another class online was the convenience factor (quantity eight). Three students mentioned learning, including appreciation for feedback or individual attention, or simply, “I learned what I needed to” (Q CE-05). Another quote reflects an advantage often mentioned in the literature of online writing courses: “Yes, I liked the individual aspect of it, as well as the anonymity, as I'm generally uncomfortable in face-to-face peer reviews” (Q CE-05). No participants in this course responded negatively to this question about repeating the online writing course experience.

Theme Three: Students’ Communication

Theme three centered on communication patterns between students and the instructor and among students. This theme was influenced by 17 items; 4 that apply to both instructor and peers (LS-15s, LS-15t, LS-15u, CE-13), 5 referred to interactions with peers (LS-02d, LS-07, LS-10, LS-15n, CE-18), and 8 referred to interactions with the instructor (LS-02e, LS-02g, LS-15o, LS-15q, CE-14, CE-15, CE-16, and CE-17). The

items can be reviewed in Table 33. (The same items were used in Case Study One; see Table 9.)

Communication Overall

The items in this cluster reflect students' responses to aspects affecting both communication with instructor and with other students (see Table 33). In describing their

Table 33. Items in the Communication Theme of Survey Results (17 items)

Item No.	Question
Communication with Both Instructor and Peers (4 items)	
LS-15s	Estimate how much time you spend … Reviewing comments from teacher or peers
LS-15t	Estimate how much time you spend … Reading email for this course
LS-15u	Estimate how much time you spend … Participating in discussions for this course
CE-13	Describe how you used the different communication tools: chat, WebCT, Vista Mail, online meetings, etc.
Communication with Peers (5 items)	
LS-02d	Indicate how often you…Communicate with classmates via chat room
LS-07	What other activities do you do online while studying for this course?
LS-10	Are you also taking courses that meet in a classroom this semester? (Yes or No)
LS-15n	Estimate how much time you spend … Communicating with classmates via chat room
CE-18	Describe your communication with the other students. Was it helpful to your learning?
Communication with Instructor (8 items)	
LS-02e	Indicate how often you…Interact with instructor
LS-02g	Indicate how often you…Contact instructor to clarify problems
LS-15o	Estimate how much time you spend … Interacting with instructor
LS-15q	Estimate how much time you spend … Contacting instructor to clarify problems
CE-14	Did you feel the teacher was concerned about you and your learning? How did the teacher communicate that to you?
CE-15	What was the most helpful thing the teacher did to help you learn?
CE-16	Did you feel your communication with the teacher was satisfactory? Describe.
CE-17	Describe any frustrations that you experienced in communicating with the instructor. Include suggestions you have for improving communication.

use of communication tools (Q CE-13: Describe how you used the different communication tools), most respondents displayed awareness of the variety of tools offered in the Vista web space, differentiated between tools, identified different tools for different class purposes, and consciously used some tools more than others. A few respondents referred to "Web Vista" as their means of communication, which communicates a lower level of differentiation. Four respondents reported only using tools

when they were required. Only two respondents commented on tools that did not work well in the course. A summary of responses re tool use is presented in Table 34.

Responses from first-year students did not differ in any obvious ways from those of upper-level students. Three of the four FYs included positive affective comments (helpful, helpful and easy, easy to understand and follow, "pretty sweet"). Specific tools

Table 34. Use of Communication Tools, Q CE-13 Case Study Two

Response	Count
Mention of specific tool or function	22 (3 = WebCT)
Frequency/requirement of use	11
Affective comments (For example, helpful, easy, intimidating, "pretty sweet.")	9
Mention of specific tool or function that did not work well (virtual office hours)	1

mentioned include online chat, group discussion board, virtual office hours, online meeting, chat, and peer comment/review boards. Three students mentioned WebCT, which is not technically a communication tool, but the entire course environment. Students did not use consistent names for these tools. Full responses to question CE-13 in Case Study Two can be found in Appendix F.

Students were asked to estimate the amount of time they spent at three different communication activities with students and with the instructor: reviewing comments from teacher or peers (Q LS-15s), reading email for this course (Q LS-15t), and participating in discussions for this course (Q LS-15u). See range and average of responses in Table 35.

Table 35. Time Spent on Communication Activities, Case Study Two

Item	Range	Average
Reviewing comments from teacher or peers (Q LS 15s)	10 minutes to 2 hours	45 minutes
Reading email for this course (Q LS 15t)	0 to 2 hours	25 minutes
Participating in discussions for this course (Q LS 15u)	0 to 1 hour	27 minutes

Students had a difficult time estimating how they spent their time, and this resulted in a wide range of time estimates. Time spent reading e-mail ranged from ten

minutes per week to two hours per week. Both extremes on that question were posted by first-year students: zero and up to two hours reading email. No repeat online learners reported spending more than 30 minutes for reading email in this course.

In regard to time spent on discussions, first-year students reported 10 minutes per week (two instances), and 30 minutes per week. (One first-year student did not respond with time estimates, but something like, "however long it takes" for each of questions LS-15s, 15t, and 15u.) Full responses to question CE-13 in Case Study Two can be found in Appendix F.

These data show that overall students could identify different functions for communication tools and forums, but seem to be a little fuzzy when it comes to precise distinctions. For instance, the online meeting has a chat function, which is different than the course chat tool in Web Vista. Students referred to both "online meetings" and "chat" for talking with the instructor. It does not seem important that students distinguish these tools, but responses to this question highlight the many different tools available and the need to be clear about what tasks are being accomplished with each. There is a need in online classes to talk about and explain tools, but that should not overshadow the emphasis on activities accomplished with those tools.

Communication with Instructor

Eight items referred to interactions with the instructor (LS-02e, LS-02g, LS-15o, LS-15q, CE-14, CE-15, CE-16, and CE-17). These are listed in Table 36.

Table 36. Items Related to Communication with Instructor (8 items)

Communication with Instructor (8 items)	
LS-02e	Indicate how often you…Interact with instructor
LS-02g	Indicate how often you…Contact instructor to clarify problems
LS-15o	Estimate how much time you spend … Interacting with instructor
LS-15q	Estimate how much time you spend … Contacting instructor to clarify problems
CE-14	Did you feel the teacher was concerned about you and your learning? How did the teacher communicate that to you?
CE-15	What was the most helpful thing the teacher did to help you learn?
CE-16	Did you feel your communication with the teacher was satisfactory? Describe.
CE-17	Describe any frustrations that you experienced in communicating with the instructor. Include suggestions you have for improving communication.

Question LS-02 was a multi-part question that asked students to rate the frequency of certain study activities. The activity in question LS-02e was interacting with the instructor; no student rated this as a frequent activity. The most frequent response (10/14) for how often do you interact with the instructor was "2" on a five-point scale (where 1 = "Never" and 5 = "All the time"). One senior and one sophomore, both repeat online learners, reported "never" interacting with the instructor. First-year students responded to this question with 2s or 3s. Cluster patterns of responses remained the same when analyzed by level and experience.

The second frequency question (LS-2g) asked about contacting the instructor to clarify problems. The responses on this question were spread across all options. Five responses were in the middle, with four above and five below. Upper-level participants reported contacting the instructor to clarify problems "all the time" more often than did FY respondents. Three of seven upper-level students rated this study habit in the top two frequency categories, compared to two of seven first-year students. The one student who reported never contacting the instructor to clarify problems was a sophomore and a first-time online learner.

Comparing item LS-02g to item LS-02e, "Interact with instructor," it appears that although no students frequently interact with the instructor in ordinary circumstances, both upper-level students and repeat online learners were more likely to contact the instructor when they ran into problems (Q LS-02g). First-year students may need extra encouragement, incentives, or models about when and why to contact the instructor in an online learning course.

Students were asked to estimate the amount of time spent interacting with the instructor and contacting the instructor to clarify problems (LS-15o and 15q). Table 37 summarizes the time estimate results, which are discussed in the next paragraph. Full responses to question LS-02 for Case Study Two can be found in Appendix E.

Table 37. Average Time Spent on Communication with Instructor, Case Study Two

Item	Range	Average
Interacting with instructor (Q LS-15o)	5 to 10 minutes	4 minutes per week
Contacting instructor to clarify problems (Q LS-15q)	0 to 1 hour	20 minutes per week

When estimating time spent interacting with the instructor, responses ranged from five to ten minutes per week. Most students (quantity 5) reported spending no time at this task. Additional responses included "a couple times a week" and "every once in awhile." The total time reported by all students was 50 minutes interacting with the instructor, with an average of 4.17 minutes per week. Full responses to question LS-15o for Case Study Two can be found in Appendix E.

In response to "contacting instructor to clarify problems," the range reported was zero to 1 hour. One student (a first-time online learner at the sophomore level) reported never contacting the instructor to clarify problems. One student reported 1 hour per week, two additional responses ("frequently" and "a lot") were coded at the level of one hour

per week. Using those values, the total time reported for this task was 4 hours, or an average of 20 minutes per student per week. The full responses to question LS-15q for Case Study Two can be found in Appendix E.

The next cluster of questions concerning students interactions with the instructor were open-ended questions; they appeared at the end of the last survey presented to the students. The questions are presented in Table 38.

Table 38. Open-ended Questions re Communication with the Instructor

CE-14	Did you feel the teacher was concerned about you and your learning? How did the teacher communicate that to you?
CE-15	What was the most helpful thing the teacher did to help you learn?
CE-16	Did you feel your communication with the teacher was satisfactory? Describe.
CE-17	Describe any frustrations that you experienced in communicating with the instructor. Include suggestions you have for improving communication.

When asked about the teacher's expressed concern, students were extremely positive and named several specific actions by the instructor that communicated care or concern. The majority of comments clustered around the teacher's availability, helpfulness, and responsiveness. These comments are indicated by phrases like the following: "was very helpful;" "always helped me when I needed it;" "very helpful;" "quick with responses;" "there to offer suggestions when I had questions;" "very involved through email and chats;" "checked in on me;" "responded timely to emails;" "answered my questions in a timely manner;" "offered plenty of office hours;" "interactive will all the students throughout the course;" "making herself available;" "through frequent emails and announcements;" "open to any and all questions;" and "responding to our discussion board posts on a regular basis" (Q CE-14). Students also mentioned the teacher's attitude: "cheerful and energetic," "positive," "very encouraging," and "very supportive" (Q CE-14).

Other responses clustered around appreciation for grading ("through the grading process;" "graded assignments timely and provided comments"); specific technological applications ("the virtual breeze thing"); individualized responses ("individual responses," "individualized positive feedback," "she provided comments with each assignment that seemed very personal and were helpful"); and comments on assignments ("communicate this through electronic comments on a paper," "she also left several notes on the assignment pages so that we could understand the assignments better," "always provided informative feedback," "always provided helpful feedback," "she gave useful feedback on the assignments," and "she responded to all of my assignments and was there to offer suggestions when I had questions") (Q CE-14). Student responses to this question identify several ways that teacher concern can be communicated in an online class.

Feedback or comments on assignments and communication were most frequently cited as the most helpful thing the teacher did. One student cited the "chance to talk with peer groups/the entire class" as the most helpful aspect (Q CE-15). The overall absence of this response is highlighted by this one respondent's reference to working with the other students. Responses from first-year students to this question are reported in Table 39.

Table 39. Teacher Actions that Most Aided Learning, First-year Student Responses, Q CE-15 Case Study Two

Being able to answer questions all the time, it was like she was more available than normal teachers. Also feedback was very important.
By giving us informative feedback I was able to understand the specifics of what she was looking for in the assignment.
Her writing was very easy to understand. And when I did have a question, she answered within a day.
A positive and encouraging conversationalist was a good thing to have when its online. It would be easy to forget everything and not care about the students but...it was nice.

Respondents were unanimous in their agreement about the satisfactory nature of communication with the instructor in this online first-year writing course (Q CE-16). One sophomore student mentioned not needing much face-to-face communication with an instructor (Q CE-16).

The responses to CE-17 (about frustrations) support the level of satisfaction with instructor-student communication reflected in other questions. Three minor dissatisfactions were noted: timing of the online office hours, dislike of changes in the CMS platform, and one request for faster response from the instructor (Q CE-17). Only the latter seems directly related to the instructor's actions.

Overall students were very positive about the amount, quality, and timeliness of communication with the instructor in Case Study Two.

Communication with Peers

Five items contributed to this strand of the communication theme, interactions with peers (LS-02d, LS-07, LS-10, LS-15n, CE-18; see Table 40). I'll begin discussing students' descriptions of their communication with classmates (Q CE-18), and then address the other more specific questions.

Table 40. Items Related to Communication with Other Students, Case Study Two

LS-02d	How frequently do you…Communicate with classmates via chat room
LS-07	What other activities do you do online while studying for this course?
LS-10	Are you also taking courses that meet in a classroom this semester? (Yes or No)
LS-15n	Estimate how much time you spend…Communicating with classmates via chat room
CE-18	Describe your communication with the other students. Was it helpful to your learning?

The majority of respondents (10/14) reported finding value in interactions with peers. Most of the students (12/14) seemed to equate "communication with peers" with "peer review" (Q CE-18). Other tools or forums mentioned included, "online discussion

boards through a form of email" and "open chats" (Q CE-18). One student noted a difference between peer review and other interactions, but only to note that "I didn't have any communication with other students besides in my per review group" (Q CE-18). For students who found the peer interaction only somewhat helpful, the main concern seemed to be the quality or reliability of peer review comments.

Responses from first-year students were equally split between those who found peer interaction "very helpful" (quantity two) or only "somewhat helpful" (quantity two). One FY explained, "I think I would have preferred a more teacher-revised portion instead" (Q CE-18). See Table 41.

Table 41. Responses of Students Who Found Peer Interaction Only Somewhat Helpful, Q CE-18 Case Study Two

We revised and commented on each others work. It was semi-beneficial. I think I would have preferred a more teacher-revised portion instead.
The open chats were helpful in that the idea was fully explored from many viewpoints. The peer reviews were only helpful if people took the time to do them to the best of their ability.
I didn't have any communication with other students besides in my per review group
A little, not that helpful. They were not always available to provide peer reviews for some of my assignments.

A second cluster of two questions (Q LS-07 and LS-10) got at students external (outside of class) communications. Every student in this sample was also taking other on-campus, classroom-based classes (Q LS-10). This audience is different than what is often imagined of online learners. Students' in this online first-year writing course had on-campus opportunities to connect with other students outside of this class. Question LS-07 asked about students' *online* communication with people outside of class. One third of the respondents reported engaging in other online activities when studying for this course; another third reported not engaging in any other activities, and one third did not respond to this question. (This question had the highest non-response rate, which might

mean something in itself.) This was an open-ended question and the following activities were reported by respondents: email, research, and checking other courses in Web Vista. Only upper-level students reported engaging in other academic activities (research or checking other classes). First-year students only other activity reported was reading email. One first-year student offered this comment, “I don't really study online for this class. I usually am just online to turn in a paper or posting” (Q LS-07).

The last two questions in this cluster asked specifically about communicating with students in this course. Question LS-02d asked students how frequently they talked with classmates in the WebVista Chat room, and question LS-15n asked students to estimate the amount of time they invested in chatting with their classmates. For the rating on question LS-02d, all responses gathered in the two lowest categories, with 9/14 respondents choosing “1” which equals they never communicate with classmates via the chat room. Respondents’ online class experience (first time or repeat online learner) did not seem to have an effect on how frequently they engaged in communication with classmates via the chat room (LS-02d).

Seven out of ten responses to question LS-15n (time spent chatting) reflected no time at all spent communicating with classmates via the chat room. “Never” was the most frequent response. The average reported time was eight minutes per week (Q LS-15n), but one student reported spending 1 hour per week in this activity—an activity level that was not borne out in the CMS statistics. The CMS revealed that number of student logins to the Chat ranged from 2-12 with an average of 5.13 log-ins. Only two students who completed the course did not log into the Chat at all. It appears that students may have logged in but not stayed in the chat room. Even though students were encouraged with

each assignment to continue peer review conversations with their reviewer in the online chat space, one student responded, “why would I [chat with classmates]?” (Q LS-15n).

The data on students’ communication with peers seems to show that students appreciated getting feedback on their written work, but did not put a lot of value on interacting with their peers in this class.

Theme Four: Students’ Study Habits

As in Case Study One, the theme of students’ study habits was influenced by 65 items, drawn from all three surveys, but primarily from the Learning Strategies Survey which contributed 47 of the 65 items. Questions about study habits were based on the Pintrich et al. instrument, the Motivated Strategies for Learning Questionnaire (MSLQ), which was modified and used by West et al. In this Case Study, these questions became LS-01 a–j and LS-02 a–g. In addition to the MSLQ questions, students were asked to estimate the amount of time spent on each of these activities (Q LS-15 a-u) as well as some additional open ended questions. A listing of all 64 items considered in this theme can be viewed in Appendix G. Full survey response data for Case Study Two can be viewed in Appendixes D, E, and F.

Ranking of Study Habits

Students were asked to rate each study strategy or habit on a scale of 1 to 5 (Q LS-01 and LS-02). In analysis, the total rating of each study strategy or habit was calculated by summing the ratings of all respondents; the average was then calculated by dividing the total by the number of respondents. The total and average ratings for all parts of question LS-01 and LS-02 are displayed in Table 42. Looking at the rankings

displayed in Table 42, it can be seen that interactive activities (Contact instructor to clarify problems, Interact with instructor, and Communicate with classmates via chat room), were rated very low. The ratings on the interactive activities are comparable to study habits Decide what I am supposed to learn from this course (LS-01h) and Give up the difficult parts and study the easy ones (Q LS-01j).

Table 42. Study Strategies Ranked by Typicality and Frequency, Case Study Two

	Item number	Item	Total of All Ratings	Average (Rating 1–5)
Question 1 (typicality)				
	LS-01a	Finding most important ideas from readings	58.0	4.14
	LS-01c	Try to relate to what I know already	57.5	4.12
	LS-01d	Determine concepts I don't understand well	53.0	3.79
	LS-01g	Relate my ideas to what I am reading	52.0	3.71
	LS-01e	Connect the readings and concepts	51.5	3.68
	LS-01b	Memorize key words of important concepts	50.5	3.61
	LS-01i	Make good use of study time	49.5	3.54
	LS-01f	Read notes over and over again	46.0	3.29
	LS-01h	Decide what I am supposed to learn from this course	42.0	3.00
	LS-01j	Give up the difficult parts and study the easy ones	28.0	2.00
Question 2 (frequency)				
	LS_02b	Read assignment material	61.0	4.36
	LS_02a	Check points of assignment	57.0	4.07
	LS_02c	Read text	55.0	3.93
	LS_02f	Reread text to clarify problems	52.0	3.72
	LS_02g	Contact instructor to clarify problems	43.0	3.07
	LS_02e	Interact with instructor	28.0	2.00
	LS_02d	Communicate with classmates via chat room	19.0	1.34

Timing of Study Sessions

Questions LS-03, LS-04, LS-05, and LS-06 address students' timing of their study sessions. See Table 43 for a list of questions.

Table 43. Items Related to Timing of Study Sessions (6 items)

No.	Item
LS-3	Do you study for this online course at a consistent time each day or week (for example, Mondays from 2-4)? Yes or No
LS-3a	If Yes, when do you regularly study for this course?
LS-4	What time of day do you do most of your studying for this online course?
LS-5	How long is your typical study session for this course?
LS-6	How much time do you study for this course per day?
LS-6a	Per week?

Half of all study participants (7/14) reported having no regularly scheduled study time for this course. Five reported having a regular study time for this course. Two study participants did not respond to this question. (Full data for question LS-03 for Case Study Two can be viewed in Appendix E.)

Only half of the respondents answered the follow-up question (Q LS-03a), naming a regular study time. Four respondents specified days (Wednesday, Saturday, Monday/Thursday). One response indicated the "regular" study time varied according to available time. Two respondents specified Monday nights and Thursday afternoon or night, which echoes the regular course due dates of Tuesday noon and Friday midnight. Only one student specified a regular practice of studying on the week-end, which might also be a reflection of the regular Friday due dates. First-year and sophomore students were more likely than seniors to set a regular study time. Two out of seven repeat learners reported scheduling regular study times for this course.

Question LS-04 asked students about their preferred study time; students could indicate more than one preferred time. The majority of students fell into the evening hours, 5–10 p.m. (quantity 7), with the next most popular category being late night (quantity 5). Only first-year and sophomore respondents chose daytime study hours. Only first-year students chose morning hours (see full data for Q LS-04 in Appendix E).

The average length of a typical study session ranged from less than 30 minutes to 4 hours (Q LS-05). The bulk of answers (10/14) was on the two middle choices, 30-60 minutes and 1–2 hours. Only one person, a senior repeat online learner, chose less than 30 minutes for a typical study session. The distribution pattern (most in center categories, with fewer choosing longer study session and least responses on the shorter session) was similar between repeat online learners and first-timers and also between first-year students and upper-level students (Q LS-05).

Questions LS-06 and LS-06a were presented as open-ended, rather than multiple-choice, questions: "How much time do you study for the course per day? Per week?" Responses were distributed evenly from less than 30 minutes to one hour. First-year and senior respondents reported spending less than one hour per day studying for this course. Four of seven sophomore respondents reported spending one hour per day. Only one respondent (sophomore, first-time online learner) reported spending more than one hour per day. Question 6a, "How much time do you study for the course per week?," was presented as a write in; students were not prompted about time spent. The most frequent answer was four hours per week. It was the most frequent response among first-time online learners and among first-year students, but not among repeaters, where responses were spread evenly. The most frequent response among upper-level students was six hours. The college recommends 8–12 hours of study for a four-credit class like this OFYW course.

Reading Materials and Due Dates

Three questions on this survey contribute to our understanding of how students read materials and understand due dates. Questions LS-08 and LS-09 addressed students'

habits for reading course materials. Most of the learning modules in this course were 1–2 screens in length. Only two of the 14 respondents reported printing and reading material from the hard copy, both were seniors (Q LS-08). Respondents were even less inclined to print comments from teachers and peers. Only 3/14 reported sometimes printing or reading comments in both online and printed formats. The two students who reported both printing and reading online were first-time online learners (one first-year and one sophomore). The one student who reported reading comments in printed form was a senior repeat online learner (Q LS-09).

Question LS-12 (Do you understand the due dates for assignments in this course?) was asked at the request of the course designer who was concerned about students' understanding and ability to keep up in an online course. Students unanimously reported that the deadlines were clear (one first-year student said "most of the time"). Two students questioned setting the deadline at noon; this deadline was changed to midnight during the course. In the final course evaluation, students expressed appreciation about that change to that late night requirement.

Time Spent on Study Activities

Question LS-15 addressed the same study habits and strategies asked about in questions LS-01a–j and LS-02 a–g plus four additional activities. In question 15, students were asked to estimate the amount of time they spent doing each study activity (see Table 44). Some students reported difficulty estimating times for each distinct activity and estimates varied widely. Calculating the total time reported as well as the average time and rank ordering those communicates a relative sense of the importance of these tasks.

Comparing the ranking of activities on question LS-15 with questions LS-01 and LS-02, there is agreement about the activities that fall into the last five spots, although not the exact order. There is less agreement about the most typical or time consuming activities.

In addition to estimating time on particular tasks, respondents were also asked about the hours they spent on the computer, on the internet, studying online for this course and studying offline for this course. The results are summarized in Table 45. No repeat online learners reported fewer than seven hours per week

Table 44. Rank Order of Study Strategies Based on Time Spent, Case Study Two

No.	Item	Total Time	Average
	Estimate how much time you spend doing the following activities: (all times are per week) [Prompts rotated]		
15r	Writing for this course	64 hours, 5 min	2 hrs 29 mins.
15a	Reading course materials for this course	27 hours, 25 min	47.20 minutes
15m	Reading textbook	26 hours, 50 min	61.25 minutes
15l	Reading assignment material	19 hours, 3 min	29.75 minutes
15s	Reviewing comments from teacher or peers	12 hours, 25 min	31.25 minutes
15b	Finding most important ideas from readings	11 hours, 5 min	18.13 minutes
15p	Rereading text to clarify problems	10 hours, 52 min	22.13 minutes
15f	Connecting the readings and concepts	10 hours, 42 min	13.86 minutes
15g	Reading notes over and over again	10 hours, 0 min	26.43 minutes
15h	Relating my ideas to what I am reading	9 hours, 13 min	21.00 minutes
15d	Trying to relate to what I know already	7 hours, 52 min	8.86 minutes
15e	Determining concepts I don't understand well	7 hours, 52 min	13.86 minutes
15t	Reading email for this course	7 hours, 40 min	16.88 minutes
15k	Checking points of assignment	7 hours, 32 min	12.13 minutes
15u	Participating in discussions for this course	7 hours, 5 min	20.00 minutes
15c	Memorizing key words of important concepts	6 hours, 35 min	12.86 minutes
15i	Deciding what I am supposed to learn from this course	4 hours, 30 min	9.38 minutes
15n	Communicating with classmates via chat room	2 hours, 47 min	8.70 minutes
15q	Contacting instructor to clarify problems	2 hours, 37 min	6.00 minutes
15j	Giving up the difficult parts and study the easy ones	1 hour, 55 min	1.36 minutes
15o	Interacting with instructor	1 hour, 20 min	5.83 minutes

(Q TA-07). First-year students reported either under 7 or over 20 hours spent on the computer each week (Q TA-07). Reports from students in the upper classes represented a more even spread (Q TA-07).

Table 45. Time Spent on the Computer and on the Internet, Case Study Two

Range in Hours	TA-07 On Computer	TA-08 On Internet	CE-09 Studying Online	CE-10 Studying Offline
1–4	1	1	10	12
5–9	3	5	3	2
10–19	2	3	1	0
20–29	4	3	—	—
30–39	2	2	—	—
40–60	2	0	—	—
Total	14	14	14	14

First-year first-time online learners reported spending the fewest hours per week on the internet (Q TA-08). Again attesting to the difficulty of separating tasks and accurately estimating how students spend their study time, one student reported, “Though I’m connected to the internet all the time, I am on it probably 20 hours/week” (Q TA-08).

Although the reported time spent online for this course ranged up to 20 hours per week (quantity 1), the majority of respondents (10/14) reported spending 1–6 hours per week online for this course (Q CE-09). Most respondents (12/14) reported spending 1–6 hours studying offline for this course (Q CE-10).

Access – When and Where

Respondents were asked twice about from where they accessed the course (Q TA-04 and Q CE-07). All students indicated planning to access the course from home and those that indicated other locations chose a variety of options. Later, in reporting where they actually accessed the course, responses included many fewer options. “Laptop, at home” was the most frequent response. The results are summarized in Table 46.

Table 46. Points of Access, Case Study Two

TA-04 Planned Access Site	Number of Responses	CE-07 Actual Access Site	Number of Responses
Laptop*	7	Laptop, at home	14
Home, off-campus	10	Home computer	0
On-campus dorm	2		
Home of friend or family member	3		
Work	4	Work computer	2
University computer labs	3	Campus computer lab	1
Laptop, in University library or on-campus study area	3	Laptop, campus location	3
Laptop, Coffee shop or other public location	2	Laptop, other location	2
Total	34	Total	22

*Some students listed "Laptop" without a specified location

Computer Experience

Questions about computer experience covered the number of years using computers overall use and experience with specific word processing applications. All respondents reported having eight or more years of experience using computers (Q TA-02). One respondent (first-year, first-time online learner) reported having five years of educational experience working on computers (Q TA-03); one sophomore first-time online learner reported six years—these were the lowest estimations. Nine of the fourteen respondents reported using computers educationally for over ten or more years (Q TA-03).

The results of students' experience with various word processing and meeting software are reported in Table 47. The highest number for each program is highlighted. The highest number of students reported being "expert users" of Microsoft Word. First-year students split evenly in their reported experience with MSWord: two reported being "expert users" and two reported "regular use" (Q LS-12). A breakdown of each program

by student level in school (first-year compared with upper level students) can be seen in Appendix D.

Though less dramatic than the results from Case Study One (compare Table 17), these data support that idea that students are not widely exposed to a variety of programs and may limit their skills to specific tasks.

Table 47. Students' Experience with Software Programs, Case Study Two

	4 Expert User	**3 Regular Use**	**2 Some Use** (1 Class)	**1 Minimal Exposure**	**0 No Experience**
TA-12 Word	7	7	0	0	0
TA-13 Notepad/Wordpad	5	1	3	4	1
TA-17 Web CT	2	10	1	1	0
TA-18 Power Point	2	7	4	1	0
TA-15 WordPerfect	1	5	2	3	3
TA-14 MS Works	0	3	5	2	4
TA-16 Breeze	0	2	1	4	7

INTERACTION PATTERNS ANALYSIS

In this course, as in Case Study One, discussion boards were used for whole class discussions and for small group peer reviews. Patterns of interaction, that is the frequency of postings on the discussion boards, are discussed here. An additional analysis, peer review comments, will be pursued in the next section.

Whole Class Discussions

Whole class discussions were required, were open and visible to all students, and carried point value for participation. These whole class discussions were used for the same two functions as in Case Study One: communication about course business (discussions 1, 4, and 6 fell into this category) and a means for students to respond to instructor-initiated prompts about the content of the course. Discussions 3, 5a and b, 8,

and 9 fell into the whole class, content-driven discussion category. Discussions 2 and 7 related to course content, but were conducted in the small group arena. An optional public paper review was called "Open Workshop" in Case Study Two (compare to #11 in Case Study One).

The topics on the discussions remained the same from spring semester, however the number and order shifted somewhat (see Table 48). Notice that Case Study One used the analyzing article discussion (#2) as an early introductory exercise and the discussion of which article was more believable (#10) later in the course, while this order was switched in Case Study Two (#3 and #9).

Table 48. Comparison of Discussion Topics, Case Study One and Case Study Two

Discussion Topic Sp 2007	Discussion Topic Fall 2007
Content Topics	
2 Analyzing Articles	2 One paragraph of Paper
	3 Which argument seems most believable?
4 Mini Rhetorical Analysis	5a Choose article, summarize, make your own claim
5 Topic-Thesis-Sources	5b Topic-thesis-source for final paper
7 Three Annotations	7 Three Annotations
8 Toulmin Argument Structure	8 Toulmin Claims and Reasons
9 Introductory Paragraph	9 Analyze article using classical argument structure
10 Which is More Persuasive?	
11 Extra Credit (submit paper for review)	Open workshop

In Case Study Two, discussions 5a, 5b, and 8 functioned primarily as a spot where students could post short assignments and receive feedback from the instructor. These discussions did not generate any exchange between the students, but students received feedback from the instructor. These discussions averaged one posting per participant.

Discussions 3 and 9 contained an average of two messages per student. These two discussions were unique in that students were instructed to respond to at least one other

posting, thus a minimum of two postings were required—an original response to the prompt and a response to one other students. In discussions 3 and 9 students did not receive individual feedback from the instructor. Students responded to one another and the instructor posted summary comments on the discussion. See message counts in Table 49.

Postings 2 and 7 were opportunities for the students to post something and get feedback from the instructor (see Figure 7). There was no requirement for response. Interestingly, no peers responded even when the student author expressed a desire for feedback from "you guys" (see underlined text in Figure 7).

Table 49. Number of Postings per Discussion Topic, Case Study Two

Content-Related Discussion Topic	Total # Messages	# Instr. Entries	# Students Participating	# Student Entries	Average Number of Entries per Student
Whole Class Postings					
5a. Choose article, summarize, make your own claim	17	1	16	16	1.00
5b. Topic-thesis-source for final paper	37	17	16	20	1.25
8. Toulmin Claims and Reasons	31	15	15	16	1.07
Whole Class Discussions					
3. Which argument seems most believable?	38	1	17	37	2.18
9. Analyze article using classical argument structure	34	1	16	33	2.06
Open Workshop	2	1	1	1	1.00
Q&A Discussion	28	10	9	18	2.00
Small Group Postings					
2. One paragraph of Paper (in groups)	51	21	21	30	1.43
7. Three Annotations (in groups)	15	0	15	15	1.00

Student Posting
Subject: My writing process- extract **Topic:** Posting 2 - Group 4
Author: [Name] **Date:** September 10, 2007 10:57 PM

So...what is my writing process? Hum...That's a good question. I guess I never really thought about it, but if I had to describe the way I write a paper, I'd have to say that for me it's like knitting: First, I have to feel motivated or inspired to write- that is if I really want to write a good paper, then I write down ideas on a scratch piece of paper, even if they're non related, I write whatever comes to mind at the moment and when I think that I have enough content, I weave those ideas together refining and editing as I go along. If I'm able to weave my ideas successfully, I normally get a good feeling about my paper, but if I don't feel it, then I normally spend a lot of time redoing and undoing sentences, paragraphs until I end up with something that's worth reading...Now you see why I feel it's like knitting?

I hope my thesis statement is clear enough: I compare my writing process with knitting: You start with nothing or very little and then end up with a final product. In this paragraph, I tried to briefly explain the steps that I follow to write, but I don't elaborate too much because I actually want you guys to read my first draft. Let me know what you think...I appreciate your feedback!

Instructor's Response
Subject: Re: My writing process- extract **Topic:** Posting 2 - Group 4
Author: [Instructor] **Date:** September 12, 2007 10:41 AM

Hi [Name],

I like the comparison of writing to knitting. That is great! And yes, I do think your following sentences do illustrate that idea.

One thing you will want to do is make your writing tone a bit more formal for the actual paper assignment. I'm guessing that the more informal tone in this posting is more conversational, and that is completely fine! But for the paper, it should be more formal.

Again, I really like the idea of writing /knitting comparison.

[Name of Instructor]

Figure 7. Example of Posting and Instructor Feedback

Discussions 3 and 9 specifically asked students to respond. For example, "Respond to another student's Posting 9." Discussion 9 had 34 total postings. The requirement was one posting and one response per student. Each student posted two entries, plus one student posted an extra reply (but it was blank!), and the instructor posted a summary comment. An entry that received two responses is show in Figure 8. It demonstrates a

Student 1
Subject: Posting 9 **Topic:** Posting 9
Author: [Name] **Date:** November 27, 2007 5:19 PM

What was the thesis? The thesis was stated at the end of the 2nd paragraph: The U.S. Congress should cut funds for further deployment of LFA sonar.

In what ways did the paper follow the Classical Argumentative Structure?
The paper started off in the Classical Argument structure. It began with a great attention grabber, followed by the thesis and presentation of the writer's position. The writer position was hard to follow but used reputable ethos and was knowledgeable of the issues. The opposing views were presented with facts and ended with a solid conclusion with a pathos appeal in the classical structure.

Were you convinced by the paper? Why or why not?
Yes, I was convinced by the paper. Logical and factual evidence was used to support the claims.

Student 2
Subject: Re:Posting 9 **Topic:** Posting 9
Author: [Name] **Date:** November 30, 2007 8:13 AM
i totally agree with your posting.

Student 3
Subject: Re:Posting 9 **Topic:** Posting 9
Author: [Name] **Date:** November 30, 2007 3:07 PM
Hi [Name]:

I would just add to your thesis, that Congress should cut funds for further deployment, because sonars affect marine life.

Other than that, I agree with you that the attention grabber was very well used in this case, and the way she presented sources and evidence was also very well done.

I was convinced by her argument, because I'm a believer that we, as humans are destroying our environment so this type of argument really appeals to me.

Figure 8. Example of Student Responses

typical length of responses, although some student postings were quite a bit more substantial.[14] The amount of interaction is typical. In this thread, one posting received four responses, four received two responses, three received one response, and the rest were not responded to directly.

[14] Level of development is another important issue that could be looked at, but it was not the focus of this dissertation.

These discussion board interchanges do not portray a deepening conversation that develops ideas or opinions. However, only counting the number of times students post and respond, may underestimate the amount of interaction. In these exchanges, each student had a chance to comment on each topic, and each student received a response to his or her posting. This use of discussion boards might be thought of as interactive exercises rather than conversation.

PEER REVIEW EXCHANGES

The second use of the discussion boards was for small group peer reviews. These exchanges were open only to students assigned to that particular small group. Students were required to post their drafts and then respond to one other student's draft. Students also posted messages coordinating who would review which draft. (These coordinating messages are not included in the average number of content messages per student reported in Table 50.)

In Case Study Two, students posted a total of 211 messages in the peer review discussions, which is 13.12 total messages per student or 2.64 messages per student per review. For each review, the average number of messages per student was close to two, the required number of postings.

Interaction Analysis of Case Study Two

The patterns seen in Case Study Two online discussions reinforce the findings of Case Study One. Namely, that looking at the discussion boards we see that students were posting only the required amount and not engaging one another in discursive exchanges. This could lead to an impression of the online class as non-interactive. I propose that we

Table 50. Number of Content Postings per Peer Review Discussion, Case Study Two

Discussion Topic	Total Messages	# Instr. Entries	Total Student Messages	# Content Messages by Students	# Students Posting	Ave. No. Content Messages per Student
Reflective Paper Peer Review						
Group 1	10	0	10	6	3	2.00
Group 2	7	0	7	6	3	2.00
Group 3	4	0	4	4	2	2.00
Group 4	6	0	6	6	3	2.00
Group 5	7	0	7	6	3	2.00
Group 6	11	1	10	9	3	*3.00
Summary Paper Peer Review						
Group 1	8	1	7	6	3	2.00
Group 2	12	3	9	6	3	2.00
Group 3	5	1	4	4	2	2.00
Group 4	9	1	8	6	3	2.00
Group 5	7	1	6	6	3	2.00
Group 6	7	1	6	5	3	1.67
Rhetorical Analysis Paper Peer Review						
Group 1	7	1	6	4	2	2.00
Group 2	9	2	7	6	3	2.00
Group 3	5	1	4	4	2	2.00
Group 4	11	2	9	7	3	2.33
Group 5	8	2	6	6	3	2.00
Group 6	8	2	6	6	3	2.00
Prospectus Paper Peer Review						
Group 1	4	0	4	4	2	2.00
Group 2	7	0	7	6	3	2.00
Group 3	4	0	4	4	2	2.00
Group 4	10	1	9	7	3	2.33
Group 5	6	0	6	6	3	2.00
Group 6	8	0	8	8	3	2.67
Final Paper Peer Review (Researched Persuasive Argument)						
Group 1	7	0	7	5	2	2.50
Group 2	8	0	8	4	2	2.00
Group 3	4	0	4	4	2	2.00
Group 4	13	0	13	9	3	3.00
Group 5	7	0	7	6	3	2.00
Group 6	12	0	12	6	3	2.00

Note. Grey indicates students who did not sign permission form. By happenstance, all were in Group 1. Group One did not stand out in any other way.
*Includes re-posting of documents because of technological difficulties.

may need to look for other ways to interpret these patterns to make sense of how students study and learn in an online writing classroom.

COMMENTS ANALYSIS

This section covers an additional analysis that was not done as a part of Case Study One. Early results revealed communication and interaction between students and teachers as an area of interest. So, for Case Study Two, additional permissions were collected and analysis was done on the peer review comments made by students. For this analysis, in addition to the overall theories of social cognitive theory and case study research, I found guidance in the research done by Kwangsu Cho, Christian Shun, and Davida Charney. Their research is described later in this chapter, after a brief description of how the peer review content analysis was set up for this case study.

In Case Study Two, I analyzed the type of comments made in the peer reviews and coded those comments based on a typology for peer review comments established by Cho, Schunn, and Charney in an article they published in 2006. Cho, Schunn, and Charney were working with classroom-based courses. This analysis indicates that students in the online first-year writing class were making similar types of comments in ratios similar to those found by Cho, Shunn, and Charney.

In this online first-year writing course, the assignments were set up so that each paper was submitted for peer review and revised before it was turned in for a grade. Peer review groups of 3-4 were assigned in the beginning of the term and remained stable throughout the term. Reviewers were asked to respond to specific questions and were also given the opportunity to write comments within the author's text. For this analysis, both

the worksheet responses and the intertextual comments were coded. The coding scheme used was based on one set up by Cho, Schunn, and Charney.

Cho, Schunn, and Charney's typology included six categories: *directive, nondirective, praise, criticism, summary,* and *off task*. Adjustments were made to the typology for this study. First of all, the "off task" category was not used as all comments could be accounted for with three additions to the existing categories. The three additional categories were correction, coordination, and social. Finally, the tag "nondirective" was changed to "nonspecific." The resultant typology used in this study consisted of eight categories: *directive, nonspecific, praise, criticism, summary, correction, coordination,* and *social*. These coding terms are explained in Table 51.

The peer review discussions were completely coded by one individual using NVivo software (Coder 1). Coder 2 (not a trained writing teacher) coded 21 peer exchanges, about 10% of the sample. Coder 3, a trained writing teacher and writing center tutor, completed another 5% of the sample. The NVivo software calculates the inter-rater agreement for each entry or *node*. Looking at these levels of agreement for individual nodes, none ever went below 79% (one item between Coder 1 and Coder 2). The most frequent comments were Praise comments. This coincides with Cho, Schunn, and Charney's results for undergraduate writers, "These results suggest that undergraduates have a clear comment-giving script that includes giving praise feedback, regardless of the dimensions" (276). Among this group of undergraduates, first-year students, even though they were fewer in number than the other groups, provided the most praise comments (see Figure 9).

Table 51. Explanation of Coding Categories for Students' Peer Review Comments

Coding Category	Explanation	Examples
Criticism	Gives a critical or negative evaluation of the paper or a portion of the paper; points out an underdeveloped area. No suggestions for improvement are offered.	"I had trouble following the thought of the next few sentences in the first paragraph. Sentences seem to be out of logical order." "There are some areas that left me asking, like what?"
Directive	Suggests a specific change particular to the writer's paper.	"I feel you should start a new paragraph when stating that 'At this point it is time to start my rough draft.'" "Delete comma"
Nonspecific	Suggests a nonspecific change that would apply to any paper. Comments on a detail without suggesting a change. **Vague comments that are difficult to apply.**	"You may want to find a better flow between paragraphs and main idea points." "Proof read for typographical errors."
Praise	Describes the paper or a portion of the paper positively, including encouraging remarks. **Comments on how paper or a portion of the paper meets assignment requirements.**	"Your introduction paragraph is amazing!" "The summary does include attributive tags" "I did not detect any plagiarism used in this summary."
Social	**On discussion board: Comments that do not concern content, but serve to make connections between author and reviewer.**	"Hello again! I hope everyone had a good week! I finally decided to let it go and so now I entrust this to you to tell me what you think." "dont be too harsh...;)" "just my opinion"
Summary	Recapitulates the main points of the paper or a portion of the paper. **Describes authors' actions within the paper.**	"She points out the claims of the party, as well as develops what the claim means in the context of biotechnology."
Coordination	**On discussion board: Comments that help reviewers determine who reviews which paper.**	"I did the peer review worksheet for [Name], i forgot to say that in my subject...sorry!" "Here it is."
Correction	**In-text correction on author's paper with no additional comment.**	"My topic is ~~going to be able~~ Wal-Mart and its corporate domination of the United States."

Note: Explanations primarily taken from Cho, Schunn, and Charney; bold text indicates additions to their categories.

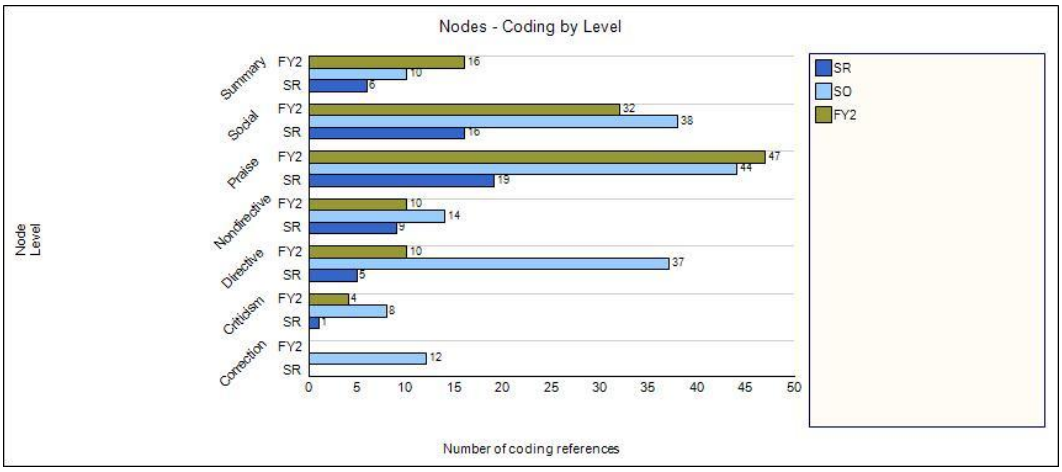

Figure 9. Frequency of Comment Type by Academic Level in Case Study Two

In addition to the peer review comments, two categories were added to account for discussion board messages regarding the exchange of documents online. The new categories were *Attachment with No Message* and *Coordination*, which consisted of directions about how to organize the exchange. For example, "My review of [Name's] paper" or "Since you are the only other group member to post a draft, here is my peer review of your summary" (peer review for summary paper, group 6). All categories were used. Sometimes students would cut and paste the draft into the discussion area and so peer review comments would appear in the messages on the discussion board. In addition to these categories, two categories were added to cover the messages coordinating the exchange of documents. I found that the online students were making similar kinds of comments with similar frequency as comments that Cho, Schunn, and Charney discovered among undergraduate writers in a classroom-based writing course.

CMS Statistics

Another additional analysis done in Case Study Two was analysis of data from the course management system (CMS). Although a course management system generates

a lot of information about online courses and participants in online courses, this data can be difficult to interpret and use in an effective manner. The Rochester Institute of Technology's Online Learning group has been using ("mining") CMS data for over ten years (Humbert and Fasse). They use the data to calculate interactivity and to identify and honor teachers who create interactive online courses. Interaction is calculated through CMS statistics, though it is not a simple matter of reading the statistics collected by the system.

> Although course management systems capture a wealth of information about individual users and courses, none of the four systems that RIT Online Learning has used in the last 10 years (FirstClass, Balckboard, Prometheus, Desire2Learn) provided reports that were useful to better understand and identify effective online teaching and learning practices. For almost five years now, RIT Online Learning has generated detailed reports of our own to help identify factors that might be associated with effective teaching. At the heart of this reporting is a record for each class of the number of messages posted by the instructor, the number of messages posted by students, the number of students, the number of news announcements posted by the instructor, the number of notes left by the instructor in the online grade book, the number of notes left by the instructor in the online drop box, as well as counts of all the other features used in a particular course…runs a series of scripts against the CMS database and…analyzes the data. (Humbert and Fasse, par. 5)

A few samples of data reports from the CMS system show the type of data that is gathered. A Summary Activity Report of Case Study Two can be seen in Table 52. A sample of a Course Item Usage Report can be seen in Table 53.

Table 52. Summary of Activity Report (9/4/07-12/18/07), Case Study Two

Statistic	Value
Total user sessions	1995
Average user session length	0:19:10
Average user sessions per day	19
Average user sessions per day on weekdays	21
Average user sessions per day on weekends	14
Most active day	24-Sep-07
Least active day	18-Dec-07
Most active hour of the day	4:00 PM - 5:00 PM
Least active hour of the day	4:00 AM - 5:00 AM

Table 53. Course Item Usage Report on One Posting, Case Study Two

Item	No. Visits	Ave. Time per Visit	Total Time	Percent of Total Visits
: Posting 3, Due Tuesday Oct 9 : believable	8	0:00:11	0:01:28	0.01%
: Posting 3, Due Tuesday Oct 9 : Biotech	23	0:00:00	0:00:00	0.00%
: Posting 3, Due Tuesday Oct 9 : biotech	16	0:00:05	0:01:20	0.01%
: Posting 3, Due Tuesday Oct 9 : Biotech Articles	17	0:00:16	0:04:37	0.02%
: Posting 3, Due Tuesday Oct 9 : Biotech articles	8	0:00:00	0:00:00	0.00%
: Posting 3, Due Tuesday Oct 9 : Biotech Selections	5	0:00:00	0:00:00	0.00%
: Posting 3, Due Tuesday Oct 9 : Biotech.	8	0:00:00	0:00:00	0.00%
: Posting 3, Due Tuesday Oct 9 : Comments from Lee-Ann	7	0:00:03	0:00:22	0.00%
: Posting 3, Due Tuesday Oct 9 : Keep Nature Natural	21	0:00:00	0:00:00	0.00%
: Posting 3, Due Tuesday Oct 9 : Most Believable	15	0:00:00	0:00:00	0.00%
: Posting 3, Due Tuesday Oct 9 : Most believable	7	0:00:34	0:04:01	0.02%
: Posting 3, Due Tuesday Oct 9 : Most Believable Article	13	0:00:00	0:00:00	0.00%
: Posting 3, Due Tuesday Oct 9 : Most effective/believable	8	0:00:05	0:00:46	0.00%
: Posting 3, Due Tuesday Oct 9 : Re:biotech	9	0:00:02	0:00:21	0.00%
: Posting 3, Due Tuesday Oct 9 : Re:Biotech	8	0:00:03	0:00:31	0.00%
: Posting 3, Due Tuesday Oct 9 : Re:Biotech Articles	18	0:00:02	0:00:50	0.00%
: Posting 3, Due Tuesday Oct 9 : Re:Keep Nature Natural	82	0:00:13	0:18:11	0.08%
: Posting 3, Due Tuesday Oct 9 : Re:Most Believable	17	0:00:01	0:00:22	0.00%
: Posting 3, Due Tuesday Oct 9 : Re:Most believable	8	0:00:00	0:00:00	0.00%
: Posting 3, Due Tuesday Oct 9 : Re:Most Believable Article	8	0:00:00	0:00:00	0.00%
: Posting 3, Due Tuesday Oct 9 : Re:Most effective/believable	16	0:00:00	0:00:00	0.00%

The portion of detail report in Table 53, shows the statistics for each posting in one discussion, Posting 3 (which asked students to compare two arguments and post which was the most convincing). As Humbert and Fasse note, much of this information gathered by the CMS seems not very useful unless it could be combined with other data and analyzed. I did not pursue a lot of data mining for this research project, but in this section, I will review some of the data gleaned from the CMS statistics.

The CMS reports tell that a total of twenty-five students accessed the course web site. The system captures the number of times a student logs in and the total time spent on the course web page. For example, Student F07-01A logged a total of 110 visits, investing a total time of 27 hours, 39 minutes, and 53 seconds. Student F07-01A spent 59.35 minutes submitting assignments over the course of the semester, posted 25 messages, and read 247.

A challenge in learning about successful study habits is getting information from unsuccessful students. While the system gathers a lot of information on students who log in often and those who successfully complete the course, it reveals little information on those who do not participate or do not complete the course successfully. However, the tracking statistics from the Course Management System (CMS) do tell us something interesting about this group of unsuccessful students. In this case study, the first student access to the course web site was made on September 2, the first day the site was open, even before the course had begun. Six students accessed the course this first day; second day, five students accessed the site for the first time, then eight, then three. Thus, by the fourth day, 22 of the 25 students accessed the course website. The three students who were "late," the last three who didn't access the course that first week, were not

successful completers. Table 54 shows the first and last access of each of the students who did not successfully complete the course.

Table 54. Access Patterns of Non-Successful Students (by date of first access)

Drop Student ID	First Access	Last Access	No. of Days	No. of Sessions	Outcome
8	16-Sep-07 (late)	17-Oct-07	2	8	Withdraw
7	10-Sep-07 (late)	10-Sep-07	1	1	Dropped
6	7-Sep-07 (late)	11-Sep-07	4	4	Dropped
4	5-Sep-07	10-Sep-07	5	9	Dropped
5	5-Sep-07	2-Nov-07	~30	15	Incomplete
3	4-Sep-07	11-Sep-07	8	10	Dropped
2	3-Sep-07	12-Sep-07	9	6	Dropped
1	2-Sep-07	4-Sep-07	2	2	Dropped

The CMS logs the amount of time each student spends on the course web site. No apparent patterns emerged regarding time spent on the course web site and grades received for this course. Total time on the site averaged 25 hours 58 minutes among students who successfully completed the course, with total time ranging from 13 hours (A-) to 39 hours (A). The number of sessions (log-ins) among successful students ranged from 51 sessions (A-) to 148 sessions (A-) (see Table 55).

One clear connection was the number of assignments turned in. All students who dropped or did not complete the course had not turned in several assignments. Six of the students who did not complete the course had turned in no assignments; the other two non-successful students had turned in only one or two of the required five assignments.

Table 55. Grades and Time on Website, Case Study Two

Grade	Number of Students Receiving	Total Time on Course Web Site	Average Time on Course Web Site
A	9	92.55 hours	10.28
A-	4	98.25 hours	24.56
B+	3	73.67 hours	24.55

I have used some of this tracking information to encourage late joiners when teaching my own online classes. I do not tell them that late starters are likely to drop out, but have mentioned the average number of times other students have logged in and compare that to their own logins. In each case, the student has thanked me and mentioned they were not aware of what was necessary in an online course. Sometimes a small nudge is all that is needed. Students might need help making the transition to online learning; teachers can take an active role in helping students make that transition.

To summarize the findings of Case Study Two, a variety of sources were analyzed to gain understanding about students' study habits. The sources included three surveys, interaction patterns, peer review comments, and CMS statistics.

CHAPTER 6

FINDINGS AND IMPLICATIONS

This chapter concludes the dissertation with a summary of the study and its findings and a discussion of implications and suggestions for further study in the area of online first-year writing courses.

FINDINGS

This dissertation described two case studies of online first-year writing courses and observations those case studies revealed about students' online study habits. In this study, I replicated a survey used by West et al. which asked students to self-report their study activities in an online writing course. Data from those survey questions were supplemented with quantitative data from the CMS tracking utilities and with qualitative data from peer review comment analysis, open-ended survey questions, and interviews. These multiple data sources allowed me to gain a deeper understanding of student study habits than survey questions alone.

The motivation for this study was a desire to understand how students study for an online first-year writing course and how an understanding of student study approaches might inform course design or instructional activity. Four specific inquiries shaped this study:

1. Could West et al.'s finding regarding performance and self-assessment of study skills be replicated in an online first-year writing course?
2. What do students in an online first-year writing course perceive as good study habits?

3. What connection is there between student's self-reported study habits and information gathered through CMS statistics?
4. How does course design influence students' use of time/time management in an online introductory writing course?

An overview of the findings related to these study questions are reported in the following sections.

Findings Regarding the Replication of West et al.'s Study

This case study repeated West et al.'s survey approach to evaluate study strategies and habits of students in online writing courses. West et al. found that students who rated themselves more highly on use of study time did not perform as well as students who rated themselves more moderately on their use of study time. That finding was not replicated with these groups of online first-year writing students. In this study, students who received higher grades rated themselves high on their use of study time. That result may be complicated by the shallow range of grades achieved within this sample.

West et al. also found that students who successfully completed the online professional and technical writing course approached their studies differently than students who did not complete the course successfully. Again, this study was unable to confirm that finding. The data collected highlights the difficulty of determining and confirming student study habits. However, results did show a variety of study approaches within these groups of online first-year students; variation existed in students' rankings and open-ended descriptions of their study habits. Such variation might point to confusion or, at least, lack of consensus about what constitutes good study habits for an online first-year writing course. This finding points to a need for instructors to scaffold or

guide students in appropriate study skills or approaches for learning to write for college via an online writing course. Two teacher actions that students named as particularly helpful were increased responsiveness that is made possible online and personal feedback on written assignments.

Findings Regarding Students' Perceptions of Good Study Habits

Survey results about students' perceptions of study habits show that students spent the most time interacting with course materials. Students ranked interactions with course content as a more frequent and more typical activity than interaction with the instructor, which was subsequently ranked as more frequent and more typical than interactions with other students. These results were consistent across both case studies (see Table 56). This survey finding was supported by additional information gathered through open-ended questions, interviews, and analyses of interactions on the course discussion boards. This data seems to indicate that students did not consider interaction with peers as a significant contribution to their construction of knowledge. Students in these courses did not perceive interaction with peers as an important study activity.

Students had a difficult time dissecting their study time into discrete actions or accurately estimating the time spent doing various study activities. Most students defined their level of success with study skills based on their approach or process of studying, though some students based their assessment of study success on outcomes, that is, on grades received or tasks completed.

Table 56. Comparative Ranking of Study Strategies, Case Studies One and Two

Case Study One				Case Study Two			
Item number	Item	Total Rank	Ave. Rank	Item number	Item	Total Rank	Ave. Rank
Question One							
LS_01a	Finding most important ideas from readings	46	3.83	LS_01a	Finding most important ideas from readings	58.0	4.14
LS_01b	Memorize key words of important concepts	46	3.83	LS_01c	Try to relate to what I know already	57.5	4.11
LS_01c	Try to relate to what I know already	46	3.83	LS_01d	Determine concepts I don't understand well	53.0	3.79
LS_01d	Determine concepts I don't understand well	45	3.75	LS_01g	Relate my ideas to what I am reading	52.0	3.71
LS_01e	Connect the readings and concepts	43	3.58	LS_01e	Connect the readings and concepts	51.5	3.68
LS_01i	Make good use of study time	43	3.58	LS_01b	Memorize key words of important concepts	50.5	3.61
LS_01g	Relate my ideas to what I am reading	42	3.50	LS_01i	Make good use of study time	49.5	3.54
LS_01f	Read notes over and over again	41	3.42	LS_01f	Read notes over and over again	46.0	3.29
LS_01h	Decide what I am supposed to learn from this course	38	3.17	LS_01h	Decide what I am supposed to learn from this course	42.0	3.00
LS_01j	Give up the difficult parts and study the easy ones	24	2.00	LS_01j	Give up the difficult parts and study the easy ones	28.0	2.00
Question Two							
LS_02a	Check points of assignment	57	4.75	LS_02b	Read assignment material	61.0	4.36
LS_02b	Read assignment material	54	4.50	LS_02a	Check points of assignment	57.0	4.07
LS_02c	Read text	48	4.00	LS_02c	Read text	55.0	3.93
LS_02f	Reread text to clarify problems	48	4.00	LS_02f	Reread text to clarify problems	52.0	3.71
LS_02g	Contact instructor to clarify problems	36	3.00	LS_02g	Contact instructor to clarify problems	43.0	3.07
LS_02e	Interact with instructor	32	2.67	LS_02e	Interact with instructor	28.0	2.00
LS_02d	Communicate with classmates via chat	31	2.58	LS_02d	Communicate with classmates via chat	19.0	1.36

Note: Shift of items with more than one position variance highlighted with line; items concerning interaction are shaded.

Findings Regarding the Use of CMS Data

Statistics gathered from the classroom management system (CMS) for Case Study Two proved to be less helpful than anticipated. The CMS statistics were not a good method for confirming students' self-reports because the data collected by the system—though plentiful—was often not sufficient to collaborate student-reported data. System-tracked time did not correlate well to students' self-reported study time because students often did reading and writing for this course off line, and often only logged in to read messages or upload assignments. Another complication is that the system records time the course site is open, which may not reflect the amount of time students' are paying attention to the site. Humbert and Fasse report a long history of mining data from course management systems and they report a need to manipulate that data before obtaining useful information.

Useful information can be gained from CMS statistics about frequency of student access and student use of online resources. One finding in this study confirmed what other research has reported, that students read more than they contribute in an online course. This is one piece of data that contributes to the implication that we need to have a more complex view of online writing classes to account for all the ways students may interact with and within an online first-year writing course.

The most significant finding from system-generated course statistics was related to first access and successful course completion. I found that students who failed or withdrew from the course did not log in and begin to participate in the course until several days after the course began, later than most of their classmates. No students who were late joiners completed the course successfully. While early participation is not a

sure indicator of success; late initiation of participation was found to be a clear indicator of an unsuccessful completion in this online first-year writing course.

Findings Regarding Course Design and Student Study Habits

Information about course structure and its influence for students' study time was gathered primarily through the surveys, both open- and closed-ended questions. Students reported appreciation for the course structure, stating that clear directions and consistent weekly due dates helped them to manage their time and complete assignments. Students specifically named instructions in weekly modules and reminders from the instructor as helpful elements. Students reported structuring their study time in accordance with posted due dates and expressed a strong preference for late night due dates because they did not conflict with work schedules or other classes. The results seem to indicate that course structure is a significant factor in how students approach and prepare for an online writing course.

Closely related to course structure is how the instructor interacts with students and supports or guides them through the structured lessons. Students expressed great satisfaction in these classes about their interactions with the instructors. This was in contrast to the students' valuation of interactions with their peers. Students in these online first-year writing classes did not seem to value interaction with their peers. Similar results were found by Boyd.

IMPLICATIONS

While the sample size of these studies are small and cannot lead to broad generalizations, the findings from these studies might lead to some interesting questions and further explorations.

Authors writing about online learning extol the importance of peer interaction and students' acceptance of that role as important to a successful online course (Conrad and Donaldson; Palloff and Pratt). Students in these courses, however, reported a lack of acceptance about the role of peer interactions, but still reported feelings of success and value in this online course.

Students' reaction to and expectations of peer interaction as a means to learning in this study raises questions about what social construction should look like in an online first-year writing course. It may be that students experience learning through their peers, but do not recognize it as such or underestimate the value of those interactions. It may be that not all students need the same level of peer interaction when learning.

This finding may prompt further investigation of social constructivist theory, a social learning theory which focuses on external influences of activities, conversation, or environment as the basis for students' learning. Similar concerns about social constructivist theory have been raised by Hewett and Ehman, Beaudoin, and Masschelein and Quaghebeur, in regard to both online and classroom-based courses. Other social learning theories that balance external forces with social or internal forces may prove to be more fruitful for guiding online first-year writing pedagogy. Additional social theories for exploration include social constructionism (with more focus on the individual's construction of knowledge), socio-cultural theory (with more focus on the interaction

between the individual and the culture) or social cognitive theories (with more focus on the dynamic interplay of internal and external forces).

In this dissertation, I explore Albert Bandura's social cognitive theory as an alternative approach for first-year online writing pedagogy. Social cognitive learning theory accounts for learning influences from internal motivations and cognitive choices as well as environmental factors. Bandura's social cognitive theory has been previously applied to writing pedagogy by Linda Flower (face-to-face classrooms) and by West et al. (online classes). Bandura's model of triadic reciprocality allows us to consider the external factor of the online environment without making it the only or even the main focus of our thinking about online writing instruction. Likewise, we can consider students' personal characteristics without imagining that students' are powerlessly shaped by impulses from digital media. Considering students' cognitive choices reminds us that online teaching and learning are still humanistic endeavors that call us to invest our highest human capabilities.

While not questioning the entirety of social learning theories, these results do seem to challenge the essentialist claim that certain kinds of interaction or engagement are necessary for success in an online first-year writing course. One implication may be that a more complex theory of online writing pedagogy should be sought, one that can account for varying [social?] experiences of online course participants.

The findings from this study also suggest that studying parts of an online class may not give us the full picture of any particular student's experience, and may even lead us to inaccurate conclusions about the effects or effectiveness of online writing courses. For example, looking only at the amount of interaction happening in the discussion

boards in the cases observed for this research could lead to the conclusion that participants were not engaged and were only posting as required; however, students reported feeling engaged in the course. Combining many data sources into complete pictures or profiles of students may be a way to avoid misunderstandings based only on external evidence of engagement.

Constructing student profiles may be one way to gain a fuller picture of students' online learning experiences. Kathleen Eisenhardt shows that although case studies are not generalizable to a population because of small numbers, case studies can help build theory by giving us a greater understanding of a particular situation. James Purdy and Joyce Walker, in their study of students' online research patterns, also make a case for gaining a broader perspective by closely studying the online activities of individual students. Linda Flower expressed it as seeking "knowledge in specificity rather than abstraction" (31). In that vein, I offer here four individual profiles of students from these online first-year writing classes. These profiles show how each student's online learning experience is influenced by a complex constellation of environmental situation, personal characteristics, and cognitive choices.

INDIVIDUAL STUDENT PROFILES

Observations from multiple data sources contributed to enhanced understanding of student study habits and resulted in greater understanding than any single source could offer. Approaching research in this way allows the construction of individual student profiles which can give us a more complex picture of how students approach studying and learning online.

From these case studies, four individual profiles (two from each course) were generated by combining information gathered from all avenues: quantitative survey data, CMS data, personal interviews, and comment analysis of peer reviews. These profiles will give a fuller view of some individual experiences and are intended to clarify interactions between factors studied separately. The importance of interpretive approaches for studying writing is highlighted by Richard Haswell:

> The social and contextual particulars of language and literacy are well illuminated through fine-grained interpretive methods….If writing researchers examine and conceptualize writing as an activity involving meaning negotiation (e.g., among persons, texts, and contexts), then interpretation is essential to the work of writing research. (Haswell 470)

These profiles show that any individual student's study time and overall experience of an online first-year writing course is influenced by a complex mix of internal, external, and cognitive factors.

The student profiles in this section are intended to show individual experiences of students. These profiles combine data from CMS statistics, discussions, surveys, and interviews. The profiles represent several different aspects of learners: two first-time online learners and two experienced online learners; two first-year students, one sophomore, and one senior. A summary of the profile characteristics is included in Table 57. Two students from each class volunteered to participate in a post-course interview and gave permission for all course-generated materials to be analyzed. The names used are pseudonyms; however, the facts and configuration of details about each individual are real.

Table 571. Summary Data on Student Profiles

Profile ID	Term	Gender	Level in School	Major	Online Experience
Elayne	Spring	Female	First Year	Undeclared	Repeater
Michael	Spring	Male	Senior	Business, Finance	1st Time
Dani	Fall	Female	Sophomore	Sci./Tech. Comm.	1st Time
Kara	Fall	Female	FY2	Environ. Science	Repeater

Profile: "Elayne"

Profile ID	Term	Gender	Level in School	Major	Online Experience
Elayne	Spring	Female	First Year	Undeclared	Repeater

Elayne was a female first-year student who participated in the spring semester class. She had not yet declared a major. She had been in honors English classes in high school, did well, and was confident in her "English skills." She was taking 16 credits during the term of this observation and two of her courses were writing intensive (personal interview).

Elayne's online course experience consisted of an online one-credit class she'd taken during her first semester at college. The course was designed to help first-year students cope with alcohol and drinking. Elayne described that experience as "easy modules with an essay final" and reported that she had learned more than she thought she would in that course. She liked the set-up of this FY online writing class, and said she found it easier to manage after going through her first online class.[15] In comparing the two courses, she found that she spent a lot more time on this writing course, which made sense because this course was worth four credits and the other just one credit. At the time she was taking this course, it was her only entirely online class, but all of her three other

[15] This is a typical response. Learners show marked raises in satisfaction between their first and second online courses. See Arbaugh, 2004.

classes that term provided some elements via WebVista, the campus course management software (personal interview).

Elayne had not been actively seeking an online course when she registered for this offering. In the spring of 2007, students had the option to fulfill the freshman composition requirement through the English or Rhetoric departments, but Elayne was not interested in any of the themed composition options. A friend recommended she take the course on writing arguments, which was offered online as well as face-to-face. Although she had not been seeking an online class, the option of time flexibility was enticing. Her schedule was concentrated in the mornings and afternoons and she was able to study for this course in the evenings (personal interview).

Her general approach to the class was to read and follow the modules. She felt there was a lot of reading, and reported that some of the readings were helpful but some were long with a lot of repetition. She liked the Dianna Hacker Handbook and found it easy to reference. Elayne also appreciated that there were not set deadlines for the readings to be done. She was able to read "to do the assignments" and not "read for class" (personal interview). This student's attitude/experience may be an example of student engagement that does not fit with a class schedule…students may enjoy reading, but may not get it done in time for class.

Access. Elayne reported accessing the course from several locations, but most frequently from her home in the evenings via her own laptop (Q TA-7, CE-6, 7).

Computer Experience. Elayne reported that she had been using computers for 13 years (Q TA-2), 10 of those for educational purposes (Q TA-3). She reported spending 35 hours per week on the computer and 30 of those on the internet (Q TA-7, 8). This

respondent reported the following levels of expertise with various programs (see Table 58).

Table 58. Elayne's Experience with Various Software Programs

Program	Level of Expertise
MS Word	10 years
Virtual meeting software	1 year
Notepad or Wordpad	10 years
Web Vista	1 semester
MSWorks	10 years
WordPerfect	5 years
PowerPoint	[Not asked in Case Study One]

Problems or Frustrations. Elayne didn't report any particular technical problems (Q CE-19). In the interview she attributed the smooth functioning to her experience with WebVista in her earlier online class. She relied on a family member for technical support (Q TA-06). She also reported no general problems or frustrations in communicating with the teacher or fellow students (Q CE-17). As much as teachers worry about this, students do not seem to experience lack of communication with classmates as a problem.

Helpful or Beneficial Aspects. The weekly outlines were the most useful feature of this online writing course for Elayne. She identified the most helpful thing the instructor did as the "one time per semester video conference [because it] was helpful to have face to face interaction [when the instructor] was able to help me directly with my paper" (Q CE-15). She also mentioned that it was helpful that the conference was held in the late evening. Elayne also identified Peer Review Group Spaces as helpful, along with Week by Week Links, Calendar, and My Grades (Q CE-8).

So although Elayne did not see lack of face-to-face interaction as a problem, she did appreciate opportunities to see and hear the instructor in online meetings. Notice that

the student referred to the remotely connected, synchronous online meeting as a "face-to-face interaction."

Time Investment. In response to question CE-21, "Did you make good use of your study time for this online course? Explain." Elayne wrote, "I was able to study when I had the time and did not have to attend a class time. It gave me freedom to study when I was able to and work my schedule with school work and a job." Like the majority of students, Elayne assessed the value of her study time based on her use of the time (see Q CE-21); other respondents based their assessment on outcomes, such as grades received. Elayne also reported that the consistent due dates and being able to reference resources online were features that helped her organize her study time (LS-13).

Elayne was among a minority of students who reported studying at a regular time. She reserved Wednesday and Thursday nights to study for this class, but did not have a set schedule. Like other students, Elayne had difficulty estimating the amount of time she spent studying for this class (see Table 59). In the interview, she estimated her weekly study time commitment for this course at 3–5 hours per week, which did not match up with her earlier assessment reported in the surveys. On the survey she estimated 7–10 hours per week online and 1–6 studying offline (not on the computer) each week (Q CE-9, 10).

Table 59. Elayne's Self-Reported Study Time

	Survey Question	**Response (in hours)**
LS-05	How long is your typical study session for this course?	1–2 hours
LS-06	How much time do you study for this course per day?	1 hour or less
LS-06a	Per week?	6 hours
CE-09	Indicate how many hours you spent online each week working on this course.	7–10 hours
CE-10	Indicate how many hours you spent offline (not on the computer) each week working on this course.	1–6 hours

Interactions. When asked to describe how she used the different communication tools (chat, WebVista Vista Mail, online meetings, etc.), Elayne responded, "I used them to communicate with my group members and with the instructor" (Q CE-13). She "felt [the instructor] was concerned [about my learning], I was able to e-mail her with any questions and she promptly returned my e-mail." (Q CE-14). The instructor communicated concern through giving suggestions and being available for clarification when questions arose (Q CE-16). In addition to regular interactions, the instructor held online office hours via an online video conferencing software and required students to attend one such meeting during the semester to discuss the final research project. In the interview, Elayne reported that she especially appreciated the online video conference, that it supplied more than an e-mail exchange. She felt like the instructor was "right there."

Interactions with other students were less satisfactory for this student. She felt that she did not get as much interaction with other students in an online class as she did in a face to face class. There was "not a lot of back and forth" (personal interview). "Sometimes the discussions were not completed by other students; it was bothersome when the discussion was to respond to another students work" (Q CE-18). Peer Review offered the most interaction with her classmates, but Elayne experienced difficulty with group members not posting their drafts or completing reviews; she found that it difficult to arrange reviews. In the interview, she informed me that the instructor had to move her from one group to another due to the lack of responsiveness of members in her original group.

However, Elayne sought out other ways to interact about the class. Her roommate was taking the same argument-based course in a face-to-face format. That Elayne was able to talk with her roommate and discuss assignments is one indicator that there are alternate connections even within an online class, especially for students who are on campus.

Study Habits and Learning Strategies. Elayne reported that she was aware of approaching this online class differently than her regular classes. Because of her previous online class, she "was informed of the different format and adjusted my study skills to meet the online course" (Q LS-11). She logged in every day or every other day and appreciated the reminders about due dates that the instructor posted. She reported reading module materials, instructor comments, and peer reviews all online (Q LS-8, 9). Unlike many respondents, Elayne reported that she would check email and chat with friends while online studying for this course (Q LS-7). There seemed to be consistency in how Elayne ranked activities in terms of importance and the amount of time spent on certain activities (see Table 60).

Attitudes and Change over Time. There was no radical change in Elayne's attitude over the course of the semester, but she did report that "It has convinced me to continue online classes. They are flexible with my schedule and allow me to make my own class time" (Q TA-11).

Elayne's Complex Experience with Online Learning. Elayne concluded that she would take another course online because she "liked the fact that it was very individualized time scheduling" (Q CE-5). Elayne showed acceptance and comfort in online environments, though she did not show an explicit interest in technology per se,

Table 60. Elayne's Ranking of Importance and Time Spent for Study Activities

Item Numbers	Prompt	Time Spent	Importance (1 low, 5 hi)
LS_15r	Writing for this course	3 hours per week	---
LS_01f, LS_15g	Read notes over and over again	3-6 times per week	4
LS_01i	Make good use of study time	---	3
LS_02b, LS_15l	Read assignment material	1 hour per week	4
LS_02f, LS_15p	Reread text to clarify problems	1 hour per week	4
LS_15a	Reading course materials for this course	45 minutes per week	---
LS_02a, LS_15k	Check points of assignment	2 times per week	4
LS_01a, LS_15b	Finding most important ideas from readings	30 min	3
LS_02c, LS_15m	Read text / textbook	3 hours per week	4
LS_01c, LS_15d	Try to relate to what I know already	4-5 times per week	5
LS_01d, LS_15e	Determine concepts I don't understand well	2-3 times per week	4
LS_01g, LS_15h	Relate my ideas to what I am reading	1-2 times per week	3
LS_01e, LS_15f	Connect the readings and concepts	5-6 times per week	4
LS_01b, LS_15c	Memorize key words of important concepts	Not answered	5
LS_15s	Reviewing comments from teacher or peers	10 minutes per week	---
LS_15t	Reading email for this course	10 min per week	---
LS_02e, LS_15o	Interact with instructor	On occasion	2
LS_02d, LS_15n	Communicate with classmates via chat room	0	1
LS_02g, LS_15q	Contact instructor to clarify problems	1 time	2
LS_15u	Participating in discussions for this course	2-3 times per week	---
LS_01j, LS_15j	Give up the difficult parts and study the easy ones	3-6 times per week	4
LS_01h, LS_15i	Decide what I am supposed to learn from this course	1-2 times per week	3

Note: Shaded boxes highlight communicative tasks.

and had not been seeking an online course. Like many students, her interest in the online version of this class stemmed from a mixture of requirements, content, recommendations, and scheduling. In spite of some difficulties with her peer review group, Elayne appreciated the experience and was able to adapt her study habits to the online environment. She indicated a desire for more feedback from her peer reviews and some frustration making those connections and getting feedback. She appreciated her individual interactions with the instructor. In the interview she reported that she learned how to use citations and learned about using MS Word's comment feature to comment on

papers, a skill she had since applied outside of class when reviewing a document for a friend of hers. In the end, Elayne felt the online learning experience was satisfying and worth repeating. She indicated that she would seek out online writing classes in the future. This student's attitudes and interest in developing her writing indicate that she was engaged in this course.

Profile: "Michael"

Respondent	Term	Gender	Level in School	Major	Online Experience
Michael	Spring	Male	Senior	Business, Finance	1st Time

Michael was an older male student with 10 years work experience. This was the first class he had taken that was presented entirely online. He was sincerely appreciative and positive in his feedback about the class, his instructor, and his participation in the spring term.

Michael was in his early 30s and was in his senior year on his second degree—business management; his first was in accounting. He worked as an accountant, and in his work used technology daily, which he felt helped him complete this course successfully as he did not need to learn new technology for this class. As he put it, he "wasted no time learning the technology" because technology "was already friendly with me." This student was from Somalia and English was not his first language, but he spoke fluently and properly, making mistakes only rarely. He stated that he enjoyed writing and it was something he did well. He regularly used English in both business and academic situations, and even taught English as a second language (ESL) at an institute for recently immigrated adults. He had worked at that academy for 5 years at the time of this

interview. In his teaching role he was highly regarded, awarded as a teacher, and well-liked by his students (personal interview).

When asked why as an advanced student he was taking a 1000-level writing course, he affirmed that the course was necessary to meet a requirement, but added that he was always open to learning more. He wrote a lot and did not think he needed to take this course, but it turned out that he liked the course and had learned a lot from it. For example, he learned about thesis statements. He felt he knew how to write a thesis statement, but praised his teacher for helping him learn to make it specific and to reflect all the main points or ideas. He also reported learning about MLA citation style; classical argumentation, particularly ethos; and Latin argument structure. He planned to continue to reflect on those concepts (personal interview).

When, in the course of our interview, I mentioned that the class would be reconfigured under the new writing program, he vehemently stated that the class should not be discontinued. He felt it was really valuable. He praised his teacher for being highly professional. He suggested that the course needed to be marketed better. He thought many students would see "first-year composition" and misunderstand the content of the course. It was more about style than about grammar. Emphasizing that he was rating it with his industrial experience, not academic standards, he stated, "This course is phenomenal" (personal interview).

When I probed about the teacher's professionalism, he said that her feedback was helpful and professional. He also described the textbook as professional. He was familiar with the publisher, Longman, who also published the textbook he used in his adult ESL

class. From his teacher's perspective he determined that the textbook was very good, and he planned to use it in his own teaching.

He had met with the instructor once face-to-face. "I had questions and needed help. Online does not give you the feel of things. Always online communication is not as perfect as face-to-face. When a person makes a decision it is different than when the computer makes decisions." He suggested that if the course is offered in the future, face-to-face meetings should be required, perhaps an orientation to the course so everyone is on the same page. He suggested perhaps 3 meetings for freshmen (personal interview).

He had heard from others that online classes were difficult, but thought those students perhaps did not know how to upload and download files. As Michael had taught computer classes, he was very comfortable with computers. He noted that technology knowledge varies; people at the bottom of the knowledge ladder would face problems. He suggested that orientation and a technical tutorial would help with those problems. Although he acknowledged that personal communication can be accomplished online and that online meetings are a good complement to face-to-face courses; he felt that online meetings could also be a source of confusion. He felt real face-to-face meetings were best.

Michael decided to take this course online because he was curious about a virtual class. He was used to traditional classes and liked technology, was always getting the latest computer or camera. He had taken several classes with some parts online and enjoyed those online components, so he decided to try an online course. Michael reported that being a 1000-level course was not a factor in his choice to take the course online, stating that lifelong learning is normal throughout the world, moreso than in the United

States, and in his experience, it is normal to be in class with people of all ages. "Education doesn't have age," but depends on when a person gets the opportunity to attend (personal interview).

He would like to use technology in his own teaching. Some of his friends in the Pharmacy program told him about professors that lecture via video from the Bahamas. Technology would free him to teach from anywhere. Although video lectures were not used in this class, he was interested to see some teaching via video.

In this course, he had an opportunity to attend an online meeting with the instructor every Tuesday, but he had not because his questions were answered before that. "The instructor was very quick and efficient in responding to questions" (personal interview).

Michael found the peer reviews to be really helpful. The activity was familiar to him; he had been exchanging documents in his work for years, though he had never called it peer review. In this class he learned a new name for the activity.

Michael worked, but less than full time, and studied hard. He found that this course needed more time than some of his other courses because of the research requirement; that is what took the most time. He was surprised by the ease of use of technology (Q CE-03). Uploading and downloading materials did not take much time. More time was required for reading the assignments. This course required more reading/responding than his other classes. "Usually you will have one chapter and one assignment per week. [This course] was rigorous. In this class, there would be 3 chapters to read, discussions, and assignments each week" (personal interview). Michael reported spending 15–20 hours online per week: reading messages, researching, writing, and

responding (Q LS-06a). “It seemed to require 5–7 days of work each week, more work than traditional classes which require sitting in class 1 hour a few times a week” (personal interview). His pattern was to submit work, and then work on the next submission, working on new compositions and revisions together.

When the course began Michael reported “I enjoy working on the computer,” and “I have never taken a class online before, but I am looking forward to it” (Q TA-10). About his use of study time in this course, Michael replied,

> I made 100% use of learning from this course. The opportunity to learn was beyond my expectation. My study time included doing research by learning from some of the most advanced global issues like, globalized economies impact on poverty reduction, wealth distribution, their impact on human rights, and how financial markets interdepend in the world economy. This opportunity not only gave [me] a chance to study, but there was a chance to conduct research so that [I could] be informed about it. (Q CE-21)

Michael was eager to take another writing course online: “Yes, I will take another online class, because I always like to learn professional writing skills, and this class is one of the best that I have seen so far” (Q CE-05).

Access. Michael accessed the course website on his laptop at a variety of times and places (Q CE-06) and reported having no technical difficulties at all.

Computer Experience. As noted previously, Michael had a lot of experience using computers and felt very comfortable with technology. He had been using the computer for 15 years, 10 of those for education (Q TA-02, TA-03). This respondent

reported the following levels of expertise with various programs (see Table 61). He reported spending 55 hours per week on the computer (Q TA-07), and 10 hours per week on the internet (TA-08).

Table 61. Michael's Experience with Various Software Programs (Q TA-12 through TA-17)

Program	Level of Expertise
MS Word	high amount
Virtual meeting software	high amount
Notepad or Wordpad	high amount
Web Vista	some experience
MSWorks	none
WordPerfect	fair amount
PowerPoint	[not asked in Case Study One]

Helpful or Beneficial. Michael specified the most helpful aspects of the course as the "helpfulness of my instructor with all the questions I had," the "ease of communicating with my instructor," and "on-time weekly assignment availability" (Q CE-03).

In specifying the most helpful thing the instructor did, Michael really focused on the content of the class. "My teacher taught me many professional writing skills. Among them: how to build a perfect thesis statement, taking strong position when writing arguments, using proper citations, and how to persuasively write for a big audience" (Q CE-15).

Time Investment. Michael believed "Managing my time efficiently is the most important thing in my academic career. Online classes are great if you're good using technology. Sometimes it is little tedious to look at the screen for prolonged period of time." (Q LS-11). His reported time investment can be seen in Table 62.

Table 62. Michael's Self-Reported Study Time

Survey Question	Response (in hours)
LS_05 How long is your typical study session for this course?	> 4 hours (reported as "5 hours")
LS_06 How much time do you study for this course per day?	At least 2-3 hrs per day.
LS_06a Per week?	Roughly 15-20 hours per week
CE_09 Indicate how many hours you spent online each week working on this course.	7-10 hours per week
CE_10 Indicate how many hours you spent offline (not on the computer) each week working on this course.	7-10 hours per week

Interactions. Michael made use of multiple communication tools to communicate with the instructor, pursuing both online and offline connections. "I communicated with my teacher with face to face meetings, via e-mail, via WebVista and discussions, via weekly assignment upload areas, and we talked over the phone" (Q CE-14).

Interactions with fellow students were reported to be helpful as well, but all were conducted online. These included peer reviews and discussions. "The learning experience was more exciting because we discussed the most important societal issues. The exchange of views in this manner furthers learning from one another and could bring new innovations" (Q CE-18).

Michael was one of the few students in this class to initiate or participate in an exchange with other students on the discussion board.

Study Habits and Learning Strategies. His responses show that he put a high importance on communicating with teacher and peers and did not restrict time for those activities. This student was unusual in that he rated interaction with both instructor and peers to be very important. (In answering questions about time spent, Michael did not stick to the given scale; see Table 63.)

This respondent reported using screen and printouts for reading lesson modules and written comments from the teacher and peer reviewers (Q LS-8, 9).

Table 63. Michael's Ranking of Importance and Time Spent for Study Activities

No.	Item	Importance (1 low, 5 hi)	Time Spent
LS_15r	Writing for this course	---	I write my thoughts as they precisely relate to assignment questions.
LS_01f, LS_15g	Read notes over and over again	5	Very important.
LS_01i	Make good use of study time	5	---
LS_02b, LS_15l	Read assignment material	5	Repeatedly read and reread
LS_02f, LS_15p	Reread text to clarify problems	5	Yes, that is usual.
LS_15a	Reading course materials for this course	---	Very important
LS_02a, LS_15k	Check points of assignment	5	15 minutes
LS_01a, LS_15b	Finding most important ideas from readings	5	Very important.
LS_02c, LS_15m	Read text / textbook	5	Read 3 times
LS_01c, LS_15d	Try to relate to what I know already	5	Very important.
LS_01d, LS_15e	Determine concepts I don't understand well	5	Seek help from instructor. Do research in the library.
LS_01g, LS_15h	Relate my ideas to what I am reading	5	1 hour
LS_01e, LS_15f	Connect the readings and concepts	5	Very important.
LS_01b, LS_15c	Memorize key words of important concepts	5	Very important.
LS_15s	Reviewing comments from teacher or peers	---	I value highly my instructor comments. I also read and accommodate my peer reviews.
LS_15t	Reading email for this course	---	It is very important.
LS_02e, LS_15o	Interact with instructor	5	Whenever I have a question
LS_02d, LS_15n	Communicate with classmates via chat room	5	As questions arise
LS_02g, LS_15q	Contact instructor to clarify problems	5	I do that.
LS_15u	Participating in discussions for this course	---	Very important.
LS_01j, LS_15j	Give up the difficult parts and study the easy ones	1	0 minutes
LS_01h, LS_15i	Decide what I am supposed to learn from this course	1	15 minutes

Note: Shaded rows highlight communicative tasks.

Michael's Complex Experience with Online Learning. Michael was highly engaged in the course, which would not necessarily be assumed of a senior level student

taking an entry-level required course. The student was motivated in his learning and found much to appreciate in this course. He showed active involvement by participating more than required in exchanges with other students, corresponding with and visiting the instructor, and volunteering to participate in an interview after the end of the class. This student highly valued communication and did not feel limited to online tools because this was defined as an online course. Michael had a robust interest in education in general which gave him great appreciation for this course specifically.

Michael's interest was not reflected in the CMS statistics. Although he posted a few more messages than the average, that statistic does not capture the passion with which he talks about this class or what he learned here about writing.

Profile: "Dani"

Respondent	Term	Gender	Level in School	Major	Online Experience
Dani	Fall	Female	Sophomore	Sci./Tech. Comm.	1st Time

Dani was an older-than-traditional female sophomore studying technical communication; she participated in the fall section as part of Case Study Two. She was familiar with computers, and prefaced comments in her follow-up e-mail interview with the comment, "I am glad you continue to ask for feedback, usability rules!" In her enthusiasm for technology, she was perhaps atypical, yet she displays a typical patchwork of technical skill.

This was the first time she had taken a course entirely online. She was taking additional campus-based courses at the same time but was not aware of approaching or managing her study time differently for this online class than for her other courses that met in a classroom. She expressed surprise at how convenient the online class format was

for her, and especially appreciated the ability to work when she "needed and wanted to, always was ample time to read, write and submit" (Q CE-03). Thus, she expressed appreciation for flexibility, but also for time to reflect on her assignments.

When the course began, Dani reported that she tried to do as much as she could online, but that she was feeling some nervousness having never taken an online class before (Q TA-09). She also reported some positive expectations about taking an online class (Q TA-10).

Dani reported that she felt she had made good use of her study time for this course, explaining that the course required lots of study time for her. She found it necessary to "read and reread and reread instructions and examples. There is so much more to writing then I knew so I had to write, rewrite, reread, rewrite then do it all again" (Q CE-21).

This student reported spending higher than average amounts of time on the computer, perhaps due to her involvement and work in a technical field. Her pattern of participation was to log in at least once per day. Only twice in the semester did she go two days in a row without logging in; those dates were around Thanksgiving and the first of December.

The WebVista course management system reports that this student logged in 148 times, the highest number of logins in her section (next highest was 128 times). Her first log-in was September 4, the first day of class, and her last was December 14, when the last paper was due. She spent 37:50:16 total hours logged into the course web site (the highest number of hours was 38:46:39). Of that total time, 01:20:41 was spent submitting assignments. Her longest session was in week 10 when the class was working on drafting

the first stage of the final assignment. Most of that time was spent reading submissions from other students on the topics of their research papers and the teacher's response to those topics. It appears that she read each one. Over the entire term, she posted 24 messages and read 1,609 messages on the discussion boards.

Her final grade in the course was an A–. She indicated that she would "definitely" take another writing course online, citing primarily the convenience and the ability to avoid driving and parking.

Her attitude and patterns of participation seem to indicate that she was engaged in the course. She was enthusiastic, completed all the work, and logged into the course almost every day. I believe that, even more than her comfort with technology, that it was her frequent use of technology that enabled her daily contact with the course.

Access. Dani reported most often accessing the course web site from her laptop computer at home (Q CE-06). She also mentioned accessing the course web site at work and via her laptop in other locations. She relied on her co-workers for technical support throughout the term.

Dani reported experiencing technical frustration when connecting to the internet until she "got a high speed internet connection" (Q CE-19). Although she was majoring in technical writing and comfortable with technology, she was one of the last students to get a high speed internet connection. She made the switch to high speed early in the semester because "Load time was very slow and connectivity not reliable" (personal interview).

Dani reported spending a high amount of time on the computer, 40 hours per week on average. One student reported spending a greater amount of time online (60

hours per week; for her class, the average was 21.39 hours per week). For comparison, consider that the Educause Center for Applied Research (2007), reported the mean for their sample was 18 hours per week online, including time both writing papers and communicating. Only 6% of the Educause sample reported spending more than 40 hours per week online. So this student's computer exposure was quite high. Much of Dani's time online was for work activities. West et al. found that time spent working online correlated positively with online course success. A summary of Dani's online activity in this course can be seen in Table 64.

Table 64. Dani's Activity Online

Activity	Frequency
Read Discussion postings	1,609
Viewed Content folders	421
Viewed Files	326
Read Assignment files	51
Posted Discussion postings	24
Viewed Web links	20

Computer Experience. Dani reported that she had been using the computer for 12 years, and all of that time using it for educational purposes. This respondent reported the following levels of expertise with various programs (see Table 65).

Table 65. Dani's Experience with Various Software Programs

Program	Level of Expertise
MS Word	regular use
Virtual meeting software	regular use
PowerPoint	regular use
Notepad or Wordpad	some use
Web Vista	minimal exposure
MSWorks	none
WordPerfect	none

This student reflected shallow experience with various word-processing software packages. She was familiar with only one word processing software; and although Web

Vista was the campus-supported course management system, this sophomore reported minimal exposure when this course started. Although in some ways Dani appeared to be very technologically savvy, she did not report being an expert in any of the programs.

Problems or Frustrations. One specific complaint Dani had about the course was the number of "places to look for assignments — I had to read every link and page to make sure I understood each assignment and due date" (Q CE-04). She felt that to improve the course, these due dates and assignments should be listed "in one section instead of multiple" places (Q LS-14). When probed, she reported that the information was consistent, she just felt it would be "more helpful to post things in one single area versus multiple spots" (personal interview).

Helpful or Beneficial. Dani indicated that she did understand all the due dates and that having "scheduled assignment due dates and time of day" helped her plan her study time (Q LS-13). She found the Week by Week Links and the Conference Chat to be the most useful parts of the course web site. CMS statistics show that she entered the Chat (live discussion) page only 4 times. One explanation may be that this respondent confused the Chat tool with the online Breeze meetings.

Time Investment. All student respondents seemed to have difficulty estimating time spent on specific activities. (See Dani's estimates in Table 66.) Dani's collected responses regarding time illustrate some typical inconsistencies. Dani reported most often accessing the course web site in the early morning (4:00 – 8:00 a.m.) from her laptop computer at home (Q CE-06). She later indicated that she regularly studied for this course in the evenings 5:30 – 8:30 p.m. (Q LS-04). This seeming inconsistency might reflect

variance from early semester plans to later semester realities. It might also reflect not equating "web access" with "study time."

Table 66. Dani's Self-Reported Study Time

Survey Question	Response (in hours)
LS_05 How long is your typical study session for this course?	2-4 hours
LS_06 How much time do you study for this course per day?	3 hours per day
LS_06a Per week?	21 hours per week
CE_09 Indicate how many hours you spent online each week working on this course.	10-20 hours per week
CE_10 Indicate how many hours you spent offline (not on the computer) each week working on this course.	1-6 hours per week

Interactions. When asked about interactions in the class, Dani reported that "WebVista was my main line to the course, email with the professor was helpful also." She found these modes of communication effective and felt the teacher was concerned about her learning because the teacher "provided comments with each assignment that seemed very personal and were helpful. She also sent emails. We participated in an online chat as well. Overall her communications with me and the class were excellent" (personal interview). This student was pleased with her communication with the professor.

The most helpful action by the teacher was "a chance to rewrite my first paper. I have been away from school…the first assignment was frightening. I did not understand the assignment…[what I] submitted…did not satisfy the assignment, and she asked if I would like to rewrite and resubmit…" (Q CE-15). This is an example of how the instructor can individualize a course for individual students.

This student did not have much specific to say about communications with the teacher or with other students, reporting simply that email was the best method to reach the instructor (CE-16) and she experienced no frustration in communicating that way

(CE-17). In describing her communication with other students, she replied simply, “Yes, these were helpful” (CE-18). Judging by her comments, student interactions were helpful, but not extremely important to this respondent.

Study Habits and Learning Strategies. There seems to be some consistency between the activities that Dani deemed important and the amount of time spent at those activities. Dani demonstrates the trend for students to rate interactive activities (shaded rows in Table 67.) lower than content-related activities. She reported spending the most time at writing and at rereading notes. Dani was one of the few students who reported using both screen and printouts for reading lesson modules and written comments from the teacher and peer reviewers.

Table 67. Dani’s Ranking of Importance and Time Spent for Study Activities

No.	Item	Importance (1 low, 5 hi)	Time Spent
LS_15r	Writing for this course	---	8 hr / wk
LS_01f, LS_15g	Read notes over and over again	4	4 hrs / wk
LS_01i	Make good use of study time	5	---
LS_02b, LS_15l	Read assignment material	5	3 hrs / wk
LS_02f, LS_15p	Reread text to clarify problems	5	3 hr / wk
LS_15a	Reading course materials for this course	---	2 hrs / wk
LS_02a, LS_15k	Check points of assignment	5	1 hr / wk
LS_01a, LS_15b	Finding most important ideas from readings	5	1 hr / wk
LS_02c, LS_15m	Read text / textbook	4	1 hr / wk
LS_01c, LS_15d	Try to relate to what I know already	4	1 hr / wk
LS_01d, LS_15e	Determine concepts I don't understand well	4	1 hr / wk
LS_01g, LS_15h	Relate my ideas to what I am reading	3	1 hr / wk
LS_01e, LS_15f	Connect the readings and concepts	2	1 hr / wk
LS_01b, LS_15c	Memorize key words of important concepts	4	30 min / wk
LS_15s	Reviewing comments from teacher or peers	---	30 min / wk
LS_15t	Reading email for this course	---	30 min / wk
LS_02e, LS_15o	Interact with instructor	2	0
LS_02d, LS_15n	Communicate with classmates via chat room	1	0
LS_02g, LS_15q	Contact instructor to clarify problems	1	0
LS_15u	Participating in discussions for this course	---	0
LS_01j, LS_15j	Give up the difficult parts and study the easy ones	1	0
LS_01h, LS_15i	Decide what I am supposed to learn from this course	1	0

Note: Shaded rows highlight communication activities.

Attitudes and Change Over Time. Dani indicated at the beginning of the term that she had some concern about the online class format. In a follow-up interview at the beginning of the next semester, she reported that although she was not taking any online courses at that time, she would have liked to. "The online class was a great experience…I would prefer to take all classes online and may change schools for this option" (personal interview). In this response, she typifies responses from many online course participants that express satisfaction with online courses and a propensity to repeat the experience. (That response remains true even for students who experienced some frustration in the process, which was not the case for Dani.)

Dani's Complex Experience with Online Learning. Dani was typical in her patterns to post online messages only when required and to indicate a low value for interacting with either fellow students or the instructor. Yet looking at her overall pattern of behavior in the course, she does appear to be engaged in learning: she read all the materials and checked into the class web site regularly and often; she reported satisfaction and a sense of growth in her writing. This student profile seems to support the idea that participation in online discussions may not indicate the full impact of a course on student learning.

Prolile: "Kara"

Respondent	Term	Gender	Level in School	Major	Online Experience
Kara	Fall	Female	FY2	Environ. Science	Repeater

The last profile I will present is of Kara, a female first-year student in the fall semester section, Case Study Two. This was not her first semester at the University, but

she had not earned enough credits to complete her freshman requirements and was registered as a "FY2." Her major area of study was environmental science.

She had taken an online class before. In comparing her previous online course to this one, she stated this online writing course "was a lot more integrated than my previous course. Working with other students, developing projects—as opposed to quizzes and that is it" (Q CE-2). Her previous online course had been completed when she "was away at the time working an internship and could do it ["attend" class] each week without having to drive back and forth all the time. It was easier to make special arrangements for a midterm than find time to go to a class."

Access. Kara reported accessing the course web site from several locations, most frequently at home or at school via her laptop computer (Q CE-7, TA-4), primarily in the morning and late night hours. She reported using the computer 21–26 hours per week, all of that time connected to the internet (TA-7, 8). She relied on campus services for computer support, but they weren't always able to resolve her issues to her satisfaction (TA-6, 6a).

This respondent's first access was September 4, the first day of class (CMS data; see Table 68) and her last access was two days after the last paper was due (December 16, 2007, CMS data). During the semester, she completed 79 online sessions, logging a total of 22½ hours on the site (22:24:45, CMS data), which was about equal to the class averages (81.78 visits and 22:19:57 hours, CMS data). The CMS system recorded only one email message sent and one received, but this reflects the instructor's preference to use the official campus mail rather than the CMS course-only email. The student posted 33 discussion messages, and read more (94 messages read, CMS data). This student

submitted all 5 assignments through the Assignment dropbox, spending a total of 14 minutes (14:20, CMS data) doing so. She accessed content files on the web site 126 times during the semester.

Table 68. Kara's Activity Online

Activity	Frequency
Read Discussion postings	94
Viewed Content folders	226
Viewed Files	126
Read Assignment files	14
Posted Discussion postings	33
Viewed Web links	2

Computer Experience. This respondent began using the computer in second grade and so had been using the computer for about 13 years, all of that time included educational use (Q TA-2, 3). She reported being quite comfortable with several word processing programs (see Table 69).

Kara had used WebCT before and had a strong preference for that earlier version. She declared that she did not like the changes that had recently been made to the WebVista course management software and she would have rated her skill with that program higher "if [WebVista] hadn't changed it to the incredibly unlikeable version they have now!" (Q TA-17).

Table 69. Kara's Experience with Various Software Programs

Program	Level of Expertise
MS Word	Expert user
Virtual meeting software	None
PowerPoint	Some use
Notepad or Wordpad	Expert user
Web Vista	Regular use
MSWorks	Some use
WordPerfect	Regular use

Problems or Frustrations. Students in this course had the option to use an online book, which Kara did. Kara "did not like the electronic book" (personal interview). She had trouble setting up the website for the online book. "It took me a really long, long time to figure out and it was confusing" (Q CE-4). "The instructor was very helpful in setting it up again with me" (Q CE-19). Although Kara expressed some frustration with the campus support system, she was very pleased with the instructor's willingness to help her set up the online book connections. The online book was not a University supported application; it was also an experimental tool for the instructor. This situation points out the many support issues that can arise with various tools and varying levels of support for those tools.

Helpful or Beneficial Aspects. Kara named the online chat as the most beneficial aspect of this online course. "I really enjoyed the chat periods via the web with the instructor, they were helpful—and less time consuming than going into office hours. It fit more into my life" (Q CE-3). Students did not distinguish between the course Chat tool and live online meetings with the instructor.

Time Investment. Kara reported being aware of using study time differently for this online class than for other classroom-based courses. When asked to explain, she focused on the time element. "It usually takes up less time to do the online course." When probed if that was because the content was not challenging for her, she elaborated,

> I think that it [this course] was easier because it was online. I didn't have to go to class, deal with stupid group work or getting to know peoples names. It was all very clearly outlined each week what we had to do and by when, no ifs ands or buts—no lectures—and if we were confused you

could simply just ask the professor and have "one-on-one" with them, more so than in a regular lecture type course, I found. (personal interview)

This respondent was pretty consistent in reporting the time spent studying for this course. See Kara's time estimates in Table 70.

Table 70. Kara's Self-Reported Study Time

Survey Question	Response (in hours)
LS_05 How long is your typical study session for this course?	1–2 hours
LS_06 How much time do you study for this course per day?	1/2 hour depending on the day
LS_06a Per week?	3 hours or so a week.
CE_09 Indicate how many hours you spent online each week working on this course.	1–6 hours per week
CE_10 Indicate how many hours you spent offline (not on the computer) each week working on this course.	1–6 hours per week

Interactions. Kara described her use of the different communication tools pretty simply. "Most of the time [our assignment] was posting to a group discussion board, and then the instructor would reply. As far as "chat" the only thing we really did was the virtual office hours which were pretty sweet" (Q CE-13).

She felt the teacher's concern for her and her learning were communicated through understanding about technical problems, "whenever I told her I was having trouble, she was very realistic and understanding. My internet went out for 5 days. She understood and gave me time" (Q CE-14). She appreciated that the teacher was "a positive and encouraging conversationalist… It would be easy to forget everything and not care about the students [online] but—it was nice" (Q CE-15). "Anytime I communicated with her, there were speedy responses and follow ups, and some random just-making-sure-you're-doing-this-and-this type of things" (Q CE-16). Kara interacted with the instructor in several mediums and all contributed to the student's impression of the teacher's friendly attitude: "from the online chat sessions, from going to see her in

person, and a bit from e-mails when concerned on topics or whatever in regards to course material" (personal interview). So it seems that the teacher was able to use several methods and media to convey her concern for students in this online environment.

On the other hand, Kara did not have such a positive impression of communication with her fellow students. She described the peer review exchanges as only "semi-beneficial" and "would have preferred a more teacher-revised portion instead" (Q CE-18). In the interview, she elaborated with some pretty strong feelings on this subject.

> I think that peer reviews are a waste of time. I'd rather have an instructor's review because they are the ones who know what they want for the grade, and know exponentially more amounts on the subject material. It's also their job and part of being a professor is teaching. I don't see peer review as a teaching method at all. (personal interview)

This attitude may seem counter to the perceived social nature of Net Gen students. In other research, Boyd notes that the online teaching is trying to take advantage of social constructionism, but students are still coming to class with traditional classroom expectations. This time of "flux" may be difficult until students and teachers come to have similar expectations for learning situations.

Study Habits and Learning Strategies. Kara did not consider that she "studied" online: "I don't really study online for this class. I usually am just online to turn in a paper or posting. Otherwise I use the books" (Q LS-7). However she did report doing class activities online. For instance, she would read class material both online and on paper, but she consistently read comments from the instructor and from peer reviewers

online (Q LS-8, 9). Her suggestions for improving the course both related to due dates. One was to have a reminder after the weekend before the regular Tuesday due dates, the other was to change the due date from noon to sometime later in the day. Other respondents also complained about the noon due dates.

As in some of her other responses, Kara shows strong opinions in her responses to questions about the difficulty of estimating times spent on discrete learning tasks (see Table 71).

Attitudes and Change over Time. In the beginning of the course, Kara claimed, "I do as much as I can online" (Q TA-9). She began the course with experience and a positive attitude about the course and there was no significant change in her outlook. She concluded that she would like to take another writing course online, "Very much so, if it was run like this one" (Q CE-05). At the time of the follow-up interview, she was not taking any online courses, but had wanted to and looked for one, but "none were offered that were worthwhile to take" (personal interview).

Kara's Complex Experience with Online Learning. Kara expressed strong feelings about the class, her instructor, and her classmates—not all of them were positive. Reviewing her papers and the comments she received from her instructor, her confidence in her own writing skill seems justified. There were several writing errors in her survey answers, but she corrected similar problems in her polished assignments.

Kara appreciated the benefits of online learning: one-on-one time with her instructor and the freedom to study when she wants to. She also displays some behaviors that can be challenging for online teachers, for example, becoming very frustrated with

technical problems and expressing negative thoughts more freely online than would be expected face-to-face.

Table 71. Kara's Ranking of Importance and Time Spent for Study Activities

Item Numbers	Question Prompt	Importance (1 low, 5 hi)	Time Spent
LS_15r	Writing for this course	---	an hour or two
LS_01f, LS_15g	Read notes over and over again	5	What notes?
LS_01i	Make good use of study time	3	---
LS_02b, LS_15l	Read assignment material	5	barely necessary
LS_02f, LS_15p	Reread text to clarify problems	3	there hasn't been any.
LS_15a	Reading course materials for this course	---	20 min maybe
LS_02a, LS_15k	Check points of assignment	5	I do what's needed.
LS_01a, LS_15b	Finding most important ideas from readings	1	0
LS_02c, LS_15m	Read text / textbook	3	5 minutes
LS_01c, LS_15d	Try to relate to what I know already	5	I don't count minutes I sit and think about these things.
LS_01d, LS_15e	Determine concepts I don't understand well	3	It's not that hard, really. It's freshman writing. Most of this stuff you learn in 6th grade.
LS_01g, LS_15h	Relate my ideas to what I am reading	5	I don't count how long I think while reading
LS_01e, LS_15f	Connect the readings and concepts		5 min maybe
LS_01b, LS_15c	Memorize key words of important concepts	1	0
LS_15s	Reviewing comments from teacher or peers	---	however long it takes me
LS_15t	Reading email for this course	---	whenever it appears
LS_02e, LS_15o	Interact with instructor	3	a couple times a week
LS_02d, LS_15n	Communicate with classmates via chat room	1	Why would I?
LS_02g, LS_15q	Contact instructor to clarify problems	5	A lot
LS_15u	Participating in discussions for this course	---	We just post.
LS_01j, LS_15j	Give up the difficult parts and study the easy ones	3	I really don't know what you're talking about.
LS_01h, LS_15i	Decide what I am supposed to learn from this course	2	It's outlined each week. I don't spend time mulling over it.

Note: Shaded rows highlight communicative tasks.

CONCLUSION

These profiles show the rich and unique array that each student brings into an online first-year writing course. The theories we use to guide our structure of online writing courses needs to be equally rich and complex. This research contributes a reminder that our framing theory can impact how we address the multiple facets of student participants and can guide us to a greater understanding of how to help students succeed in online first-year writing courses. I recommend looking beyond social constructivist theories that focus on external influences and activities toward theories that help us incorporate a deeper view of our writing students and their contextual experience. These implications serve as reminders to focus on the essentials of writing pedagogy as we re-evaluate course design and how we practice our craft in a new medium.

Although these are not revolutionary implications, I believe they can help propel OFYW research in new directions. Now that we have gained some confidence in the technology and tools used to teach writing online, we should strive to balance technology research with pedagogical research and efforts to improve applications of online writing pedagogy to help students be consistently successful in online writing courses.

FUTHER RESEARCH

The findings of these case studies open questions that beg for further research. One primary interest would be to repeat these studies with a larger group of students with the goal of confirming whether the West et al. findings could be confirmed with another group. The small sample size and the narrow range of grades, as well as the mixed audience of first-year and upper-level students, limit the direct applicability of these

findings. Repeating the study with a larger group of students could lend more credence to these findings and those of West et al.

Another interesting hypothesis was uncovered when presenting these findings at conferences. Discussions with instructors confirmed student comments from this study that indicate students experience comments written within the text of their papers as more "personal" than endnote comments. Instructors were not aware of giving different types of feedback, but students seem to experience that feedback differently. Students seem to perceive written feedback to be more personal and comprehensive. It would be interesting to explore the feedback that students are actually getting and how they perceive personal connections with the instructor through feedback on assignments.

Another angle that would be interesting to study would be to study a cohort group that shares several face-to-face classes, but participates in their first-year writing course in an online environment. Working with a cohort group in this manner might help to isolate some of the interaction issues resulting from the online forum from those resulting from interacting with unknown classmates. Such a study might illuminate some additional factors at work in an online first-year writing classroom.

These are just a few ways that this study could contribute to continued growth of understanding concerning online first-year writing pedagogy.

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Appendix A
Case Study One Technology Access Survey

Technology Access Survey Questions		
Case Study One (Spring ’07)	**Number for Analyses**	**Case Study Two (Fall ’07)**
1. Indicate your level in school.	TA-01	1. Indicate your level in school.
2. How many years have you been using the computer?	TA-02	2. How many years have you been using the computer?
3. How many years have you been using the computer for learning purposes?	TA-03	3. How many years have you been using the computer for learning purposes?
4. From where do you access the course web site? (Mark as many as apply.)	TA-04	4. From where do you plan to access the course web site? (Place an "X" next to as many as apply.)
5. True or False: I have high speed internet access at home.	TA-05	5. Do you have high speed internet access at home? (Yes or No)
6. Where do you get technical support when you have trouble with your computer?	TA-06	6. Do you have access to technical support? (Yes or No) If yes, describe:
	TA-06a	7. Have you used that technical support service? (Yes or No)
7. On average, how many hours do you spend on the computer per week?	TA-07	8. On average, how many hours do you spend on the computer per week?
8. On average, how many hours do you spend on the internet per week?	TA-08	9. On average, how many hours do you spend on the internet per week?
9. Indicate the statement that most accurately reflects your attitude about working with computers. I avoid computers when I can. I am unsure of myself when working with computers. I know how to do tasks on the computer, but would rather do them in person. I don’t mind working on computers. I enjoy working on the computer. I do as much as I can online.	TA-09	11. Indicate the statement that most accurately reflects your attitude about working with computers. (Place an "X" next to your choice.) I avoid computers when I can. I am unsure of myself when working with computers. I know how to do tasks on the computer, but would rather do them in person. I don’t mind working on computers. I enjoy working on the computer. I do as much as I can online.
10. Indicate the statement(s) that most accurately reflects your initial attitude about taking a class online. (Mark as many as apply.) I avoid computers when I can. I am unsure of myself when working with computers. I know how to do tasks on the computer, but would rather do them in person. I don’t mind working on computers. I enjoy working on the computer. I do as much as I can online.	TA-10	12. Indicate the statement(s) that most accurately reflects your attitude about taking a class online. (Place an "X" next to as many as apply.) I avoid computers when I can. I am unsure of myself when working with computers. I know how to do tasks on the computer, but would rather do them in person. I don’t mind working on computers. I enjoy working on the computer. I do as much as I can online.
	TA-10a	12a. If you've taken an online class before, was it a good experience (Yes or No)? Explain.

Technology Access Survey Questions		
Case Study One (Spring '07)	**Number for Analyses**	**Case Study Two (Fall '07)**
11. Has this experience changed your opinion of online classes? If so, how?	TA-11	
		10. How much experience do you have with the following software programs? Use the following scale: 0 = no experience, 1 = minimal exposure, 2 = some use, 3 = regular use, 4 = expert user
12. How much experience do you have using MicrosoftWord?	TA-12	10a. MS Word
13. How much experience do you have using Notepad or WordPad?	TA-13	10d. Notepad or Wordpad
14. How much experience do you have using Microsoft Works?	TA-14	10c. MSWorks
15. How much experience do you have using WordPerfect?	TA-15	10b. WordPerfect
16. How much experience do you have using online meeting software (Online Meeting or BreezeLive)?	TA-16	10e. Online or virtual meeting software (for example, BreezeLive or Online Meeting
17. Before this class, how much experience did you have using WebCT?	TA-17	10g. Web Vista
[not asked]	TA-18	10f. PowerPoint

Participants by Academic Level

Table #. Survey Participants by Level and as Percentage of Sample and Enrollment

	FY	SO	JR	SR	ND
Sample	5 FYs 41.7% of sample	4 SOs 33.3% of sample	2 JRs 16.7% of sample	1 SR 8.33% of sample	0 ND 0%
Enroll.	FYs = 31.8% of enrollment (7/22)	SOs = 27.3% of enrollment (6/22)	JRs = 18.2% of enrollment (4/22)	SRs = 9.0% of enrollment (2/22)	NDs = 13.6% fo enrollment (3/22)

TECHNOLOGY ACCESS SURVEY DATA

Question TA-01: Indicate your level in school. (Multiple Choice: PSEO, First-Year, Sophomore, Junior, Senior)

Data

Spring	Level	First Time?
	First Year	Yes
	First Year	Yes
	First Year	Yes
	First Year	No
	First Year	No
	Sophomore	Yes
	Sophomore	Yes
	Sophomore	No
	Sophomore	No
	Junior	Yes
	Junior	No
	Senior	Yes

Analysis

	First Year	Sophomore	Junior	Senior	Total
Spring	5	4	2	1	12

Question TA-02: How many years have you been using the computer? (Open-ended response)

Data

Spring	Response	Level	First Time?
	1	FY	Yes
	I'm not sure maybe 7 or 8 years.	FY	No
	Around 8 or 9	FY	Yes
	13 years	FY	No
	15	FY	Yes
	About 10 years	Sophomore	No
	10 Years	Sophomore	Yes
	For at least 11 years.	Sophomore	No
	13	Sophomore	Yes
	Since elementary school	Junior	Yes
	13 years	Junior	No
	15 yrs	Senior	Yes

Analysis

Total number of respondents in each time use category by level in school

	FY	SO	JR	SR	Totals
1-5 years	1				1
7-10 years	2	2			4
11-15 years	2	2	2	1	7
Totals	5	4	2	1	12

Total number of respondents in each category by level in school

	FY Sp	So Sp	Jr Sp	Sr Sp	Upper Subtot	Totals
1-5 years	1				0	1
7-10 years	2	2			2	4
11-15 years	2	2	2	1	5	7
subtotal		4	2	1		
Total	5				7	12

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	So 1st	Jr 1st	Sr 1st	No. First Timers	FY Rep	SO Rep	Jr Rep	Sr Rep	No. of Repeaters
1-5 years	1				1					0
7-10 years	1	1			2	1	1			2
11-15 years	1	1	1	1	4	1	1	1		3
Total	3	2	1	1	7	2	2	1	0	5

Question TA-03: How many years have you been using the computer for learning purposes? (Open-ended response)

Data

Spring	Response	Level	First Time
	One	FY	Yes
	Maybe 4 or 5 years.	FY	No
	about 8 or 9	FY	Yes
	10	FY	Yes
	10 years	FY	No
	2	Sophomore	Yes
	7 Years	Sophomore	Yes
	About 9 years	Sophomore	No
	For at least 11 years.	Sophomore	No
	Since elementary school	Junior	Yes
	13 years	Junior	No
	10 yr	Senior	Yes

Analysis

Total number of respondents in each category by level in school

	FY Sp	So Sp	Jr Sp	Sr Sp	Upper Subtot	Totals
1-5 years	2	1			1	3
6-10 years	3	2			2	6
11-15 years		1	2	1	4	3
subtotal		4	2	1		
Total	5				7	12

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	So 1st	Jr 1st	Sr 1st	No. First Timers	FY Rep	SO Rep	Jr Rep	Sr Rep	No. of Repeaters	Totals
1-5 years	1	1			2	1				1	3
6-10 years	2	1		1	4	1	1			2	6
11-15 years			1		1		1	1		2	3
Total	3	2	1	1	7	2	2	1	0	5	12

Question TA-04: From where do you plan to access the course web site? (Multiple Choice Question, as many as apply)

Data

Spring	Response	First Time	Level
	Home, off campus; On-campus dorm	Yes	FY
	Home, off campus; On-campus dorm; Laptop, in University library or on-campus study area	Yes	FY
	On-campus dorm	Yes	FY
	Home, off campus; On-campus dorm; Work; Laptop, in University library or on-campus study area; Laptop, in coffee shop or other public location	No	FY
	University computer labs; Laptop, in University library or on-campus study area	No	FY
	Home, off campus; University computer labs; Laptop, in University library or on-campus study area; Laptop, in coffee shop or other public location	Yes	Sophomore
	Home, off campus; Work; Laptop, in University library or on-campus study area	Yes	Sophomore
	Home, off campus; Home of friend or family member; University computer labs	No	Sophomore
	Home, off campus; Home of friend or family member; University computer labs	No	Sophomore
	Home, off campus; Work	Yes	Junior
	Home, off campus; Laptop, in University library or on-campus study area; Laptop, in coffee shop or other public location	No	Junior
	Home, off campus; University computer labs; Work; Laptop, in University library or on-campus study area; Laptop, in coffee shop or other public location	Yes	Senior

Analysis

Total responses

Access Site	Number of Responses
Home, off-campus	10
Home of friend or family member	2
On-campus dorm	4
University computer labs	5
Work	4
Laptop, in University library or on-campus study area	7
Laptop, Coffee shop or other public location	4
Total	36

Total number of respondents in each category by level in school

Access Site	FY Sp	SO Sp	JR Sp	SR Sp	Upper Subtot	Totals
Home, off-campus	3	4	2	1	7	10
Home of friend or family member	0	2			2	2
On-campus dorm	4				0	4
University computer labs	0	3		1	4	4
Work	1	1	1	1	3	4
Laptop, in University library or on-campus study area	3	2	1	1	4	7
Laptop, Coffee shop or other public location	1	1	1	1	3	4
Total number of responses	12	13	5	5	23	

Comparison of first-timers and repeaters in each time category by level in school

Access Site	FY 1st	SO 1st	JR 1st	SR 1st	No. First Timers	FY Rep	SO Rep	JR Rep	SR Rep	No. of Repeaters
Home, off-campus	2	2	1	1	6	4				4
Home of friend or family member					0		2			2
On-campus dorm	3				3	1				1
University computer labs		1		1	2	1	2			3
Work		1	1	1	3	1				1
Laptop, in University library or on-campus study area	1	2		1	4	2		1		3
Laptop, Coffee shop or other public location		1		1	2	1		1		2
Total number of responses	6	5	2	5	18	10	4	2	0	16

Question TA-05: Do you have high speed internet access at home? (Yes or No)

Data

Spring	Response	First Time	Level
	Yes	Yes	FY
	Yes	Yes	FY
	Yes	Yes	FY
	Yes	No	FY
	No	No	FY
	No	No	Sophomore
	Yes	Yes	Sophomore
	Yes	No	Sophomore
	Yes	Yes	Sophomore
	Yes	Yes	Junior
	Yes	No	Junior
	Yes	Yes	Senior

Analysis

Total responses

	Spring
Yes	10
No	2
Total	12

Total number of respondents in each category by level in school

	FY Sp	So Sp	Jr Sp	Sr Sp	Upper Subtot	Totals
Yes	4	3	2	1	6	10
No	1	1			1	2
subtotals		4	2	1		
Totals	5				7	12

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	SO 1st	JR 1st	SR 1st	No. First Timers	FY Rep	SO Rep	JR Rep	SR Rep	No. of Repeaters
Yes	3	2	1	1	7	1	1	1		3
No						1	1			2
subtotals	3	2	1	1		2	2	1		
Totals					7					5

Question TA-06: Do you have access to technical support? (Yes or No) If yes, describe: Yes or No Question Plus Open-ended Follow Up

Data

Spring	Response	First Time	Level
	I havent had any, but dell service plan	Yes	FY
	I have not had trouble with my computer yet.	Yes	FY
	My boyfriend	Yes	FY
	My husband deals with it. We haven't had any trouble yet.	No	FY
	family member	No	FY
	The Geek Squad (the company)	No	Sophomore
	A friend	Yes	Sophomore
	Librarian	No	Sophomore
	"I have used the U of M computer helpline with very good success."	Yes	Sophomore
	I have warranty on my laptop.	Yes	Senior
	I do my own IT support	No	Junior
	From me	Yes	Junior

Analysis

Total responses

	Response	Description
Yes	12	
		University = 2 Self = 2 Friend/family = 4 Geek Squad = 1 Computer company warranty = 2 No trouble yet = 1
No	0	
Total	12	

Question TA-07: On average, how many hours do you spend on the computer per week?

Data

Spring	Response	Level	First Time?
	7	FY	Yes
	About 15 to 20 hours.	FY	No
	20	FY	Yes
	20 hours	FY	Yes
	35	FY	No
	8	Sophomore	Yes
	at least 10 hours	Sophomore	No
	20 Hours	Sophomore	No
	30 hours	Sophomore	Yes
	45	Junior	No
	Probably about 50 with work.	Junior	Yes
	55 hrs	Senior	Yes

Analysis

Total responses

Range in hours	Frequency
<10	2
10	1
15–19	1
20	3
30	1
35	1
45–55	3
Total	12

Total number of respondents in each category by level in school

Range in hours	FY Sp	So Sp	Jr Sp	Sr Sp	Upper Subtot	Totals
<10	1	1			1	2
10		1			1	1
15–19	1				0	1
20	2	1			1	3
30		1			1	1
35	1				0	1
45–55			2	1	3	3
subtotal		4	2	1		
Total	5				7	

Comparison of first-timers and repeaters in each time category by level in school

Range in hours	FY 1st	So 1st	Jr 1st	Sr 1st	No. First Timers	FY Rep	SO Rep	Jr Rep	Sr Rep	No. of Repeaters
<10	1	1			2					0
10					0		1			1
15 -19					0	1				1
20	2				2		1			1
30		1			1					0
35					0	1				1
45 -55			1	1	2			1		1
Total					7				5	5

Question TA-08: On average, how many hours do you spend on the internet per week?

Data

Spring	Response	Level	First Time?
	5	FY	Yes
	about 10 hours.	FY	No
	15	FY	Yes
	18 hours	FY	Yes
	30	FY	No
	6	Sophomore	Yes
	at least 10 hours	Sophomore	No
	15 Hours	Sophomore	No
	30 hours, even if I'm writing a paper I am usually still on Instant Messenger or checking things online.	Sophomore	Yes
	Around 15	Junior	Yes
	20	Junior	No
	10 hrs	Senior	Yes

Analysis

Total responses

Range in hours	Totals
<10	2
10-19	7
20-29	1
30-39	2
Total	12

Total number of respondents in each category by level in school

Range in hours	FY Sp	SO Sp	JR Sp	SR Sp	Upper Subtot	Totals
<10	1	1			1	2
10-19	3	2	1	1	4	7
20-29			1		1	1
30-39	1	1			1	2
subtotal		4	2	1		
Total	5				7	12

Comparison of first-timers and repeaters in each time category by level in school

Range in hours	FY 1st	So 1st	Jr 1st	Sr 1st	No. First Timers	FY Rep	SO Rep	Jr Rep	Sr Rep	No. of Repeaters
<10	1	1			2					0
10-19	2		1	1	4	1	2			3
20-29					0			1		1
30-39		1			1	1				1
subtotal	3	2	1	1		2	2	1	0	
Total					7					5

Question TA-09: Indicate the statement that most accurately reflects your attitude about working with computers. (Multiple choice)

Data

Spring	Response	Level	First Time?
	I do as much as I can online.	FY	Yes
	I do as much as I can online.	Sophomore	Yes
	I enjoy working on the computer.	Senior	Yes
	I enjoy working on the computer.	FY	Yes
	I enjoy working on the computer.	FY	Yes
	I enjoy working on the computer.	Sophomore	Yes
	I don't mind working on computers.	Junior	Yes
	I do as much as I can online.	Sophomore	No
	I do as much as I can online.	Junior	No
	I do as much as I can online.	FY	No
	I do as much as I can online. I don't mind working on computers. I enjoy working on the computer.	FY	No
	I don't mind working on computers.	Sophomore	No

Analysis

Total responses

Response	Totals
I do as much as I can online.	6
I enjoy working on the computer.	5
I don't mind working on computers.	3
Total	14*

*One respondent chose 3 statements.

Total number of respondents in each category by level in school

Response	FY Sp	SO Sp	JR Sp	SR Sp	Upper Subtot	Totals
I do as much as I can online.	3	2	1		3	6
I enjoy working on the computer.	3	1		1	2	5
I don't mind working on computers.	1	1	1		2	3
subtotal		4	2	1		
Total	7*				7	14*

*One respondent chose 3 statements.

Comparison of first-timers and repeaters in each time category by level in school

Response	FY 1st	So 1st	Jr 1st	Sr 1st	No. First Timers	FY Rep*	SO Rep	Jr Rep	Sr Rep	No. of Repeaters
I do as much as I can online.	1	1			2	2		2		4
I enjoy working on the computer.	2	1		2	5	1				1
I don't mind working on computers.			1		1	1	1			2
Total										7

*One respondent chose 3 statements.

Question TA-10: Indicate the statement(s) that most accurately reflects your attitude about taking a class online. (Multi-choice Question: Place an "X" next to as many as apply.)

____ I'm a little nervous about an online class.
____ I think this online option will be convenient and efficient.
____ I have taken an online class before and it was a good experience.
____ I have taken an online class before and it was NOT a good experience.
____ I have never taken a class online before, but I am looking forward to it.
____ I'd rather attend class in person, but this is the only option that works for me.

Data

Spring	Response	First Time?	Level
	I have never taken a class online before, but I am looking forward to it.	Yes	Senior
	I have never taken a class online before, but I am looking forward to it.	Yes	Junior
	I think this online option will be convenient and efficient. I have never taken a class online before, but I am looking forward to it.	Yes	Sophomore
	I have taken an online class before and it was a good experience.	Yes	Sophomore
	I think this online option will be convenient and efficient. I have never taken a class online before, but I am looking forward to it.	Yes	FY
	I'd rather attend class in person, but this is the only option that works for me.	Yes	FY
	I think this online option will be convenient and efficient.	Yes	FY
	I have taken an online class before and it was a good experience.	No	Junior
	I'd rather attend class in person, but this is the only option that works for me.	No	Sophomore
	I have taken an online class before and it was a good experience.	No	Sophomore
	I have taken an online class before and it was a good experience. I think this online option will be convenient and efficient.	No	FY
	I have taken an online class before and it was a good experience. I think this online option will be convenient and efficient.	No	FY

Analysis

Total responses

Response	Totals
I have taken an online class before.	0
I'm a little nervous about an online class.	0
I think this online option will be convenient and efficient.	5
I have taken an online class before and it was a good experience.	5
I have never taken a class online before, but I am looking forward to it.	4
I'd rather attend class in person, but this is the only option that works for me.	2

*Note: The response "I'd rather attend class in person," was never combined with any other response.

Total number of respondents in each category by level in school

Response	FY Sp	SO Sp	JR Sp	SR Sp	Upper Subtot	Totals
I have taken an online class before.	0				0	0
I'm a little nervous about an online class.	1				0	1
I think this online option will be convenient and efficient.	4	1			1	5
I have taken an online class before and it was a good experience.	2	2	1		3	5
I have never taken a class online before, but I am looking forward to it.	1	1	1	1	3	4
I'd rather attend class in person, but this is the only option that works for me.	1	1			1	2

*Respondents chose multiple statements, so totals do not match sample count.

Comparison of first-timers and repeaters in each category by level in school

Response	FY 1st	SO 1st	JR 1st	SR 1st	No. First Timers	FY Rep	SO Rep	JR Rep	SR Rep	No. of Repeaters
I have taken an online class before.					0					0
I'm a little nervous about an online class.					0					0
I think this online option will be convenient and efficient.	2	1			3	2				2
I have taken an online class before and it was a good experience.		1#				2	1	1		4
I have never taken a class online before, but I am looking forward to it.	1	1	1	1	4					0
I'd rather attend class in person, but this is the only option that works for me.	1				1		1			1

Respondent reported in question TA-17 that she had used other online learning elements, but this was her first entirely online course.
*Respondents chose multiple statements, so totals do not match sample count.

Question TA-11: Has this experience changed your opinion of online classes? If so, how?

Data

Response	First Timer	Level
I think it is very conveinent and alot easier than I thought it would be.	Yes	FY
Yes I wish they were all online, I love it.	Yes	FY
Yes, it was much more organized than I imagined it being.	Yes	FY
It has convinced me to continue online classes. They are flexible with my schedule and allow me to make my own class time.	No	FY
Not really. It's only hard for me because I only get internet access when I come on campus. I don't mind it so much. It's all about keeping up with the work and turning it in on time.	No	FY
No, I figured it would be as convenient as it has been.	Yes	Sophomore
This has been the best online delivery of 3 courses I have taken. The instructor feedback is superb.#	Yes#	Sophomore
Yes, the instructor is more proactive in getting involved with students.	No	Sophomore
Overall, after my one experience, I have enjoyed taking classes online, especially when considering the convenience factor. But if anything, this class has made me enjoy them even more. This class enables more time and help from the professor, as well as a good working environment, and again, very convenient for all types of students.	No	Sophomore
No, I have always preferred them.	No	Junior
I did not have an opinion before since I had never taken an online class.	Yes	Junior
NA	Yes	Senior

*TA-11 was asked in Case Study One only.
Respondent reported in question TA-17 that she had used other online learning elements, but this was her first entirely online course.

Analysis

Total responses

Response	Totals
Yes, changed	7
No change in opinion	4
NA	1
Total	12

Total number of respondents in each category by level in school

Response	FY Sp	SO Sp	JR Sp	SR Sp	Upper Subtot	Totals
Yes, changed	4	3	1		4	8
No change in opinion	1	1	1		2	3
NA				1	1	1
subtotal		4	2	1		
Total	5				7	12

Comparison of first-timers and repeaters in each category by level in school

Response	FY 1st	SO 1st	JR 1st	SR 1st	No. First Timers	FY Rep	SO Rep	JR Rep	SR Rep	No. of Repeaters
Yes, changed	3	1			4	1	2	1		4
No change in opinion		1	1		2	1				1
NA				1	1					0
subtotal	3	2	1	1		2	2	1		
Total					7					5

Question TA-12: How much experience do you have using MicrosoftWord? Use the following scale: 0 = no experience, 1 = minimal exposure, 2 = some use, 3 = regular use, 4 = expert user

Data

Spring	Response*	Coded	First Timer	Level
	High amount	expert user	Yes	Senior
	A lot - using since high school	expert user	Yes	Junior
	A lot.	expert user	Yes	Sophomore
	a lot	expert user	No	Junior
	A lot	expert user	Yes	FY
	I started with Word 95 and I am running Word 2003	expert user	Yes	Sophomore
	Since it is very common I have a lot of experience	expert user	Yes	FY
	I have been using it since I started using computers. So a lot.	expert user	Yes	FY
	10 years	expert user	No	FY
	A decent amount; I have been using it ever since middle school.	regular use	No	Sophomore
	My experience is ok, I know enough to get things done.	regular use	No	FY
	Some experience	some use	No	Sophomore

*Although respondents were given a response scale, all of them wrote in their own responses, which did not match the pre-determined scale.

Question TA-13: How much experience do you have using Notepad or WordPad? Use the following scale: 0 = no experience, 1 = minimal exposure, 2 = some use, 3 = regular use, 4 = expert user

Data

Spring	Response	Coded	First Timer	Level
	little to none	minimal	Yes	FY
	I have used it a couple dozen times.	minimal	Yes	FY
	I rarely use notepad/wordpad, so I would say not so much experience.	minimal	No	FY
	Not very much	minimal	No	Junior
	Not much - I prefer Word.	minimal	Yes	Junior
	Only for my signature on my Email program, otherwise I never use them.	some use	Yes	Sophomore
	It is originally what I grew up with before middle school, but I hardly use it anymore.	some use	No	Sophomore
	some experience	some use	No	Sophomore
	Just about every time I open a Word doc.	regular use	Yes	Sophomore
	10 years	regular	No	FY
	About the same as MicrosoftWord ["Since it is very common I have alot of experience" (Q TA-12)]	regular	Yes	FY
	high amount	expert	Yes	Senior

*Although respondents were given a response scale, all of them wrote in their own responses, which did not match the pre-determined scale.

Question TA-14: How much experience do you have using Microsoft Works? Use the following scale: 0 = no experience, 1 = minimal exposure, 2 = some use, 3 = regular use, 4 = expert user

Data

Spring	Response	Coded	First Timer	Level
	none	no exp.	Yes	Senior
	NONE	no exp.	No	Sophomore
	Never used it.	no exp.	Yes	FY
	I never used it before.	no exp.	No	FY
	Not much - I prefer Word.	minimal	Yes	Junior
	Very little.	minimal	Yes	Sophomore
	A fair amount	some use	No	Junior
	Just PowerPoint and excel	some use	Yes	Sophomore
	Again Microsoft is very common I use Microsoft Works often.	regular use	Yes	FY
	A lot	regular use	Yes	FY
	Ever since High School.	regular use	No	Sophomore
	10 years	regular use	No	FY

Question TA-15: How much experience do you have using WordPerfect? Use the following scale: 0 = no experience, 1 = minimal exposure, 2 = some use, 3 = regular use, 4 = expert user

Data

Spring	Response		First Time	Level
	None. I have never heard of it.	no exp.	No	Sophomore
	None	no exp.	Yes	Sophomore
	Never used it.	no exp.	Yes	FY
	I never used this before either.	no exp.	No	FY
	Not much - I prefer Word.	minimal	Yes	Junior
	little	minimal	Yes	FY
	some	some use	No	Junior
	Some	some use	Yes	FY
	SOME	some use	No	Sophomore
	fair amount	some use	Yes	Senior
	5 years	regular	No	FY
	Do you mean the old word processor or the new evolved product called Groupwise? With Groupwise I maintain my work email and calendar scheduling.	regular	Yes	Sophomore

Question TA-16: How much experience do you have using online meeting software (Online Meeting or BreezeLive)? Use the following scale: 0 = no experience, 1 = minimal exposure, 2 = some use, 3 = regular use, 4 = expert user

Data

Spring	Response	Coded	First Time	Level
	None - this was the first experience I had with it.	no exp.	Yes	Junior
	Until this class, none.	no exp.	No	Sophomore
	None	no exp.	Yes	Sophomore
	none	no exp.	Yes	FY
	This is the first time I have used Breeze.	no exp.	Yes	Sophomore
	I will use it for the first time on Friday.	no exp.	Yes	FY
	Never used it this will be my first time.	no exp.	No	FY
	Some	some use	Yes	FY
	SOME	some use	No	Sophomore
	1 year	some use	No	FY
	High	expert	Yes	Senior
	a lot	expert	No	Junior

Question TA-17: Before this class, how much experience did you have using WebCT? Use the following scale: 0 = no experience, 1 = minimal exposure, 2 = some use, 3 = regular use, 4 = expert user

Data

Spring	Response		First Time	Level
	Just a little from last semester, but never in this active of a way.	some use	No	Sophomore
	1 semester	some use	No	FY
	I have had at least one class that used webCT since I started college 2 years ago.	some use	Yes	Sophomore
	One other class	some use	Yes	FY
	1 semesters worth.	some use	Yes	FY
	I had ok experience because I had one online class before.	some use	No	FY
	I have used WebCT for an instructional test and assessments ([partial online delivery with 2 in-person visits) and Psychology 1001 for lecture only, discussions was in -person. This is the first completely online course for me.	some use	Yes	Sophomore
	Some	some use	Yes	FY
	SOME	some use	No	Sophomore
	some experince.	some use	Yes	Senior
	a lot	expert	No	Junior
	None	no exp.	Yes	Junior

Appendix B
Case Study One, Learning Strategies Survey

Learning Strategies Survey Questions	
Number for Analyses	**Item**
	1. Indicate how typical the following study strategies are for you on a scale of 1 to 5, where 1 = Not at all typical and 5 = Very typical [Prompts rotated]
LS-01a	Finding most important ideas from readings
LS-01b	Memorize key words of important concepts
LS-01c	Try to relate to what I know already
LS-01d	Determine concepts I don't understand well
LS-01e	Connect the readings and concepts
LS-01f	Read notes over and over again
LS-01g	Relate my ideas to what I am reading
LS-01h	Decide what I am supposed to learn from this course
LS-01i	Make good use of study time
LS-01j	Give up the difficult parts and study the easy ones
	Indicate how often you use the following study habits, on a scale of 1 to 5, where 1 = Never and 5 = All of the time [Prompts rotated]
LS-02a	Check points of assignment
LS-02b	Read assignment material
LS-02c	Read text
LS-02d	Communicate with classmates via chat room
LS-02e	Interact with instructor
LS-02f	Reread text to clarify problems
LS-02g	Contact instructor to clarify problems
LS-03	Do you study for this online course at a consistent time each day or week (for example, Mondays from 2-4)? Yes or No
LS-03a	If Yes, when do you regularly study for this course?
LS-04	What time of day do you do most of your studying for this online course?
LS-05	How long is your typical study session for this course?
LS-06	How much time do you study for this course per day?
LS-06a	Per week?
LS-07	What other activities do you do online while studying for this course?
LS-08	Do you read module materials online, or print them out and read the hardcopy?
LS-09	Do you read written comments from your teacher and your peer reviewers online, or print them out?
LS-10	Are you also taking courses that meet in a classroom this semester? (Yes or No)
LS-11	Are you aware of approaching/managing your study time differently for an online class than for other courses that meet in a classroom? Explain.
LS-12	Do you understand the due dates for assignments in this course?
LS-13	What aspects of the course framework help you organize your study time?
LS-14	What changes to the design of the course or course web site would help you manage your time better?
LS-15a	Reading course materials for this course
LS-15b	Finding most important ideas from readings
LS-15c	Memorizing key words of important concepts
LS-15d	Trying to relate to what I know already
LS-15e	Determining concepts I don't understand well
LS-15f	Connecting the readings and concepts
LS-15g	Reading notes over and over again

Learning Strategies Survey Questions	
Number for Analyses	**Item**
LS-15h	Relating my ideas to what I am reading
LS-15i	Deciding what I am supposed to learn from this course
LS-15j	Giving up the difficult parts and study the easy ones
LS-15k	Checking points of assignment
LS-15l	Reading assignment material
LS-15m	Reading textbook
LS-15n	Communicating with classmates via chat room
LS-15o	Interacting with instructor
LS-15p	Rereading text to clarify problems
LS-15q	Contacting instructor to clarify problems
LS-15r	Writing for this course
LS-15s	Reviewing comments from teacher or peers
LS-15t	Reading email for this course
LS-15u	Participating in discussions for this course

Question LS-01a. Finding most important ideas from readings

Data

Spring	Response	First Time	Level
	4	Yes	FY
	4	Yes	FY
	4	Yes	FY
	5 Very Typical	Yes	Sophomore
	4	Yes	Sophomore
	3	Yes	Junior
	5 Very typical	Yes	Senior
	4	No	FY
	3	No	FY
	3	No	Sophomore
	3	No	Sophomore
	4	No	Junior

Analysis

Total responses

	5 Very Typical	**4**	**3**	**2**	**1 Not at All Typical**	**Totals**
Spring	2	6	4	0	0	12
Fall	7	4	2	0	1	14
Difference	5	2	2	0	1	
Total	9	10	6	0	1	26

Total number of respondents in each category by level in school

	FY Sp	So Sp	Jr Sp	Sr Sp	Upper Subtot	Totals
5 V. Typical	0	1	0	1	2	2
4	4	1	1	0	2	6
3	1	2	1	0	3	4
2	0	0	0	0	0	0
1 Not Typical	0	0	0	0	0	0
subtotals		4	2	1		
Total	5				7	12

Comparison of first-timers and repeaters in each category by level in school

	FY 1st	So 1st	Jr 1st	Sr 1st	No. First Timers	FY Rep	So Rep	Jr Rep	Sr Rep	No. Repeaters	Totals
5 V. Typical		1		1	2					0	2
4	3	1			4	1		1		2	6
3			1		1	1	2			3	4
2					0					0	0
1 Not Typical					0					0	0
Sub Totals	3	2	1	1	0	2	2	1	0	0	
Totals					7					5	12

Question LS-01b. Memorize key words of important concepts

Data

Spring	Response	First Time	Level
	5 Very Typical	No	FY
	5 Very Typical	Yes	FY
	4	Yes	FY
	4	No	FY
	3	Yes	FY
	5 Very Typical	Yes	Sophomore
	5 Very Typical	No	Sophomore
	2	Yes	Sophomore
	1 Not at All Typical	No	Sophomore
	4	Yes	Junior
	3	No	Junior
	5 Very Typical	Yes	Senior

Analysis

Total responses

	5 Very Typical	**4**	**3**	**2**	**1 Not at All Typical**	**Total**
Spring	5	3	2	1	1	12
Fall	5	3	3	2	1	14
Difference	0	0	1	1	0	
Total	10	6	5	3	2	26

Total number of respondents in each category by level in school

	FY Sp	**So Sp**	**Jr Sp**	**Sr Sp**	**Upper Subtot**	**Totals**
5 V. Typical	2	2		1	3	5
4	2		1		1	3
3	1		1		1	2
2	0	1			1	1
1 Not Typical	0	1			1	1
subtotals		4	2	1		
Total	5				7	12

Comparison of first-timers and repeaters in each category by level in school

	FY 1st	So 1st	Jr 1st	Sr 1st	No. First Timers	FY Rep	So Rep	Jr Rep	Sr Rep	No. Repeaters
5 V. Typical	1	1		1	3	1	1			2
4	1		1		2	1				1
3	1				1			1		1
2		1			1					0
1 Not Typical					0		1			1
0Totals	3	2	1	1	7	2	2	1	0	5

Question LS-01c. Try to relate to what I know already

Data

Spring	Response	First Time	Level
	5	No	FY
	4	Yes	FY
	4	Yes	FY
	4	No	FY
	2	Yes	FY
	5	Yes	Senior
	5	No	Junior
	4	Yes	Junior
	4	No	Sophomore
	4	Yes	Sophomore
	3	No	Sophomore
	2	Yes	Sophomore

Analysis

Total responses

	5 Very Typical	4	3	2	1 Not at All typical	Totals
Spring	3	6	1	2	0	12
Fall	6	4	4	0	0	14
Difference	3	2	3	2	0	
Total	9	10	5	2	0	26

Total number of respondents in each category by level in school

	FY Sp	So Sp	Jr Sp	Sr Sp	Upper Subtot	Totals
5 V. Typical	1		1	1	2	3
4	3	2	1		3	6
3		1			1	1
2	1	1			1	2
1 Not Typical					0	0
subtotals		4	2	1		
Total	5				7	12

Comparison of first-timers and repeaters in each category by level in school

	FY 1st	So 1st	Jr 1st	Sr 1st	No. First Timers	FY Rep	So Rep	Jr Rep	Sr Rep	No. Repeaters
5 V. Typical				1	1	1		1		2
4	2	1	1		4	1	1			2
3					0		1			1
2	1	1			2					0
1 Not Typical					0					0
Totals	3	2	1	1	7	2	2	1	0	5

Question LS-01d. Determine concepts I don't understand well

Data

Spring	Response	First Time	Level
	4	No	FY
	4	Yes	FY
	4	Yes	FY
	4	No	FY
	3	Yes	FY
	3	Yes	Sophomore
	2	No	Sophomore
	5	Yes	Sophomore
	4	No	Sophomore
	4	No	Junior
	3	Yes	Junior
	5	Yes	Senior

Analysis

Total responses

	5 Very Typical	4	3	2	1 Not at All typical	Totals
Spring	2	6	3	1	0	12
Fall	4	4	5	1	0	14
Difference	2	2	2	0	0	
Total	6	10	8	2	0	26

Total number of respondents in each category by level in school

	FY Sp	So Sp	Jr Sp	Sr Sp	Upper Subtot	Totals
5 V. Typical		1		1	2	2
4	4	1	1		2	6
3	1	1	1		2	3
2		1			1	1
1 Not Typical						0
subtotals		4	2	1		
Total	5				7	12

Comparison of first-timers and repeaters in each category by level in school

	FY 1st	So 1st	Jr 1st	Sr 1st	No. First Timers	FY Rep	So Rep	Jr Rep	Sr Rep	No. Repeaters
5 V. Typical		1		1	2					0
4	2				2	2	1	1		4
3	1	1	1		3					0
2					0		1			1
1 Not Typical					0					0
Totals	3	2	1	1	7	2	2	1	0	5

Question LS-01e. Connect the readings and concepts

Data

Spring	Response	First Time	Level
	3	Yes	FY
	3	Yes	FY
	4	No	FY
	4	Yes	FY
	4	No	FY
	1	No	Sophomore
	3	Yes	Sophomore
	4	No	Sophomore
	5	Yes	Sophomore
	3	Yes	Junior
	4	No	Junior
	5	Yes	Senior

Analysis

Total responses

	5 Very Typical	**4**	**3**	**2**	**1 Not at All typical**	**Totals**
Spring	2	5	4	0	1	12
Fall	3	5	5	1	0	14
Difference	1	0	1	1	1	
Total	5	10	9	1	1	26

Total number of respondents in each category by level in school

	FY Sp	**So Sp**	**Jr Sp**	**Sr Sp**	**Upper Subtot**	**Totals**
5 V. Typical		1		1	2	2
4	3	1	1		2	5
3	2	1	1		2	4
2					0	0
1 Not Typical		1			1	1
subtotals		4	2	1		
Total	5				7	12

Comparison of first-timers and repeaters in each category by level in school

	FY 1st	So 1st	Jr 1st	Sr 1st	No. First Timers	FY Rep	So Rep	Jr Rep	Sr Rep	No. Repeaters
5 V. Typical		1		1	2					0
4	1				1	2	1	1		4
3	2	1	1		4					0
2					0					0
1 Not Typical					0		1			1
Totals	3	2	1	1	7	2	2	1	0	5

Question LS-01f. Read notes over and over again

Data

Spring	Response	First Time	Level
	4	No	FY
	4	Yes	FY
	3	No	FY
	2	Yes	FY
	1 Not at All Typical	Yes	FY
	1 Not at All Typical	No	Sophomore
	4	Yes	Sophomore
	5 Very Typical	No	Sophomore
	5 Very Typical	Yes	Sophomore
	2	No	Junior
	5 Very Typical	Yes	Junior
	5 Very Typical	Yes	Senior

Analysis

Total responses

	5 Very Typical	**4**	**3**	**2**	**1 Not at All Typical**	**Totals**
Spring	4	3	1	2	2	12
Fall	2	5	3	3	1	14
Difference	2	2	2	1	1	
Total	6	8	4	5	3	26

Total number of respondents in each category by level in school

	FY Sp	So Sp	Jr Sp	Sr Sp	Upper Subtot	Totals
5 V. Typical		2	1	1	4	4
4	2	1			1	3
3	1				0	1
2	1		1		1	2
1 Not Typical	1	1			1	2
subtotals		4	2	1		
Total	5				7	12

Comparison of first-timers and repeaters in each category by level in school

	FY 1st	So 1st	Jr 1st	Sr 1st	No. First Timers	FY Rep	So Rep	Jr Rep	Sr Rep	No. Repeaters
5 V. Typical		1	1	1	3		1			1
4	1	1			2	1				1
3					0	1				1
2	1				1			1		1
1 Not Typical	1				1		1			1
Totals	3	2	1	1	7	2	2	1	0	5

Question LS-01g. Relate my ideas to what I am reading

Data

Spring	Response	First Time	Level
	5	Yes	Senior
	4	Yes	FY
	4	No	FY
	4	No	Junior
	4	No	Sophomore
	4	Yes	FY
	3	Yes	Junior
	3	No	FY
	3	No	Sophomore
	3	Yes	FY
	3	Yes	Sophomore
	2	Yes	Sophomore

Analysis

Total responses

	5 Very Typical	4	3	2	1 Not at All Typical	Totals
Spring	1	5	5	1	0	12
Fall	5	1	7	1	0	14
Difference	4	4	2	0	0	
Total	6	6	12	2	0	26

Total number of respondents in each category by level in school

	FY Sp	So Sp	Jr Sp	Sr Sp	Upper Subtot	Totals
5 V. Typical				1	1	1
4	3	1	1		2	5
3	2	2	1		3	5
2		1			1	1
1 Not Typical					0	0
subtotals	5	4	2	1		
Total	7				7	12

Comparison of first-timers and repeaters in each category by level in school

	FY 1st	So 1st	Jr 1st	Sr 1st	No. First Timers	FY Rep	So Rep	Jr Rep	Sr Rep	No. Repeaters
5 V. Typical				1	1					0
4	2				2	1	1	1		3
3	1	1	1		3	1	1			2
2		1			1					0
1 Not Typical					0					0
Totals	3	2	1	1	7	2	2	1	0	5

Question LS-01h. Decide what I am supposed to learn from this course

Spring	Response	First Time	Level
	5	Yes	Sophomore
	4	Yes	Junior
	4	No	Junior
	4	Yes	FY
	4	Yes	FY
	3	No	Sophomore
	3	No	FY
	3	Yes	FY
	3	No	Sophomore
	3	No	FY
	1	Yes	Sophomore
	1	Yes	Senior

Analysis

Total responses

	5 Very Typical	**4**	**3**	**2**	**1 Not at All typical**	**Totals**
Spring	1	4	5	0	2	12
Fall	2	3	4	3	2	14
Difference	1	1	1	3	0	
Total	3	7	9	3	4	26

Total number of respondents in each category by level in school

	FY Sp	**So Sp**	**Jr Sp**	**Sr Sp**	**Upper Subtot**	**Totals**
5 V. Typical		1			1	1
4	2		2		2	4
3	3	2			2	5
2						0
1 Not Typical		1		1	2	2
subtotals		4	2	1		
Total	5				7	12

Comparison of first-timers and repeaters in each category by level in school

	FY 1st	So 1st	Jr 1st	Sr 1st	No. First Timers	FY Rep	So Rep	Jr Rep	Sr Rep	No. Repeaters
5 V. Typical		1			1					0
4	2		1		3			1		1
3	1				1	2	2			4
2										0
1 Not Typical		1		1	2					0
Totals	3	2	1	1	7	2	2	1	0	5

Question LS-01i. Make good use of study time

Data

Spring	Response	First Time	Level
	5	Yes	FY
	5	Yes	Senior
	5	No	Junior
	4	Yes	Junior
	4	Yes	FY
	4	Yes	FY
	4	No	FY
	3	No	Sophomore
	3	No	FY
	2	Yes	Sophomore
	2	No	Sophomore
	2	Yes	Sophomore

Analysis

Total responses

	5 Very Typical	4	3	2	1 Not at All Typical	Totals
Spring	3	4	2	3	0	12
Fall	1	7	5	1	0	14
Difference	2	3	3	2	0	
Total	4	11	7	4	0	26

Total number of respondents in each category by level in school

	FY Sp	So Sp	Jr Sp	Sr Sp	Upper Subtot	Totals
5 V. Typical	1		1	1	2	3
4	3		1		1	4
3	1	1			1	2
2		3			3	3
1 Not Typical					0	0
subtotals						
Total	5	4	2	1	7	12

Comparison of first-timers and repeaters in each category by level in school

	FY 1st	So 1st	Jr 1st	Sr 1st	No. First Timers	FY Rep	So Rep	Jr Rep	Sr Rep	No. Repeaters
5 V. Typical	1			1	2			1		1
4	2		1		3	1				1
3					0	1	1			2
2		2			2		1			1
1 Not Typical					0					0
Totals	3	2	1	1	7	2	2	1	0	5

Question LS-01j. Give up the difficult parts and study the easy ones

Data

Spring	Response	First Time	Level
	4	No	FY
	4	No	Sophomore
	2	Yes	Junior
	2	No	Sophomore
	2	Yes	FY
	2	Yes	FY
	2	Yes	FY
	2	No	FY
	1	Yes	Sophomore
	1	Yes	Senior
	1	No	Junior
	1	Yes	Sophomore

Analysis

Total responses

	5 Very Typical	4	3	2	1 Not at All typical	Totals
Spring	0	2	0	6	4	12
Fall	0	1	4	3	6	14
Difference	0	1	4	3	2	
Total	0	3	4	9	10	26

Total number of respondents in each category by level in school

	FY Sp	So Sp	Jr Sp	Sr Sp	Upper Subtot	Totals
5 V. Typical						0
4	1	1			1	2
3						0
2	4	1	1		2	6
1 Not Typical		2	1	1	4	4
subtotals		4	2	1		
Total	5				7	12

Comparison of first-timers and repeaters in each category by level in school

	FY 1st	So 1st	Jr 1st	Sr 1st	No. First Timers	FY Rep	So Rep	Jr Rep	Sr Rep	No. Repeaters
5 V. Typical					0					0
4					0	1	1			2
3					0					0
2	3		1		4	1	1			2
1 Not Typical		2		1	3			1		1
Totals	3	2	1	1	7	2	2	1	0	5

Question LS-02. Indicate how often you use the following study habits, on a scale of 1 to 5, where 1 = Never and 5 = All of the time [Prompts rotated]

Question LS-2a. Check points of assignment

Data

Spring	Response	First Time?	Level
	5	Yes	Junior
	5	No	Sophomore
	4	No	FY
	5	Yes	Sophomore
	4	Yes	FY
	5	No	Sophomore
	5	Yes	Senior
	5	Yes	FY
	4	Yes	FY
	5	No	FY
	5	No	Junior
	5	Yes	Sophomore

Analysis

Total responses

	5 All of the time	4	3	2	1 Never	Totals
Spring	9	3	0	0	0	12
Fall	7	3	3	0	1	14
Difference	2	0	3	0	1	
Total	16	6	3	0	1	26

Total number of respondents in each category by level in school

	FY Sp	So Sp	Jr Sp	Sr Sp	Upper Subtot	Totals
5 All of the time	2	4	2	1	7	9
4	3					3
3						0
2						0
1 Never						0
subtotals		4	2	1		
Total	5				7	12

Comparison of first-timers and repeaters in each category by level in school

	FY 1st	So 1st	Jr 1st	Sr 1st	No. First Timers	FY Rep	So Rep	Jr Rep	Sr Rep	No. Repeaters
5 All the Time	1	2	1	1	5	1	2	1		4
4	2				2	1				1
3										
2										
1 Never										
Totals	3	2	1	1	7	2	2	1	0	5

Question LS-2b. Read assignment material

Data

Spring	Response	First Time?	Level
	5	Yes	FY
	3	Yes	FY
	4	No	FY
	4	Yes	FY
	4	No	FY
	5	No	Sophomore
	5	Yes	Sophomore
	5	Yes	Sophomore
	5	No	Sophomore
	4	No	Junior
	5	Yes	Junior
	5	Yes	Senior

Analysis

Total responses

	5 All of the time	4	3	2	1 Never	Totals
Spring	7	4	1	0	0	12
Fall	8	3	3	0	0	14
Difference	1	1	2	0	0	
Total	15	7	4	0	0	26

Total number of respondents in each category by level in school

	FY Sp	So Sp	Jr Sp	Sr Sp	Upper Subtot	Totals
5 All of the time	1	4	1	1	6	7
4	3		1		1	4
3	1				0	1
2					0	0
1 Never					0	0
subtotals		4	2	1		
Total	5				7	12

Comparison of first-timers and repeaters in each category by level in school

	FY 1st	So 1st	Jr 1st	Sr 1st	No. First Timers	FY Rep	So Rep	Jr Rep	Sr Rep	No. Repeaters
5 All the Time	1	2	1	1	5		2			2
4	1				1	2		1		3
3	1				1					0
2										0
1 Never										0
Totals	3	2	1	1	7	2	2	1	0	5

Question LS-2c. Read text

Data

Spring	Response	First Time?	Level
	4	No	FY
	4	Yes	FY
	3	Yes	FY
	3	Yes	FY
	4	No	FY
	3	Yes	Junior
	4	No	Junior
	5	Yes	Senior
	5	No	Sophomore
	4	Yes	Sophomore
	4	No	Sophomore
	5	Yes	Sophomore

Analysis

Total responses

	5 All of the time	4	3	2	1 Never	Totals
Spring	3	6	3	0	0	12
Fall	5	5	2	2	0	14
Difference	2	1	1	2	0	
Total	8	11	5	2	0	26

Total number of respondents in each category by level in school

	FY Sp	So Sp	Jr Sp	Sr Sp	Upper Subtot	Totals
5 All of the time		2		1	3	3
4	3	2	1		3	6
3	2		1		1	3
2						0
1 Never						0
subtotals		4	2	1		
Total	5				7	12

Comparison of first-timers and repeaters in each category by level in school

	FY 1st	So 1st	Jr 1st	Sr 1st	No. First Timers	FY Rep	So Rep	Jr Rep	Sr Rep	No. Repeaters
5 All the Time		1		1	2		1			1
4	1	1			2	2	1	1		4
3	2		1		3					0
2					0					0
1 Never					0					0
Totals	3	2	1	1	7	2	2	1	0	5

Question LS-2d. Indicate how often you…Communicate with classmates via chat room

Data

Spring	Response	First Time?	Level
	1	No	FY
	5	No	FY
	4	No	Junior
	2	No	Sophomore
	3	No	Sophomore
	1	Yes	FY
	1	Yes	FY
	3	Yes	FY
	4	Yes	Junior
	5	Yes	Senior
	1	Yes	Sophomore
	1	Yes	Sophomore

Analysis

Total responses

	5 All of the time	4	3	2	1 Never	Totals
Spring	2	2	2	1	5	12

Total number of respondents in each category by level in school

	FY Sp	So Sp	Jr Sp	Sr Sp	Upper Subtot	Totals
5 All the time	1	0	0	1	1	2
4	0	0	2	0	2	2
3	1	1	0	0	1	2
2	0	1	0	0	1	1
1 Never	3	2	0	0	2	5
subtotals		4	2	1		
Total	5				7	12

Comparison of first-timers and repeaters in each category by level in school

	FY 1st	So 1st	Jr 1st	Sr 1st	No. First Timers	FY Rep	So Rep	Jr Rep	Sr Rep	No. Repeaters
5 All of the time				1	1	1				1
4			1		1			1		1
3	1				1		1			1
2					0		1			1
1 Never	2	2			4	1				1
Totals	3	2	1	1	7	2	2	1	0	5

Question LS-2e. Interact with instructor

Data

Spring	Response	First Time?	Level
	1	Yes	FY
	2	No	FY
	2	Yes	FY
	3	Yes	FY
	4	No	FY
	1	Yes	Sophomore
	1	Yes	Sophomore
	2	No	Sophomore
	3	No	Sophomore
	3	No	Junior
	5	Yes	Junior
	5	Yes	Senior

Analysis

Total responses

	5 All of the time	**4**	**3**	**2**	**1 Never**	**Totals**
Spring	2	1	3	3	3	12
Fall	0	0	2	10	2	14
Difference	2	1	1	7	1	
Total	2	1	5	13	5	26

Total number of respondents in each category by level in school

	FY Sp	**So Sp**	**Jr Sp**	**Sr Sp**	**Upper Subtot**	**Totals**
5 All of the time	0	0	1	1	2	2
4	1	0	0	0	0	1
3	1	1	1	0	2	3
2	2	1	0	0	1	3
1 Never	1	2	0	0	2	3
subtotals		4	2	1		
Total	5				7	12

Comparison of first-timers and repeaters in each category by level in school

	FY 1st	So 1st	Jr 1st	Sr 1st	No. First Timers	FY Rep	So Rep	Jr Rep	Sr Rep	No. Repeaters
5 All of the time			1	1	2					0
4					0	1				1
3	1				1		1	1		2
2	1				1	1	1			2
1 Never	1	2			3					0
Totals	3	2	1	1	7	2	2	1	0	5

Question LS-2f. Reread text to clarify problems

Data

Spring	Response	First Time?	Level
	3	Yes	FY
	3	Yes	FY
	4	No	FY
	4	Yes	FY
	5	No	FY
	4	Yes	Junior
	5	No	Junior
	5	Yes	Senior
	3	No	Sophomore
	3	No	Sophomore
	4	Yes	Sophomore
	5	Yes	Sophomore

Analysis

Total responses

	5 All of the time	4	3	2	1 Never	Totals
Spring	4	4	4	0	0	12
Fall	3	5	5	1	0	14
Difference	1	1	1	1	0	
Total	7	9	9	1	0	26

Total number of respondents in each category by level in school

	FY Sp	So Sp	Jr Sp	Sr Sp	Upper Subtot	Totals
5 All the time	1	1	1	1	3	4
4	2	1	1		2	4
3	2	2			2	4
2					0	0
1 Never					0	0
subtotals		4	2	1	0	
Total	5				7	12

Comparison of first-timers and repeaters in each category by level in school

	FY 1st	So 1st	Jr 1st	Sr 1st	No. First Timers	FY Rep	So Rep	Jr Rep	Sr Rep	No. Repeaters
5 All of the time		1		1	2	1		1		2
4	1	1	1		3	1				1
3	2				2		2			2
2					0					0
1 Never					0					0
Totals	3	2	1	1	7	2	2	1	0	5

Question LS-2g. Contact instructor to clarify problems

Data

Spring	Response	First Time?	Level
	2	No	FY
	2	Yes	FY
	3	Yes	FY
	3	Yes	FY
	4	No	FY
	1	No	Junior
	5	Yes	Junior
	5	Yes	Senior
	1	Yes	Sophomore
	2	No	Sophomore
	4	No	Sophomore
	4	Yes	Sophomore

Analysis

Total responses

	5 All the time	4	3	2	1 Never	Totals
Spring	2	3	2	3	2	12
Fall	3	1	5	4	1	14
Difference	1	2	3	1	1	
Total	5	4	7	7	3	26

Total number of respondents in each category by level in school

	FY Sp	So Sp	Jr Sp	Sr Sp	Upper Subtot	Totals
5 All the time	0	0	1	1	2	2
4	1	2	0	0	2	3
3	2	0	0	0	0	2
2	2	1	0	0	1	3
1 Never	0	1	1	0	2	2
subtotals		4	2	1		
Total	5				7	12

Comparison of first-timers and repeaters in each category by level in school

	FY 1st	So 1st	Jr 1st	Sr 1st	No. First Timers	FY Rep	So Rep	Jr Rep	Sr Rep	No. Repeaters
5 All of the time			1	1	2					0
4		1			1	1	1			2
3	2				2					0
2	1				1	1	1			2
1 Never		1			1			1		1
Totals	3	2	1	1	7	2	2	1	0	5

Question LS-03. Do you study for this online course at a consistent time each day or week (for example, Mondays from 2-4)? Yes or No

Data

Term	Response	Level	First Time
Spring	No	FY	Yes
	No	FY	Yes
	No	FY	Yes
	Yes	FY	No
	No	FY	No
	No	Sophomore	Yes
	No	Sophomore	Yes
	NA*	Sophomore	No
	No	Sophomore	No
	No	Junior	Yes
	Yes	Junior	No
	NA	Senior	Yes

*Respondent did report a regular study time in the follow-up question, LS-03a.

Analysis

Total responses

	Yes (Reg. Time)	No	NA	Totals
Spring	2	8	2	12
Fall	5	7	2	14
Difference	3	2	0	
Total	7	15	4	26

Total number of respondents in each category by level in school

	FY Sp	So Sp	Jr Sp	Sr Sp	Upper Subtot	Totals
Yes	1	0	1	0	1	2
No	4	3	1	0	4	8
NA	0	1	0	1	2	2
		4	2	1		
Total	5				7	12

Comparison of first-timers and repeaters in each category by level in school

	FY 1st	So 1st	Jr 1st	Sr 1st	No. First Timers	FY Rep	So Rep	Jr Rep	Sr Rep	No. Repeaters
Yes (Reg. Time)					0	1		1		2
No	3	2	1		6	1	1			2
NA				1	1		1			1
Totals	3	2	1	1	7	2	2	1	0	5

Question LS-03a. If Yes, when do you regularly study for this course?

Data

Spring	Response	Level	First Time
	NA	FY	Yes
	NA	FY	Yes
	NA	FY	Yes
	on Mondays around 12-3	FY	No
	NA	FY	No
	NA	Sophomore	Yes
	NA	Sophomore	Yes
	Mondays and Wednesdays*	Sophomore	No
	NA	Sophomore	No
	NA	Junior	Yes
	Monday mornings	Junior	No
	NA	Senior	Yes

* Respondent (sophomore, repeat learner) did not answer question LS-03 which was recorded as "NA;" thus the number reporting a regular study time does not match the expected number from question LS-03.

Question LS-04. What time of day do you do most of your studying for this online course?

Data

Spring	Response	Level	First Time
	Afternoon (1 p.m. - 5 p.m.); Evening (5 p.m. - 10 p.m.); Late night (10 p.m. - 4 a.m.)	FY	Yes
	Evening (5 p.m. - 10 p.m.)	FY	Yes
	Evening (5 p.m. - 10 p.m.)	FY	Yes
	Mid-day (11 a.m. - 1 p.m.); Afternoon (1 p.m. - 5 p.m.)	FY	No
	Evening (5 p.m. - 10 p.m.)	FY	No
	Afternoon (1 p.m. - 5 p.m.)	Sophomore	Yes
	Early morning (4 a.m. - 8 a.m.); Late night (10 p.m. - 4 a.m.)	Sophomore	Yes
	Morning (8 a.m. - 11 a.m.)	Sophomore	No
	Evening (5 p.m. - 10 p.m.)	Sophomore	No
	Evening (5 p.m. - 10 p.m.)	Junior	Yes
	Morning (8 a.m. - 11 a.m.)	Junior	No
	Evening (5 p.m. - 10 p.m.)	Senior	Yes

Analysis

Total responses

	Early Morning 4–8 am	Morning 8–11 am	Mid-day 11am–1pm	Afternoon 1– 5 pm	Evening 5–10 pm	Late night 10pm– 4am
Spring	1	2	1	3	7	2
Fall	0	2	0	2	7	5
Difference	1	0	1	1	0	
Total	1	4	1	5	14	7

Total number of respondents in each category by level in school

	FY Sp	So Sp	Jr Sp	Sr Sp	Upper Subtot	Totals
Early Morning 4–8 am		1			1	1
Morning 8–11 am		1	1		2	2
Mid-day 11am–1pm	1				0	1
Afternoon 1– 5 pm	2	1			1	3
Evening 5–10 pm	4	1	1	1	3	7
Late night 10pm– 4am	1	1			1	2
Total	8 responses 5 students	5 responses 4 students	2 responses 2 students	1 response 1 student	8 responses 7 students	

Comparison of first-timers and repeaters in each category by level in school

	FY 1st	So 1st	Jr 1st	Sr 1st	No. First Timers	FY Rep	So Rep	Jr Rep	Sr Rep	No. Repeaters
Early Morning 4–8 am		1			1					0
Morning 8–11 am					0		1	1		2
Mid-day 11am–1pm					0	1				1
Afternoon 1– 5 pm	1	1			2	1				1
Evening 5–10 pm	3		1	1	5	1	1			2
Late night 10pm– 4am	1	1			2					0
Total					10 responses 7 students					6 responses 5 students

Question LS-05. How long is your typical study session for this course?

Data

Spring	Response	Level	First Time
	1-2 hours	FY	Yes
	30-60 minutes	FY	Yes
	2-4 hours	FY	Yes
	1-2 hours; 2-4 hours	FY	No
	1-2 hours	FY	No
	1-2 hours	Sophomore	Yes
	2-4 hours	Sophomore	Yes
	30-60 minutes	Sophomore	No
	30-60 minutes	Sophomore	No
	1-2 hours	Junior	Yes
	30-60 minutes	Junior	No
	> 4 hours (=5 hours)	Senior	Yes

Analysis

Total responses

	30-60 minutes	1-2 hours	2-4 hours	> 4 hours
Spring	4	5	3	1
Fall				
Difference				
Total				

*One respondent recorded 2 options.

Total number of respondents in each category by level in school

	FY Sp	So Sp	Jr Sp	Sr Sp	Upper Subtot	Totals
>30 minutes	0	0	0	0	0	0
30-60 minutes	1	2	1	0	3	4
1-2 hours	3*	1	1	0	2	5
2-4 hours	2*	1	0	0	1	3
> 4 hours	0	0	0	1	1	1
Totals	6	4	2	1	7	13 responses 12 students

*One respondent recorded 2 options.

Comparison of first-timers and repeaters in each category by level in school

	FY 1st	So 1st	Jr 1st	Sr 1st	No. First Timers	FY Rep	So Rep	Jr Rep	Sr Rep	No. Repeaters
>30 minutes					0					0
30-60 minutes	1				1		2	1		3
1-2 hours	1	1	1		3	2				2
2-4 hours	1	1			2	1				1
> 4 hours				1	1					0
Total	3	2	1	1	7 responses 7 students	3	2	1	0	6 responses 5 students

Question LS-06. How much time do you study for this course per day?

Data

Spring	Response	Recorded Category*	First Time?	Level
	1 hour or less	[30-60 minutes]	No	FY
	1 hour	[1-2 hours]	Yes	FY
	1-2 hours	[1-2 hours]	Yes	FY
	30-60 minutes	[30-60 minutes]	Yes	FY
	1 to 3 hours	[1-2 hours] [2-4 hours]	No	FY
	1 Hour	[1-2 hours]	No	Sophomore
	Probably averages to 30-45 minutes a day	[30-60 minutes]	Yes	Sophomore
	1 hour	[1-2 hours]	No	Sophomore
	1	[1-2 hours]	Yes	Sophomore
	1-2 hours	[1-2 hours]	Yes	Junior
	30 minutes	[30-60 minutes]	No	Junior
	At least 2-3 hrs per day.	[1-2 hours] [2-4 hours]	Yes	Senior

*This was an open-ended question, so responses were not uniform. Responses are categorized according to the scale used in the other questions about amount of time spent.

Analysis

Total responses

	30-60 minutes	1-2 hours	2-4 hours	> 4 hours	Totals
Spring	4	8	2	0	14 responses 12 students

Total number of respondents in each category by level in school

	FY Sp	So Sp	Jr Sp	Sr Sp	Upper Subtot	Totals
< 30 minutes	0					0
30-60 minutes	2	1	1		2	4
1-2 hours	3	3	1	1	5	8
2-4 hours	1			1	1	2
> 4 hours	0					0
subtotals	0					0
Totals	6 responses 5 students	4	2	2 responses 1 student	8 responses 7 students	14 responses 12 students

Comparison of first-timers and repeaters in each category by level in school

	FY 1st	So 1st	Jr 1st	Sr 1st	No. First Timers	FY Rep	So Rep	Jr Rep	Sr Rep	No. Repeaters
< 30 minutes					0					0
30-60 minutes	1	1			2	1		1		2
1-2 hours	2	1	1	1	5	1	2			3
2-4 hours				1	1	1				1
> 4 hours					0					0
Totals					8 responses 7 students					6 responses 5 students

Question LS-06a. How much time do you study for this course per week?

Data

Spring	Response	Recorded Category*	Level	First Time
	5-6 hours	[5-6 hours]	FY	Yes
	2-4 hours	[2-4 hours]	FY	Yes
	3 or 4	[2-4 hours]	FY	Yes
	about 5	[5-6 hours]	FY	No
	6 hourse	[5-6 hours]	FY	No
	5 hours	[5-6 hours]	Sophomore	Yes
	4	[2-4 hours]	Sophomore	Yes
	2-3 hours	[2-4 hours]	Sophomore	No
	2-3 Hours	[2-4 hours]	Sophomore	No
	10-15	[>10 hours]	Junior	Yes
	2 hours	[2-4 hours]	Junior	No
	Roughly 15-20 hrs per week	[>10 hours]	Senior	Yes

*This was an open-ended question, so responses were not uniform. Responses are categorized according to the scale used in the other questions about amount of time spent.

Analysis

Totals by Term

	1-2 hours	2-4 hours	5-6 hours	>10 hours	Totals
Spring	0	6	4	2	12
Fall	2	8	3	1	14
Difference	2	2	1	1	
Totals	2	14	7	3	26

Total number of respondents in each category by level in school

	FY Sp	So Sp	Jr Sp	Sr Sp	Upper Subtot	Totals
1-2 hours	0				0	0
2-4 hours	2	3	1		4	6
5-6 hours	3	1			1	4
> 10 hours	0		1	1	2	2
Totals	5	4	2	1	7	12

Comparison of first-timers and repeaters in each category by level in school

	FY 1st	So 1st	Jr 1st	Sr 1st	No. First Timers	FY Rep	So Rep	Jr Rep	Sr Rep	No. Repeaters	Totals
1-2 hours					0					0	0
2-4 hours	2	1			3		2	1		3	6
5-6 hours	1	1			2	2				2	4
> 10 hours			1	1	2					0	2
Totals	3	2	1	1	7	2	2	1	0	5	

Question LS-07. What other activities do you do online while studying for this course?

Data

Spring	Response	First Year	Level
	check email, Facebook	Yes	FY
	I look at my other classes and lecture notes and also check my email.	No	FY
	checking my email, chat with friends	No	FY
	I'll take a break and check my Facebook profile or watch some videos on YouTube. I usually do not get side tracked though since as I'm studying, I am also preparing to write so I am really focused	Yes	Sophomore
	Check email	No	Sophomore
	Participate in the discussion portion of the WEBCT site, as well as viewing other students work	No	Sophomore
	Check email	No	Junior
	NA	Yes	Sophomore
	NA	Yes	FY
	NA	Yes	FY
	NA	Yes	Senior
	none	Yes	Junior

Analysis

Total responses

	Activities	No Other Activities	Not Answered	Totals
Spring	7	1	4	12

Total number of respondents in each category by level in school

	FY Sp	So Sp	Jr Sp	Sr Sp	Upper Subtot	Totals
Activities	3	3	1	0	4	7
No Other	0	0	1	0	1	1
Not Answered	2	1	0	1	2	4
Total	5	4	2	1	7	12

Comparison of first-timers and repeaters in each category by level in school

	FY 1st	So 1st	Jr 1st	Sr 1st	No. First Timers	FY Rep	So Rep	Jr Rep	Sr Rep	No. Repeaters
Activities	1	1			2	2	2	1		5
No Other			1		1					0
Not Answered	2	1		1	4					0
Totals	3	2	1	1	7					5

Question LS-08. Do you read module materials online, or print them out and read the hardcopy?

Data

Spring	Response	Level	First Time
	print them out and read the hardcopy	Junior	Yes
	read module materials online	FY	No
	read module materials online	FY	Yes
	read module materials online	FY	Yes
	read module materials online	FY	Yes
	read module materials online	Sophomore	Yes
	read module materials online	Sophomore	Yes
	read module materials online	Junior	No
	both	Sophomore	No
	read module materials online; mostly print them out and read the hardcopy	FY	No
	(ALWAYS) read module materials online, and (SOMETIMES) print them out and read the hardcopy	Sophomore	No
	read module materials online (4), or print them out and read the hardcopy (4)	Senior	Yes

Analysis

Total responses

	Online	Print	Both	Totals
Spring	6	1	5	12
Fall	6	2	6	14
Difference	0	1	1	
Total	12	3	11	26

Total number of respondents in each category by level in school

	FY Sp	So Sp	Jr Sp	Sr Sp	Upper Subtot	Totals
Online	4	2	0	0	2	6
Both	1	2	1	1	4	5
Print	0	0	1	0	1	1
subtotal		4	2	1		
Total	5				7	12

Question LS-09. Do you read written comments from your teacher and your peer reviewers online, or print them out?

Data

Spring	Response	Level	First Time
	online	FY	Yes
	online	FY	Yes
	online	FY	Yes
	online	FY	No
	online	FY	No
	online	Sophomore	Yes
	online	Sophomore	Yes
	online	Sophomore	No
	(ALWAYS) online, and (SOMETIMES) print them out	Sophomore	No
	online	Junior	Yes
	online	Junior	No
	online (5), or print them out (1)	Senior	Yes

Analysis

Total responses

	Online	Print	Both	Totals
Spring	10	0	2	12
Fall	11	1	2	14
Difference	1	1	0	
Total	21	1	4	26

Total number of respondents in each category by level in school

	FY Sp	So Sp	Jr Sp	Sr Sp	Upper Subtot	Totals
Print	0	0	0	0	0	0
Online	5	3	2	0	5	10
Both	0	1	0	1	2	2
Total	5				7	12

Comparison of first-timers and repeaters in each category by level in school

	FY 1st	So 1st	Jr 1st	Sr 1st	No. First Timers	FY Rep	So Rep	Jr Rep	Sr Rep	No. Repeaters
Online	3	2	1		6	2	1	1		4
Both				1	1		1			1
Print					0					0
Total					7					5

Question LS-10. Are you also taking courses that meet in a classroom this semester? (Yes or No)

Data

Spring	Response	Level	First Time
	no	Junior	Yes
	yes	FY	No
	yes	FY	Yes
	yes	FY	Yes
	yes	FY	Yes
	yes	FY	No
	yes	Junior	No
	yes	Senior	Yes
	yes	Sophomore	No
	yes	Sophomore	Yes
	yes	Sophomore	No
	yes	Sophomore	Yes

Analysis

Total responses

	Yes	No	Total
Spring	11	1	12
Fall	14	0	14
Difference	3	1	
Total	25	1	26

Question LS-11. Are you aware of approaching/managing your study time differently for an online class than for other courses that meet in a classroom? Explain.

Data

Spring	Response	Level	First Time
	Yes, I have taken an online class before and was informed of the different format and adjusted my study skills to meet the online course.	FY	No
	Yes because it does not meet at a certain time i have to make sure that i keep up with the assignments.	FY	Yes
	no, due to the set due dates i study and complete things befor they are due	FY	Yes
	No, I treat this class as I do all others.	FY	Yes
	Yes, because I have to make sure I keep up with the due dates every Tuesday and Friday before noon as compared to most classes with one due date and not at a certain time just before 5 at night. Plus, I don't have internet at home so I have to make sure to get things done a head of time to turn it in on time when I come to campus.	FY	No
	This is my second class I've taken online, so last semester I quickly learned that I need to be more responsible in managing the reading assigments, as well as the papers, myself, and not rely on the presence of students or teachers.	Sophomore	No
	No, even though I do not attend a classroom, it has due dates just like any other class.	Sophomore	Yes
	NO, I THOUGHT IT WAS THE SAME. I WOULD LIKE TO KNOW MORE ABOUT THIS THOUGH.	Sophomore	No
	Yes, unless you're self starting it is difficult to be engaged.	Sophomore	Yes
	Yes, it is more independent, so if you are not self diciplined you will not do well.	Junior	Yes
	Yes, I have taken many online classes and I know how to pace the work	Junior	No
	Yes, Managing my time efficiently is the most important thing in my academic career. Online classes are great if you're good using technology. Sometimes it is little tedious to look at the screen for prolonged period of time. Overall material is excellent. My only suggestion is adding some video content that can stimulate thought process and then writing reflections about them.	Senior	Yes

Analysis

Total responses

	Difference	No Difference	Total
Spring	8	4	12

Total number of respondents in each category by level in school

	FY Sp	So Sp	Jr Sp	Sr Sp	Upper Subtot	Totals
Difference	3	2	2	1	5	8
No Difference	2	2			2	4
subtotal		4	2	1		
Total	5				7	12

Comparison of first-timers and repeaters in each category by level in school

	FY 1st	So 1st	Jr 1st	Sr 1st	No. First Timers	FY Rep	So Rep	Jr Rep	Sr Rep	No. Repeaters
Difference	1	1	1	1	4	2	1	1		4
No Difference	2	1			3		1			1
subtotal	3	2	1	1		2	2	1		
Total					7					5

Question LS-12. Do you understand the due dates for assignments in this course?

Data

Spring	Response	Level	First Time
	yes	FY	No
	Yes it has been very clear	FY	Yes
	yes	FY	Yes
	Yes, they are very clear.	FY	Yes
	Yes!!	FY	No
	yes	Sophomore	No
	Yes, it is very clear with noon on every Tuesday and Friday	Sophomore	Yes
	Most of the time	Sophomore	No
	yes	Sophomore	Yes
	Yes	Junior	Yes
	yes	Junior	No
	Yes, I am used to deadlines and that is not an issue.	Senior	Yes

Analysis

Total responses

	Yes	No	Total
Spring	12	0	12
Fall	14	0	14
Difference	2	0	
Total	26	0	26

Question LS-13. What aspects of the course framework help you organize your study time?

Data

Spring	Response	Level	First Time
	Due dates	Junior	No
	The set due dates	Sophomore	No
	set due dates, having something due every Tuesday and Friday	FY	Yes
	The due dates are definitely a motivator.	Sophomore	Yes
	Having consistent due dates and resources online that I can reference if I need clarification on anything.	FY	No
	The teacher gives us almost like a calendar and a weekly overview of what we need to do and that helps me alot.	FY	Yes
	Deadlines are very clear. Information about the course is well communicated.	Senior	Yes
	The main page in webCT states what is due that week in bold and then explains what it entails.	Sophomore	Yes
	The way the teacher sets up each week and we can contact her anytime when we need help as well as go online every Tuesday to chat.	FY	No
	The way the WEBCT site is set up makes the independency of this class extremely easy and manageable. Everything is well organized and all the information is very straight forward and clear. Also, the accessibility with the students and ….	Sophomore	No
	I think they are broken down good - giving enough time to focus on each section.	Junior	Yes
	I am not sure what this question is asking.	FY	Yes

Question LS-14. What changes to the design of the course or course web site would help you manage your time better?

Data

Spring	Response	Level	First Time
	none	FY	Yes
	None, it is very well done.	FY	Yes
	I can think of none.	FY	No
	No changes are needed	Junior	No
	It is easy to manage my time with the structure that already exists	FY	No
	I think that the course website is very helpful already.	FY	Yes
	Nothing, I think the website is built the best that it can be.	Sophomore	Yes
	I think I managed just fine the way it is.	Junior	Yes
	As I said this course will be world class if videos are integrated into the design. It will help all students enjoy the course and reflect easily. [See Q S07-LS11.]	Senior	Yes
	If it was partially offline (maybe meet once or twice a month in person	Sophomore	No
	The 2 main due-dates, Tuesday and Friday, or odd days for me. Most classes are either on Monday's and Wednesday's OR Tuesday's and Thursday's...so having a paper due on Friday, when I have no classes, but a job, is very irritating.	Sophomore	No
	Working during the day makes the noon deadline hard to meet unless I have everything set in the AM before work. I am finding that if I don't send it the night before invariably something comes up at work and I am late. I've had classes that cut off ….	Sophomore	Yes

15. Estimate how much time you spend doing the following activities: (all times are per week) [Prompts rotated]

Rank order of study strategies based on total time reported

	Strategy	Total time	Average
	Estimate how much time you spend doing the following activities: (all times are per week) [Prompts rotated]		
15r	Writing for this course	64 hours, 5 min	2 hours 29 min
15a	Reading course materials for this course	27 hours, 25 min	47.20 minutes
15m	Reading textbook	26 hours, 50 min	61.25 minutes
15l	Reading assignment material	19 hours, 3 min	29.75 minutes
15s	Reviewing comments from teacher or peers	12 hours, 25 min	31.25 minutes
15b	Finding most important ideas from readings	11 hours, 5 min	18.13 minutes
15p	Rereading text to clarify problems	10 hours, 52 min	22.13 minutes
15f	Connecting the readings and concepts	10 hours, 42 min	13.86 minutes
15g	Reading notes over and over again	10 hours, 0 min	26.43 minutes
15h	Relating my ideas to what I am reading	9 hours, 13 min	21.00 minutes
15d	Trying to relate to what I know already	7 hours, 52 min	8.86 minutes
15e	Determining concepts I don't understand well	7 hours, 52 min	13.86 minutes
15t	Reading email for this course	7 hours, 40 min	16.88 minutes
15k	Checking points of assignment	7 hours, 32 min	12.13 minutes
15u	Participating in discussions for this course	7 hours, 5 min	20.00 minutes
15c	Memorizing key words of important concepts	6 hours, 35 min	12.86 minutes
15i	Deciding what I am supposed to learn from this course	4 hours, 30 min	9.38 minutes
15n	Communicating with classmates via chat room	2 hours, 47 min	8.70 minutes
15q	Contacting instructor to clarify problems	2 hours, 37 min	6.00 minutes
15j	Giving up the difficult parts and study the easy ones	1 hour, 55 min	1.36 minutes
15o	Interacting with instructor	1 hour, 20 min	5.83 minutes

Question LS-15a. Estimate how much time you spend…Reading course materials for this course

Data

Spring	Response	Level	First Time?
	Little [10 min]	FY	Yes
	10 min	Junior	No
	15 min	FY	Yes
	30 min	Sophomore	Yes
	30 min	Sophomore	No
	45 min	FY	Yes
	45 minutes per week	FY	No
	about 2 hours	FY	No
	2 hours	Sophomore	No
	as assigned*	Junior	Yes
	Very important.*	Senior	Yes
	NA /How much time when? In a day, a week or over the entire the semester? And in minutes, words, ranks or percentages?/ *	Sophomore	Yes

*These responses not included in the total time estimate.

Analysis

Total responses

Time Response	Frequency	Time	Average of Reported Times
10 min	2	20 min	
15 min	1	15 min	
30 min	2	1 hour	
45 min	2	1 hour 30 min	
2 hours	2	4 hour	
Total Time	9	425 minutes, or 7 hours 5 minutes	47.2 min

Total number of respondents in each category by level in school

	FY Sp	So Sp	Jr Sp	Sr Sp	Upper Subtot	Totals
< 30 minutes	2		1		1	3
30-60 minutes	2	2			2	4
1-2 hours	1	1			2	2
2-4 hours					0	0
> 4 hours					0	0
Other		1	1	1	3	3
subtotals		4	2	1		
Total	5				7	12

Comparison of first-timers and repeaters in each category by level in school

	FY 1st	So 1st	Jr 1st	Sr 1st	No. First Timers	FY Rep	So Rep	Jr Rep	Sr Rep	No. Repeaters
< 30 minutes	2				2			1		1
30-60 minutes	1	1			2	1	1			2
1-2 hours					0	1	1			2
2-4 hours					0					0
> 4 hours					0					0
Other		1	1	1	3					0
subtotal	3	2	1	1		2	2	1	0	
Total					7					5

Question LS-15b. Estimate how much time you spend…Finding most important ideas from readings

Data

Spring	Response	First Time	Level
	0	Yes	Sophomore
	5 min	No	Junior
	5 min	Yes	FY
	5 min	No	Sophomore
	20 min	No	Sophomore
	20 min	Yes	FY
	30 minutes per week	No	FY
	about an hour	No	FY
	Medium*	Yes	FY
	Frequent*	Yes	Junior
	Very important.*	Yes	Senior
	NA*	Yes	Sophomore

*These responses not included in the total time estimate.

Analysis

Total responses

Time Response	Frequency	Time	Average of Reported Times
0	1	0 min	
5 min	3	15 min	
20 min	2	40 min	
30 min	1	30 min	
1 hour	1	60 min	
Total Time	8	145 minutes, or 2 hours 25 minutes	18.125 min

Question LS-15c. Estimate how much time you spend…Memorizing key words of important concepts

Data

Spring	Response	First Time	Level
	0	Yes	Sophomore
	0 min	No	Sophomore
	5 min	No	Junior
	5 min	Yes	FY
	10 min	Yes	FY
	10 min	No	Sophomore
	about an hour	No	FY
	Rarely*	Yes	Junior
	Medium*	Yes	FY
	Very important.*	Yes	Senior
	NA*	Yes	Sophomore
	NA*	No	FY

*These responses not included in the total time estimate.

Analysis

Time Response	Frequency	Time	Average of Reported Times
0	2	0 min	
5 min	2	10 min	
10 min	2	20 min	
1 hour	1	60 min	
Total Time	7	90 minutes, or 1 hour 30 minutes	12.86 minutes

Question LS-15d. Estimate how much time you spend…Trying to relate to what I know already

Data

Spring	Response	First Time	Level
	0	Yes	Sophomore
	2 min	No	Junior
	5 min	Yes	FY
	5 min	No	Sophomore
	10 min	No	Sophomore
	10 min	Yes	FY
	about 30 minutes	No	FY
	Medium*	Yes	FY
	Frequent*	Yes	Junior
	4-5 times per week*	No	FY
	Very important.*	Yes	Senior
	NA*	Yes	Sophomore

*These responses not included in the total time estimate.

Analysis

Time Response	Frequency	Time	Average of Reported Times
0	1	0 min	
2 min	1	2 min	
5 min	2	10 min	
10 min	2	20 min	
30 min	1	30 min	
Total Time	7	62 minutes, or 1 hour 2 minutes	8.86 minutes

Question LS-15e. Estimate how much time you spend…Determining concepts I don't understand well

Data

Spring	Response	First Time	Level
	2 min	No	Junior
	5 min	No	Sophomore
	10 min	Yes	FY
	15 min	No	Sophomore
	15 min	Yes	FY
	20 min	Yes	Sophomore
	about 30 minutes	No	FY
	2-3 times per week*	No	FY
	a lot*	Yes	FY
	Frequent*	Yes	Junior
	Seek help from instructor. Do research in the library.*	Yes	Senior
	NA*	Yes	Sophomore

*These responses not included in the total time estimate.

Analysis

Time Response	Frequency	Time	Average of Reported Times
2 min	1	2 min	
5 min	1	5 min	
10 min	1	10 min	
15 min	2	30 min	
20 min	1	20 min	
30 min	1	30 min	
Total Time	7	97 minutes, or 1 hour 37 minutes	13.86 minutes

Question LS-15f. Estimate how much time you spend…Connecting the readings and concepts

Data

Spring	Response	First Time	Level
	0	Yes	Sophomore
	2 min	No	Junior
	5 min	No	Sophomore
	10 min	No	Sophomore
	10 min	Yes	FY
	10 min	Yes	FY
	about an hour	No	FY
	5-6 times per week*	No	FY
	Medium*	Yes	FY
	Frequent*	Yes	Junior
	Very important.*	Yes	Senior
	NA*	Yes	Sophomore

*These responses not included in the total time estimate.

Analysis

Time Response	Frequency	Time	Average of Reported Times
0	1	0 min	
2 min	1	2 min	
5 min	1	5 min	
10 min	3	30 min	
1 hour	1	60 min	
Total Time	7	97 minutes, or 1 hour 37 minutes	13.86 minutes

Question LS-15g. Estimate how much time you spend…Reading notes over and over again

Data

Spring	Response	First Time	Level
	0	No	Junior
	0	Yes	FY
	5 min	No	Sophomore
	10 min	Yes	FY
	20 min	No	Sophomore
	30 min	Yes	Sophomore
	about 2 hours	No	FY
	3-6 times per week*	No	FY
	Little*	Yes	FY
	a lot*	Yes	Junior
	Very important.*	Yes	Senior
	NA*	Yes	Sophomore

*These responses not included in the total time estimate.

Analysis

Time Response	Frequency	Time	Average of Reported Times
0	2	0 min	
5 min	1	5 min	
10 min	1	10 min	
20 min	1	20 min	
30 min	1	30 min	
2 hours	1	120 min	
Totals	7	185 minutes, or 3 hours 5 minutes	26.43 minutes

Question LS-15h. Estimate how much time you spend…Relating my ideas to what I am reading

Data

Spring	Response	First Time	Level
	0	Yes	Sophomore
	1 min	No	Sophomore
	2 min	No	Junior
	5 min	Yes	FY
	10 min	No	Sophomore
	30 min.	Yes	FY
	about an hour	No	FY
	1 hr	Yes	Senior
	1-2 times per week*	No	FY
	Little*	Yes	FY
	Frequent*	Yes	Junior
	NA*	Yes	Sophomore

*These responses not included in the total time estimate.

Analysis

Time Response	Frequency	Time	Average of Reported Times
0 min	1	0 min	
1 min	1	1 min	
2 min	1	2 min	
5 min	1	5 min	
10 min	1	10 min	
30 min	1	30 min	
1 hour	2	120 min	
Totals	8	168 minutes, or 2 hours 48 minutes	21 minutes

Question LS-15i. Estimate how much time you spend…Deciding what I am supposed to learn from this course

Data

Spring	Response	First Time	Level
	0	No	Junior
	10 sec [recorded as 0 minutes]	No	Sophomore
	5 min	Yes	FY
	5 min	No	Sophomore
	10 min	Yes	Sophomore
	10 min	Yes	FY
	15 min	Yes	Senior
	about 30 minutes	No	FY
	Little*	Yes	FY
	a lot*	Yes	Junior
	1-2 times per week*	No	FY
	1%*	Yes	Sophomore

*These responses not included in the total time estimate.

Analysis

Time Response	Frequency	Time	Average of Reported Times
0	2	0 min	
5 min	2	10 min	
10 min	2	20 min	
15 min	1	15 min	
30 min	1	30 min	
Total Time	8	75 minutes, or 1 hour 15 minutes	9.38 minutes

Question LS-15j. Estimate how much time you spend …Giving up the difficult parts and study the easy ones

Data

Spring	Response	First Time	Level
	0 min	Yes	FY
	0	Yes	Sophomore
	0	No	Sophomore
	0	No	Junior
	0 min	Yes	Senior
	0% [recorded as 0 minutes]	Yes	Sophomore
	Never [recorded as 0 minutes]	Yes	Junior
	None [recorded as 0 minutes]	Yes	FY
	Not really at all [recorded as 0 minutes]	No	FY
	10 sec [recorded as 0 minutes]	No	Sophomore
	15 min	Yes	FY
	3-6 times per week*	No	FY

*These responses not included in the total time estimate.

Analysis

Time Response	Frequency	Time	Average of Reported Times
0	10	0 min	
15 min	1	15 min	
Total Time	11	15 minutes	1.36 minutes

Question LS-15k. Estimate how much time you spend…Checking points of assignment

Data

Spring	Response	First Time	Level
	10 sec [recorded as 0 minutes]	No	Sophomore
	1 min	No	Sophomore
	1 min	No	Junior
	5 min	Yes	FY
	5 min	Yes	FY
	10 min	Yes	Sophomore
	15 min	Yes	Senior
	About an hour	No	FY
	2 times per week*	No	FY
	A lot*	Yes	Junior
	A lot*	Yes	FY
	NA*	Yes	Sophomore

*These responses not included in the total time estimate.

Analysis

Time Response	Frequency	Time	Average of Reported Times
0 min	1	0 min	
1 min	2	2 min	
5 min	2	10 min	
10 min	1	10 min	
15 min	1	15 min	
1 hour	1	60 min	
Total Time	8	97 minutes, or 1 hour 37 minutes	12.125 minutes

Question LS-15l. Estimate how much time you spend…Reading assignment material

Data

Spring	Response	First Time	Level
	3 min	No	Sophomore
	15 min	No	Sophomore
	20 min	No	Junior
	20 min	Yes	FY
	30 min	Yes	Sophomore
	30 min	Yes	FY
	1 hour per week	No	FY
	1 to 2 hours [recorded as 1 hour]	No	FY
	A lot*	Yes	Junior
	A lot*	Yes	FY
	1%*	Yes	Sophomore
	Repeatedly read and reread*	Yes	Senior

*These responses not included in the total time estimate.

Analysis

Time Response	Frequency	Time	Average of Reported Times
3 min	1	3 min	
15 min	1	15 min	
20 min	2	40 min	
30 min	2	60 min	
1 hour	2	120 min	
Total Time	8	238 minutes, or 3 hours 58 minutes	29.75 minutes

Question LS-15m. Estimate how much time you spend…Reading textbook

Data

Spring	Response	First Time	Level
	20 min	Yes	FY
	20 min	No	Junior
	45 min	Yes	FY
	30-60 min [recorded as 45 minutes]	No	Sophomore
	1 hour	No	Sophomore
	2 to 3 hours [recorded as 2 hours]	No	FY
	3 hours per week	No	FY
	3 hours	Yes	Sophomore
	20%*	Yes	Sophomore
	Rarely*	Yes	Junior
	Medium*	Yes	FY
	Read 3 times*	Yes	Senior

*These responses not included in the total time estimate.

Analysis

Time Response	Frequency	Time	Average of Reported Times
20 min	2	40 min	
45 min	2	90 min	
1 hour	1	60 min	
2 hours	1	120 min	
3 hours	2	180 min	
Total Time	8	490 minutes, or 8 hours 10 minutes	61.25 minutes

Question LS-15n. Estimate how much time you spend…Communicating with classmates via chat room

Data

Spring	Response	First Time	Level
	0 min	Yes	FY
	0	Yes	FY
	0	No	FY
	0	Yes	Sophomore
	0% [recorded as 0 minutes]	Yes	Sophomore
	None [recorded as 0 minutes]	Yes	FY
	2 min	No	Junior
	10 min	No	Sophomore
	15 min	No	Sophomore
	About an hour	No	FY
	Frequent*	Yes	Junior
	As questions arise*	Yes	Senior

*These responses not included in the total time estimate.

Analysis

Time Response	Frequency	Time	Average of Reported Times
0	6	0 min	
2 min	1	2 min	
10 min	1	10 min	
15 min	1	15 min	
1 hour	1	60 min	
Total Time	10	87 minutes, or 1 hour 27 minutes	8.7 minutes

Question LS-15o. Estimate how much time you spend…Interacting with instructor

Data

Spring	Response	Level	First Time?
	0	Junior	No
	0	FY	Yes
	0	Sophomore	Yes
	5 min	Sophomore	No
	5 min	Sophomore	No
	about 30 minutes	FY	No
	Little*	FY	Yes
	Whenever I have a question*	Senior	Yes
	On occasion*	FY	No
	Varies*	FY	Yes
	Frequent*	Junior	Yes
	NA*	Sophomore	Yes

*These responses not included in the total time estimate.

Analysis

Total Responses

Time Response	Frequency	Time	Average of Reported Times
0	3	0 min	
5 min	2	5 min	
30 min	1	30 min	
Totals	6	35 minutes	5.83 minutes

Total number of respondents in each category by level in school

	FY Sp	So Sp	Jr Sp	Sr Sp	Upper Subtot	Totals
0	1	1	1		2	3
5 min		2			2	2
30 min	1				0	1
Other	3	1	1	1	3	6
subtotals		4	2	1		
Totals	5				7	12

Comparison of first-timers and repeaters in each category by level in school

	FY 1st	So 1st	Jr 1st	Sr 1st	First Timers	FY Rep	So Rep	Jr Rep	Sr Rep	Repeaters
0	1	1			2			1		1
5 min					0		2			2
30 min					0	1				1
Other	2	1	1	1	5	1				1
subtotals	3	2	1	1		2	2	1	0	
Totals					7					5

Question LS-15p. Estimate how much time you spend…Rereading text to clarify problems

Data

Spring	Response	Level	First Time Online
	2 min	Junior	No
	5 min	Sophomore	No
	10 min	Sophomore	Yes
	10 min	Sophomore	No
	10 min	FY	Yes
	20 min	FY	Yes
	About an hour	FY	No
	1 hour per week	FY	No
	Little*	FY	Yes
	Frequent*	Junior	Yes
	Yes, that is usual.*	Senior	Yes
	NA*	Sophomore	Yes

*These responses not included in the total time estimate.

Analysis

Total Responses

Time Response	Frequency	Time	Average of Reported Times
2 min	1	2 min	
5 min	1	5 min	
10 min	3	30 min	
20 min	1	20 min	
1 hour	2	120 min	
Total Time	8	177 minutes, or 2 hours 57 minutes	22.125 minutes

Question LS-15q. Estimate how much time you spend…Contacting instructor to clarify problems

Data

Spring	Response	First Time Online	Level
	5 min	Yes	FY
	5 min	Yes	FY
	About 30 minutes	No	FY
	1 time*	No	FY
	Medium*	Yes	FY
	2 min	No	Sophomore
	0 min	No	Sophomore
	0	Yes	Sophomore
	NA*	Yes	Sophomore
	A lot*	Yes	Junior
	0	No	Junior
	I do that.*	Yes	Senior

*These responses not included in the total time estimate.

Analysis

Total Responses

Time Response	Frequency	Time	Average of Reported Times
0	3	0 min	
2 min	1	2 min	
5 min	2	10 min	
30 min	1	30 min	
Total	7	42 minutes	6 minutes

Total number of respondents in each category by level in school

	FY Sp	So Sp	Jr Sp	Sr Sp	Upper Subtot	Totals
0		2	1		3	3
2 min		1			1	1
5 min	2				0	2
30 min	1				0	1
Totals	3	3	1	0	4	7

Comparison of first-timers and repeaters in each category by level in school

	FY 1st	So 1st	Jr 1st	Sr 1st	First Timers	FY Rep	So Rep	Jr Rep	Sr Rep	Repeaters
0		1			1		1	1	2	3
2 min					0		1		1	1
5 min	2				2				0	2
30 min					0	1			1	2
Totals	2	1	0	0	3	1	2	1	4	7

Question LS-15r. Estimate how much time you spend…Writing for this course

Data

Spring	Response	Level	First Time Online?
	.5-2 hours [recorded as 1.25 hours]	FY	Yes
	2 hours	Sophomore	No
	2 hours	Sophomore	No
	2 hours	Junior	No
	About 2 to 3 hours [recorded as 2.5 hours]	FY	No
	3 hours per week	FY	No
	2 to 4 hours [recorded as 3 hours]	FY	Yes
	8 hours	Sophomore	Yes
	I write my thoughts as they precisely relate to assignment questions.*	Senior	Yes
	a lot*	Junior	Yes
	a lot*	FY	Yes
	NA*	Sophomore	Yes

*These responses not included in the total time estimate.

Analysis

Total Responses

Time Response	Frequency	Time	Average of Reported Times
1.25 hours	1	85 min	
2 hours	3	120 min	
2.5 hours	1	150 min	
3 hours	2	360 min	
8 hours	1	480 min	
Totals	8	1,195 minutes, or 19 hours 55 minutes	149.375 minutes, or 2 hours 29 minutes

Total number of respondents in each category by level in school

	FY Sp	So Sp	Jr Sp	Sr Sp	Upper Subtot	Totals
1.25 hours	1				0	1
2 hours	0	2	1		3	3
2.5 hours	1				0	1
3 hours	2				0	2
8 hours	0	1			1	1
Other	1	1	1	1	3	4
subtotals		4	2	1		
Totals	5				7	12

Comparison of first-timers and repeaters in each category by level in school

	FY 1st	So 1st	Jr 1st	Sr 1st	First Timers	FY Rep	So Rep	Jr Rep	Sr Rep	Repeaters
1.25 hours	1				1					0
2 hours					0		2	1		3
2.5 hours					0	1				1
3 hours	1				1	1				1
8 hours		1			1					0
Other	1	1	1	1	4					0
subtotals	3	2	1	1		2	2	1	0	
Totals					7					5

Question LS-15s. Estimate how much time you spend…Reviewing comments from teacher or peers

Data

Spring	Response	Level	First Time?
	5 min	Junior	No
	10 min	Sophomore	No
	10 minutes per week	FY	No
	10-20 min [recorded as 15 minutes per week]	FY	Yes
	30 min	Sophomore	No
	About an hour	FY	No
	1 hour	FY	Yes
	1 hour	Sophomore	Yes
	A lot*	FY	Yes
	Frequent*	Junior	Yes
	I value highly my instructor comments. I also read and accommodate my peer reviews.*	Senior	Yes
	NA*	Sophomore	Yes

*These responses not included in the total time estimate.

Analysis

Total Responses

Time Response	Frequency	Time	Average of Reported Times
5 min	1	5 min	
10 min	2	20 min	
15 min	1	15 min	
30 min	1	30 min	
1 hour	3	180 min	
Total Time	8	250 minutes, or 4 hours 10 minutes	31.25 minutes

Question LS-15t. Estimate how much time you spend…Reading email for this course

Data

Spring	Response	First Time Online	Level
	5 min	No	Sophomore
	5 min	No	Sophomore
	5 min	Yes	FY
	10 min	No	Junior
	10 min	Yes	FY
	10 minutes per week	No	FY
	about 30 minutes	No	FY
	1 hour	Yes	Sophomore
	A lot*	Yes	FY
	Frequent*	Yes	Junior
	It is very important.*	Yes	Senior
	NA*	Yes	Sophomore

*These responses not included in the total time estimate.

Analysis

Time Response	Frequency	Time	Average of Reported Times
5 min	3	15 min	
10 min	3	30 min	
30 min	1	30 min	
1 hour	1	60 min	
Total Time	8	135 minutes, or 2 hours 15 minutes	16.875 minutes

Question LS-15u. Estimate how much time you spend…Participating in discussions for this course

Data

Spring	Response	First Time Online	Level
	10 min	Yes	FY
	10 min	Yes	Sophomore
	10 min	No	Junior
	20 min	No	Sophomore
	about 30 minutes	No	FY
	30 min	Yes	FY
	30 min	No	Sophomore
	2-3 times per week*	No	FY
	As assigned*	Yes	Junior
	Medium*	Yes	FY
	Very important.*	Yes	Senior
	NA*	Yes	Sophomore

*These responses not included in the total time estimate.

Analysis

Total Responses

Time Response	Frequency	Time	Average of Reported Times
10 min	3	30 min	
20 min	1	20 min	
30 min	3	90 min	
Totals	7	140 minutes, or 2 hours 20 minutes	20 minutes

Total number of respondents in each category by level in school

	FY Sp	**So Sp**	**Jr Sp**	**Sr Sp**	**Upper Subtot**	**Totals**
10 min	1	1	1		2	3
20 min		1			1	1
30 min	2	1			1	3
Other	2	1	1	1	3	5
subtotals		4	2	1		
Totals	5				7	12

Comparison of first-timers and repeaters in each category by level in school

	FY 1st	So 1st	Jr 1st	Sr 1st	No. First Timers	FY Rep	So Rep	Jr Rep	Sr Rep	No. Repeaters
10 min	1	1			2			1		1
20 min					0		1			1
30 min	1				1	1	1			2
Other	1	1	1	1	4	1				1
subtotals	3	2	1	1		2	2	1	0	
Totals					7					5

Appendix C
Case Study One, Course Evaluation Survey

Course Evaluation Survey Questions	
Number for Analyses	**Item**
CE-01	This is my first online course. (True or False)
CE-02	If you haven't taken an online course before, what surprised you about online learning? If you have taken an online course before, how did this course meet or exceed your expectations?
CE-03	What aspect of this online course was most helpful or useful to you?
CE-04	What could have been improved in this course?
CE-05	Would you take another writing course online? Why or why not?
CE-06	When did you most often access the course web site?
CE-07	From where did you most often access the course web site?
CE-08	Which parts of the course web site did you find most useful? Mark all that apply.
CE-09	Indicate how many hours you spent online each week working on this course.
CE-10	Indicate how many hours you spent offline (not on the computer) each week working on this course.
CE-11	I participated as much as I wanted to. (True or False)
CE-12	If False, why didn't you participate as much as you wanted to?
CE-13	Describe how you used the different communication tools: chat, WebCT Vista Mail, online meetings, etc.
CE-14	Did you feel the teacher was concerned about you and your learning? How did the teacher communicate that to you?
CE-15	What was the most helpful thing the teacher did to help you learn?
CE-16	Did you feel your communication with the teacher was satisfactory? Describe.
CE-17	Describe any frustrations that you experienced in communicating with the instructor. Include suggestions you have for improving communication.
CE-18	Describe your communication with the other students. Was it helpful to your learning?
CE-19	Describe any technical frustration that you experienced and how you resolved the problem.
CE-20	I received adequate technical support throughout the course. (True or False)
CE-21	Did you make good use of your study time for this online course? Explain.

COURSE EVALUATION SURVEY DATA

Question CE-01. This is my first online course. (True or False)

Data

Spring	Response	First Time Online	Level
	True	Yes	FY
	True	Yes	FY
	True	Yes	FY
	False	No	FY
	False	No	FY
	True	Yes	Sophomore
	True	Yes*	Sophomore
	False	No	Sophomore
	False	No	Sophomore
	True	Yes	Junior
	False	No	Junior
	True	Yes	Senior

*Student reported having prior experience with online elements, but this first encounter with a class conducted entirely online.

Analysis

Total number of respondents in each category by level in school

Response	FY Sp	So Sp	Jr Sp	Sr Sp	Upper Subtot	Totals
True	3	2	1	1	4	7
False	2	2	1		3	5
subtotals		4	2	1		
Totals	5				7	12

Comparison of first-timers and repeaters in each category by level in school

Response	FY 1st	So 1st	Jr 1st	Sr 1st	First Timers	FY Rep	So Rep	Jr Rep	Sr Rep	Repeaters
True	3	2	1	1	7					
False						2	2	1	0	5
subtotals										
Totals					7					5

Question CE-02 (scenario 1). If you haven't taken an online course before, what surprised you about online learning?

Data

Spring	Response	First Time Online?	Level
	I was surprised at how convenient and easy to complete everything it was.	Yes	FY
	That the professor still provided a lot of help even though we never actually met face to face.	Yes	FY
	I thought that the teacher was really helpful and it was easy to understand the assignments and easy to post them!	Yes	FY
	This course was the best one I taken.	Yes	Sophomore
	Nothing was too surprising, except for the online office hours, which was really useful and convenient. I enjoyed the do it yourself pace with the set due dates making it extremely flexible with when I have the time to work on a paper, when and how long I do a peer review for, and for when I want to submit a paper instead of having to wait for a class period.	Yes	Sophomore
	I thought online learning would be more difficult since you are not actually attending classes and meeting with an instructor. But I found it to be very manageable - the instructor was very helpful and easy to access.	Yes	Junior
	What surprised me is the ease of use of technology. In every measure, this course exceeded my expectation.	Yes	Senior

Analysis

Surprise	Count	Marked above with…
Convenience/ease/flexibility	7	yellow highlight
Communication with or feedback from instructor	5	underline
Communication with classmates	0	

Question CE-02 (scenario 2). If you have taken an online course before, how did this course meet or exceed your expectations?

Data

Spring	Response	First Time?	Level
	NA	No	FY
	It met my expectations because she made sure we were always on task by always having assignments due on a certain date (either Tuesdays or Fridays). She kept us on track.	No	FY
	My past and first online class really discouraged me from taking another online course, but this class has definitely exceeded my expectations. This class was a lot more interactive, making the experience more enjoyable.	No	Sophomore
	This course was more structured than previous online classes. The structure helped me to plan my time better.	No	Sophomore
	This Course is exactly what I expected. I learned what I expected and enjoyed taking it.	No	Junior

Analysis

Total Responses

Expectations	Count	Marked above with…
Convenience/ease/flexibility	1	yellow highlight
Communication with or feedback from instructor	1	underline
Communication with classmates	1	dotted underline
Enjoyable	2	bold wavy underline

Question CE-03. What aspect of this online course was most helpful or useful to you?

Data

Spring	Response	First Time Online?	Level
	Clear directions and set assignments and due dates, I knew exactly what I was required to do	Yes	FY
	stuff was due every week	Yes	FY
	The freedom to do the assignments anytime that worked for me.	Yes	FY
	That she was always available for help and chats online.	No	FY
	weekly outlines	No	FY
	The clear electronic notes that the teacher left, as well as peer reviewing over the Internet, which avoids the awkwardness for both the author and reviewer.*	Yes	Sophomore
	The timely responses and encouragement I received from the instructor.	Yes	Sophomore
	I enjoyed the online exercises.	No	Sophomore
	Being able to interact with other classmates, as well as the professor, whenever I needed anything was extremely helpful. The website was easy to follow along with and encouraged me to participate throughout the class.	No	Sophomore
	The virtual office hours.	Yes	Junior
	I liked how there were periodic due dates to keep the class going.	No	Junior
	Helpfulness of my instructor with all the questions I had. Ease of communicating with my instructor. On time weekly assignment availability.	Yes	Senior

Analysis

Expectations	Count	Marked above with…
Convenience/ease/flexibility	3	yellow highlight
Communication with or feedback from instructor	5	underline
Communication with classmates	2	dotted underline
Structure	9	Double underline
Avoidance of face-to-face interactions	1	*

Question CE-04. What could have been improved in this course?

Data

Spring	Response	First Time Online?	Level
	I could have spent more time with the assignments instead of waiting until the last minute *	Yes	FY
	I kind of wish I would have wrote more, not more responses to articles but assignments incorporating more structure? I am not saying more large hard papers but rather more short assignments that explore different types of writing	Yes	Sophomore
	I would have liked to do more online exercises.	No	Sophomore
	The course was pretty ideal, so the only thing I would change would be the Friday assignments. Since the first due-dates were Tuesday's, it would make more sense for the second due-date to be on Thursday's.	No	Sophomore
	nothing	Yes	FY
	I cannot think of anything immediately.	Yes	FY
	I think nothing really could be improved.	No	FY
	Everything was satisfactory	No	FY
	NA	Yes	Sophomore
	I think the course was satisfactory the way it was run.	Yes	Junior
	Nothing, I really liked the course and had no problems with it.	No	Junior
	I can't think of any.	Yes	Senior

Analysis

	Count	Marked above with…
Shifting of due dates	1	yellow highlight
Types of assignments	2	dotted underline
Students' own effort	1	*

Question CE-05. Would you take another writing course online? Why or why not?

Data

Term	Response	First Time Online?	Level
Spring	yes, I liked the freedom the class gave me, I could do the work on my time	Yes	FY
	yes, it was fun and rewording	Yes	FY
	Yes. It is a perfect way for me to do a writing class, I feel I learned more online than I have in the past in a classroom.	Yes	FY
	Sure, why not. I liked it because it helped me stay on task and keep up with my work because assignments were always due on certain dates. It is easier and faster to communicate online rather than worry about setting up a time to meet the person.	No	FY
	yes, I liked the fact that it was very individualized time scheduling	No	FY
	I will try to take as many of my writing courses online since it provided so much time flexibility.	Yes	Sophomore
	Yes. What I like is you really have an unlimited opportunity to revisit the discussion and/or instructional material as often as necessary, which is not the case in a traditional classroom.	Yes	Sophomore
	Yes, it works well with my schedule.	No	Sophomore
	Yes, I would actually prefer more writing courses online. We are offered privacy yet tons of support by other students at the same time. It is also comforting to be able to simply write at home, and have any addition information needed at the tip of my fingertips.	No	Sophomore
	Yes I would - I was a little skeptical at first having never taken an online class. But this semester went very smoothly for me- and my writing has improved since the beginning of the semester.	Yes	Junior
	Yes I would, It fit my schedule very well and it was easier to focus on my writing when compared to being in a classroom.	No	Junior
	Yes, I will take another online class, because I always like to learn professional writing skills, and this class is one of the best that I have seen so far.	Yes	Senior

Analysis

Response	Count	Marked above with…
Convenience/ease/flexibility	8	yellow highlight
Helped with structure, focus, or learning style	4	double underline
Learned about writing	3	blue highlight

Question CE-06. When did you most often access the course web site?

Early Morning (4 a.m. – 8 a.m.)
Morning (8 a.m. - 11 a.m.)
Mid-day (11 a.m. - 1 p.m.)
Afternoon (1 p.m. - 5 p.m.)
Evening (5 p.m. - 10 p.m.)
Late night (10 p.m. - 4 a.m.)

Data

Spring	Response	First Time Online?	Level
	Late night (10 p.m. - 4 a.m.)	Yes	FY
	Afternoon (1 p.m. - 5 p.m.); Evening (5 p.m. - 10 p.m.)	Yes	FY
	Evening (5 p.m. - 10 p.m.)	Yes	FY
	Mid-day (11 a.m. - 1 p.m.); Afternoon (1 p.m. - 5 p.m.)	No	FY
	Evening (5 p.m. - 10 p.m.)	No	FY
	Morning (8 a.m. - 11 a.m.)	Yes	Sophomore
	Evening (5 p.m. - 10 p.m.)	Yes	Sophomore
	Evening (5 p.m. - 10 p.m.)	No	Sophomore
	Mid-day (11 a.m. - 1 p.m.)	No	Sophomore
	Mid-day (11 a.m. - 1 p.m.); Afternoon (1 p.m. - 5 p.m.)	Yes	Junior
	Evening (5 p.m. - 10 p.m.)	No	Junior
	Morning (8 a.m. - 11 a.m.); Mid-day (11 a.m. - 1 p.m.); Afternoon (1 p.m. - 5 p.m.); Evening (5 p.m. - 10 p.m.); Late night (10 p.m. - 4 a.m.)	Yes	Senior

Analysis

Total responses (multiple responses were allowed)

Response	Totals
Early Morning (4 a.m. – 8 a.m.)	0
Morning (8 a.m. - 11 a.m.)	2
Mid-day (11 a.m. - 1 p.m.)	4
Afternoon (1 p.m. - 5 p.m.)	4
Evening (5 p.m. - 10 p.m.)	7
Late night (10 p.m. - 4 a.m.)	2
Total	19

Total number of respondents in each category by level in school

Response	FY Sp	So Sp	Jr Sp	Sr Sp	Upper Subtot	Totals
Early Morning (4 a.m. – 8 a.m.)					0	0
Morning (8 a.m. - 11 a.m.)		1		1	2	2
Mid-day (11 a.m. - 1 p.m.)	1	1	1	1	3	4
Afternoon (1 p.m. - 5 p.m.)	2		1	1	2	4
Evening (5 p.m. - 10 p.m.)	3	2	1	1	4	7
Late night (10 p.m. - 4 a.m.)	1			1	1	2
subtotal		4	3	5		
Total	7				12	19

*Multiple responses were possible, so totals do not match participation count.

Comparison of first-timers and repeaters in each time category by level in school

Response	FY 1st	So 1st	Jr 1st	Sr 1st	No. First Timers	FY Rep	SO Rep	Jr Rep	Sr Rep	No. of Repeaters
4 am–8 am					0					0
8 am –11 am		1		1	2					0
11 am–1 pm			1	1	2	1	1			2
1 pm–5 pm	1		1	1	3	1				1
5 pm–10 pm	2	1		1	4	1	1	1		3
10 pm– 4 am	1			1	2					0
subtotal	4	2	2	5		3	2	1	0	
Total					13					6

*Multiple responses were possible, so totals do not match participation count.

Question CE-07. From where did you most often access the course web site?

Data

Spring	Response	First Time Online?	Level
	Home computer	Yes	FY
	Laptop, at home; Laptop, campus location	Yes	FY
	Laptop, at home; Laptop, campus location	Yes	FY
	Laptop, at home	No	FY
	Campus computer lab; Laptop, campus location	No	FY
	Laptop, other location	Yes	Sophomore
	Laptop, at home	Yes	Sophomore
	Laptop, other location; Laptop, at home	No	Sophomore
	Campus computer lab	No	Sophomore
	Work computer; Laptop, at home	Yes	Junior
	Laptop, at home	No	Junior
	Laptop, at home; Laptop, campus location; Laptop, other location	Yes	Senior

Analysis

Total responses

Response	Frequency
Home computer	1
Laptop, at home	8
Laptop, campus location	4
Laptop, other location	3
Campus computer lab	2
Work computer	1
Total	19

Total number of respondents in each category

Response	FY Sp	SO Sp	JR Sp	SR Sp	Upper Subtot	Totals
Laptop, at home	3	2	2	1	5	8
Laptop, campus location	3			1	1	4
Laptop, other location	0	2		1	3	3
Campus computer lab	1	1			1	2
Home computer	1				0	1
Work computer	0		1		1	1
subtotal		5	3	3		
Total	8				11	19

Comparison of first-timers and repeaters in each category by level in school

Response	FY 1st	SO 1st	JR 1st	SR 1st	No. First Timers	FY Rep	SO Rep	JR Rep	SR Rep	No. of Repeaters
Laptop, at home	2	1	1	1	5	1	1	1		3
Laptop, campus location	2			1	3	1				1
Laptop, other location		1		1	2		1			1
Campus computer lab					0	1	1			2
Home computer	1				1					0
Work computer			1		1					0
subtotal	5	2	2	3		3	3	1	0	
Total					12					7

Question CE-08. Which parts of the course web site did you find most useful? Mark all that apply.

Data

Term	Response	First Time Online?	Level
Spring	Assignment Tool; Peer Review Group Spaces; Week by Week Links; My Grades	Yes	FY
	Assignment Tool; Peer Review Group Spaces; Week by Week Links; Virtual Office Hours; Discussion Board; My Grades; Conference Chat	Yes	FY
	Assignment Tool; Week by Week Links; My Grades	Yes	FY
	(all but the Calendar) Questions; Assignment Tool; Peer Review Group Spaces; Week by Week Links; Virtual Office Hours; Discussion Board; Large Class Discussions; My Grades; Conference Chat	No	FY
	Peer Review Group Spaces; Week by Week Links; Calendar; My Grades	No	FY
	(all but Discussion Board) Questions; Assignment Tool; Peer Review Group Spaces; Week by Week Links; Virtual Office Hours; Calendar; Large Class Discussions; My Grades; Conference Chat	Yes	Sophomore
	Questions; Peer Review Group Spaces; My Grades	Yes	Sophomore
	Questions; Assignment Tool; Peer Review Group Spaces; Week by Week Links; My Grades; Conference Chat	No	Sophomore

Term	Response	First Time Online?	Level
	Assignment Tool; Peer Review Group Spaces; Discussion Board; My Grades	No	Sophomore
	Week by Week Links; Virtual Office Hours; Conference Chat	Yes	Junior
	Assignment Tool; Week by Week Links; Discussion Board; My Grades	No	Junior
	(all) Questions; Assignment Tool; Peer Review Group Spaces; Week by Week Links; Virtual Office Hours; Discussion Board; Calendar; Large Class Discussions; My Grades; Conference Chat	Yes	Senior

Analysis

Total responses

Response Tally	Count
My Grades; My Grades; My Grades; My Grades; My Grades; My Grades; My Grades; My Grades; My Grades; My Grades; My Grades	11
Week by Week Links; Week by Week Links; Week by Week Links; Week by Week Links; Week by Week Links; Week by Week Links; Week by Week Links; Week by Week Links; Week by Week Links; Week by Week Links;	10
Peer Review Group Spaces; Peer Review Group Spaces; Peer Review Group Spaces; Peer Review Group Spaces; Peer Review Group Spaces; Peer Review Group Spaces; Peer Review Group Spaces; Peer Review Group Spaces; Peer Review Group Spaces;	9
Assignment Tool; Assignment Tool; Assignment Tool; Assignment Tool; Assignment Tool; Assignment Tool; Assignment Tool; Assignment Tool; Assignment Tool;	9
Conference Chat; Conference Chat; Conference Chat; Conference Chat; Conference Chat; Conference Chat;	6
Virtual Office Hours; Virtual Office Hours; Virtual Office Hours; Virtual Office Hours; Virtual Office Hours;	5
Questions; Questions; Questions; Questions; Questions;	5
Discussion Board; Discussion Board; Discussion Board; Discussion Board; Discussion Board;	5
Calendar; Calendar; Calendar;	3
Large Class Discussions; Large Class Discussions; Large Class Discussions;	3
Total	66

Total number of respondents in each category by level in school

Response	FY Sp	So Sp	Jr Sp	Sr Sp	Upper Subtot	Totals
My Grades	5	4	1	1	6	11
Week by Week Links	5	2	2	1	5	10
Assignment Tool	4	3	1	1	5	9
Peer Review Group Spaces	4	4		1	5	9
Conference Chat	2	2	1	1	4	6
Virtual Office Hours	2	1	1	1	3	5
Questions	1	3		1	4	5
Discussion Board	2	1	1	1	3	5
Calendar	1	1		1	2	3
Large Class Discussions	1	1		1	2	3
subtotals		22	7	10		
Totals	27				39	66

Comparison of first-timers and repeaters in each category by level in school

Response	FY 1st	SO 1st	JR 1st	SR 1st	No. First Timers	FY Rep	SO Rep	JR Rep	SR Rep	No. of Repeaters
Questions		2		1	3	1	1			2
Assignment Tool	3	1		1	5	1	2	1		4
Peer Review Group Spaces	2	2		1	5	2	2			4
Week by Week Links	3	1	1	1	6	2	1	1		4
Virtual Office Hours	1	1	1	1	4	1				1
Discussion Board	1			1	2	1	1	1		3
Calendar		1		1	2	1				1
Large Class Discussions		1		1	2	1				1
My Grades	3	2		1	6	2	2	1		5
Conference Chat	1	1	1	1	4	1	1			2
subtotals	**14**	**12**	**3**	**10**		**13**	**10**	**4**	**0**	
Totals					**39**					**27**

First Years	No.	Upper Level	No.	First Timers	No.	Repeaters	No.
My Grades	5	My Grades	6	My Grades	6	My Grades	5
Week by Week	5	Week by Week	5	Week by Week	6	Week by Week	4
Assignment Tool	4	Assignment Tool	5	Assignment Tool	5	Assignment Tool	4
Peer Review Spac	4	Peer Review Spac	5	Peer Review Spac	5	Peer Review Spac	4
Conference Chat	2	Conference Chat	4	Conference Chat	4	Discussion Board	3
Virtual Office Hrs	2	Questions	4	Virtual Office Hrs	4	Conference Chat	2
Discussion Board	2	Virtual Office Hrs	3	Questions	3	Questions	2
Questions	1	Discussion Board	3	Discussion Board	2	Virtual Office Hrs	1
Calendar	1	Calendar	2	Calendar	2	Calendar	1
Large Class Discussions	1	Large Class Discussions	2	Large Class Discussions	2	Large Class Discussions	1

Question CE-09. Indicate how many hours you spent online each week working on this course.

Data

Spring	Response	First Time Online?	Level
	1-6	Yes	FY
	7-10	Yes	FY
	7-10	Yes	FY
	7-10	No	FY
	7-10	No	FY
	7-10	Yes	Sophomore
	1-6	Yes	Sophomore
	7-10	No	Sophomore
	1-6	No	Sophomore
	10-20	Yes	Junior
	1-6	No	Junior
	7-10	Yes	Senior

Analysis

Total responses

Response	Frequency
1–6 hours	4
7–10 hours	7
10–20 hours	1
Totals	12

Total number of respondents in each category by level in school

	FY Sp	So Sp	Jr Sp	Sr Sp	Upper Subtot	Totals
1–6 hours	1	2	1	0	3	4
7–10 hours	4	2	0	1	3	7
10–20 hours	0	0	1	0	1	1
Totals	5	4	2	1	7	12

Comparison of first-timers and repeaters in each category by level in school

Response	FY 1st	So 1st	Jr 1st	Sr 1st	First Timers	FY Rep	So Rep	Jr Rep	Sr Rep	Repeaters
1–6 hours	1	1			2		1	1		2
7–10 hours	2	1		1	4	2	1			3
10–20 hours			1		1					0
subtotal	3	2	1	1		2	2	1	0	
Totals					7					5

Question CE-10. Indicate how many hours you spent offline (not on the computer) each week working on this course.

Data

Term	Response	First Time Online?	Level
Spring	1-6	Yes	FY
	1-6	Yes	FY
	1-6	Yes	FY
	1-6	No	FY
	1-6	No	FY
	7-10	Yes	Sophomore
	1-6	Yes	Sophomore
	1-6	No	Sophomore
	1-6	No	Sophomore
	11-20	Yes	Junior
	1-6	No	Junior
	7-10	Yes	Senior

Analysis

Total responses

Response	Frequency
1–6 hours	9
7–10 hours	2
11–20 hours	1
Totals	12

Total number of respondents in each category by level in school

	FY Sp	So Sp	Jr Sp	Sr Sp	Upper Subtot	Totals
1–6 hours	5	3	1	0	4	9
7–10 hours	0	1	0	1	2	2
11–20 hours	0	0	1	0	1	1
Totals	5	4	2	1	7	12

Comparison of first-timers and repeaters in each category by level in school

Response	FY 1st	SO 1st	JR 1st	SR 1st	First Timers	FY Rep	SO Rep	JR Rep	SR Rep	Repeaters
1–6 hours	3	1			4	2	2	1		5
7–10 hours		1		1	2					0
11–20 hours			1		1					0
subotals	3	2	1	1		2	2	1	0	
Totals					7					5

Question CE-11. I participated as much as I wanted to. (True or False)

Data

Term	Response	First Time Online?	Level
Spring	True	Yes	FY
	True	Yes	FY
	True	Yes	FY
	True	No	FY
	True	No	FY
	False	Yes	Sophomore
	False	Yes	Sophomore
	True	No	Sophomore
	True	No	Sophomore
	True	No	Junior
	True	Yes	Junior
	True	Yes	Senior

Question CE-12. If False, why didn't you participate as much as you wanted to?

Data

Spring	Response	First Time Online?	Level
	I had a unusual amount of personal outside interruptions that made it extremely difficult to keep up.	Yes	Sophomore
	The office hours were during one of my classes.	Yes	Sophomore
	NA	Yes	FY
	NA	Yes	FY
	NA	Yes	FY
	NA	No	FY
	NA	No	FY
	NA	No	Sophomore
	NA	No	Sophomore
	NA	Yes	Junior
	NA	No	Junior
	NA	Yes	Senior

Question CE-13. Describe how you used the different communication tools: chat, WebCT Vista Mail, online meetings, etc.

Data

Spring	Response	First Time Online?	Level
	I only used the virtual chat once, I used email frequently	Yes	FY
	I was able to ture [turn] in all my papers and get feed back on them	Yes	FY
	They are all very useful, they all allow you to easily communicate with the professor whenever it is needed rather than just in class or office hours.	Yes	FY
	I chatted with [Instr] for the last paper as well as the online meeting to meet with her on how to improve my paper. I always use the WebCT to communicate with my peers.	No	FY
	I used them to communicate with my group members and with the instructor	No	FY
	I liked the on-line meetings, you got make a visual connection with the instructor and it is more personable.	Yes	Sophomore
	The only communication I used was the discussion boards and virtual conference meeting. I used the discussion boards to communicate with my peers and the virtual conference to ask for help on an assignment.	Yes	Sophomore
	I accessed the WebCT daily for the assignments. I received all the information and feedback that I needed from the professor and students through the discussions module, which was more useful than I could ever have imagined. Before writing my final paper, I met with the professor on the online chat room which was extremely useful as well. It was great to finally SEE her, and get direct, non-stop feedback, as well as getting all my questions instantly answered.	No	Sophomore
	Chat: used it to talk with professor once about my paper. WebCT: used it to check assignments and turn them in.	No	Sophomore
	I participated whenever we had an online discussion—if I ever had a question I would email the instructor—and we only had 1 online meeting I participated in.	Yes	Junior
	I used WebCT to check and post assignments and email to communicate with the instructor on a regular basis.	No	Junior
	I participated and used all the communication tools. since I like technology, I enjoyed using all of them. I also learned how to use WebCT, Vista mail, online meetings, assignment upload and postings and many other wonderful virtual experiences.	Yes	Senior

Analysis

Response	Count	Marked above with…
Mention of specific Tool or function	21	yellow highlight
Frequency of use	13	double underline
Affective comment	9	blue highlight

Question CE-14. Did you feel the teacher was concerned about you and your learning? How did the teacher communicate that to you?

Data

Spring	Response	First Time Online?	Level
	I did feel the teacher was concerned about my grades she was very helpful, she responded timely to emails.	Yes	FY
	Yes. Through e-mails, the grading process and the virtual breeze thing.	Yes	FY
	I felt she was concerned, I was able to e-mail her with any questions and she promptly returned my e-mail.	No	FY
	Yes, she always had individual responses and always checked in on me as well as make sure I was on top of things. She always helped me when I needed it.	No	FY
	no	Yes	FY
	I would say I got more individualized positive feedback then any traditional class I have been in. The teacher was very encouraging because I got behind and she was very supportive.	Yes	Sophomore
	The teacher let me know when she was concerned with the class or myself's ability to grasp a writing concept, she would communicate this through electronic comments on a paper or through the several emails she sent out in order to maintain effective communication with her students.	Yes	Sophomore
	Fully, yes. She was interactive with all the students throughout the entire course. And anytime I had a question she would respond to my message or e-mail within the following day.	No	Sophomore
	Yes, teacher seemed concerned. She kept us up to date with e-mails and responding to our discussion board posts on a regular basis	No	Sophomore
	Yes, I felt [Instr] was concerned about my learning by always making herself available via email and also holding virtual office hours. She also left several notes on the assignment pages so that we could understand the assignments better.	No	Junior
	No I dont feel the teacher was concerned about me and my learning.	Yes	Junior
	My teacher [Instr] was very helpful. She was always concerned about the students. I communicated with my teacher with face to face meetings, via e-mail, via WebCT and discussions, via weekly assignment upload areas, and we talked over the phone.	Yes	Senior

Analysis

Categories of Activities that Communicate Teacher's Concern for Students

Category	Response
Interactive, Responsive, and Timely in Communication	
	I did feel the teacher was concerned about my grades she was very helpful, she responded timely to emails.
	Yes. Through e-mails, the grading process and the virtual breeze thing.
	I felt she was concerned, I was able to e-mail her with any questions and she promptly returned my e-mail.
	The teacher let me know when she was concerned with the class or myself's ability to grasp a writing concept, she would communicate this through electronic comments on a paper or through the several emails she sent out in order to maintain effective communication with her students.
	Fully, yes. She was interactive with all the students throughout the entire course. And anytime I had a question she would respond to my message or e-mail within the following day.
	My teacher [Instr] was very helpful. She was always concerned about the students. I communicated with my teacher with face to face meetings, via e-mail, via WebCT and discussions, via weekly assignment upload areas, and we talked over the phone.
	Yes, I felt [Instr] was concerned about my learning by always making herself available via email and also holding virtual office hours.
Directions on Assignments, due dates, etc.	
	Yes, teacher seemed concerned. She kept us up to date with e-mails and responding to our discussion board posts on a regular basis
	She also left several notes on the assignment pages so that we could understand the assignments better.
Individual attention	
	Yes, she always had individual responses and always checked in on me as well as make sure I was on top of things. She always helped me when I needed it.
	I would say I got more individualized positive feedback then any traditional class I have been in. The teacher was very encouraging because I got behind and she was very supportive.

Question CE-15. What was the most helpful thing the teacher did to help you learn?

Data

Spring	Response	First Time Online?	Level
	Made sure I knew what I was doing incorrectly so I could correct it and not make the same mistakes on future papers.	Yes	FY
	I think she did a good job outlining the assignments I knew what she expected	Yes	FY
	gave feed back on all papers	Yes	FY
	one time per semester video conference was helpful to have face to face interaction she was able to help me directly with my paper	No	FY
	Keep contact with me. She always emailed me when I needed help or just to check in on me.	No	FY
	The most helpful thing was her electronic comments that showed any corrections along with comments. / Her e-mails also maintained effective communication with what was going on in the class.*	Yes	Sophomore
	The rubric was a great evaluation tool and I really could understand where my writing was at. / The hints on what to focus on was key also, like the MLA annotations.*	Yes	Sophomore
	She provided very thorough feedback.	No	Sophomore
	It was basically the way the entire course was set up that helped me learn the most. With all the assignments posted on-time, as well as a learning environment set up online with all the students, it not only encouraged me to learn, but guided me as well.	No	Sophomore
	Her prompt responses to any question I had-offering advice with my writing.	Yes	Junior
	Offering detailed feedback on the assignments allowed me to correct mistakes that I had made on past assignments.	No	Junior
	[Instr] taught me many professional writing skills. Among them: how to build perfect thesis statement, taking strong position when writing arguments, using proper citations, and how to persuasively write for a big audience.	Yes	Senior

*Some responses contained statements in more than one category. These marked with a slash [/] between the two types of remarks. These will be analyzed separately in the following analyses.

Analysis

Total responses

Category	Response
Feedback (qty. 7)	
	gave feed back on all papers
	The most helpful thing was her electronic comments that showed any corrections along with comments.
	The rubric was a great evaluation tool and I really could understand where my writing was at.

Category	Response
	She provided very thorough feedback.
	Offering detailed feedback on the assignments allowed me to correct mistakes that I had made on past assignments.
	[Instr] taught me many professional writing skills. Among them: how to build perfect thesis statement, taking strong position when writing arguments, using proper citations, and how to persuasively write for a big audience.
	Made sure I knew what I was doing incorrectly so I could correct it and not make the same mistakes on future papers.
Guidance on Assignments (qty. 4)	
	I think she did a good job outlining the assignments I knew what she expected
	The hints on what to focus on was key also, like the MLA annotations.
	one time per semester video conference was helpful to have face to face interaction she was able to help me directly with my paper
	It was basically the way the entire course was set up that helped me learn the most. With all the assignments posted on-time, as well as a learning environment set up online with all the students, it not only encouraged me to learn, but guided me as well.
Communication / Prompt Responses (qty. 3)	
	Keep contact with me. She always emailed me when I needed help or just to check in on me.
	Her prompt responses to any question I had-offering advice with my writing.
	Her e-mails also maintained effective communication with what was going on in the class.

Total number of respondents in each category by level in school

Response	FY Sp	So Sp	Jr Sp	Sr Sp	Upper Subtot	Totals
Feedback	2	3	1	1	5	7
Guidance on Assignments	2	2			2	4
Communication / Prompt Responses	1	1	1		2	3
subtotals	5	6	2	1		
Totals	5				9	14

Comparison of first-timers and repeaters in each category by level in school

Response	FY 1st	So 1st	Jr 1st	Sr 1st	No. First Timers	FY Rep	So Rep	Jr Rep	Sr Rep	No. Repeaters	Totals
Feedback	2	2		1	5		1	1		2	7
Guidance on Assignments	1	1			2	1	1			2	4
Communication / Prompt Responses		1	1		2	1				1	3
subtotals	3	4	1	1		2	2	1	0		
Totals					9					5	14

Question CE-16. Did you feel your communication with the teacher was satisfactory? Describe.

Data

Spring	Response	First Time Online?	Level
	yes, i always go speedy responses when i asked a question	Yes	FY
	Yes, I could communicate with her at any point in the day through e-mail.	Yes	FY
	Yes, she gave suggestions that i was able to ask for clarification if i had questions	No	FY
	Yes, she replied to all my emails and questions. She always explained everything throughly and clearly.	No	FY
	I believe my communication with the teacher was very satisfactory as she periodically sent out emails along with what was posted on the courses main weekly page and she made herself available for virtual conference meetings.	Yes	Sophomore
	Yes. I alway received an immediate response when I had a question, and she automatically gave me helpful feedback and advise when she found necessary.	No	Sophomore
	Yes, she responded to my e-mails and class discussions promptly.	No	Sophomore
	Yes-I think we communicated very well-I never was confused or frustrated with anything.	Yes	Junior
	Yes, [Instr] did a great job of helping me when I had questions about the class but she also took time to sit down and walk through completing a Technical Communication Minor.	No	Junior
	I feel communication with the teacher was excellent.	Yes	Senior
	I do. I didnt need much communication but when I did it was very helpful.	Yes	FY
	Well it was ok, but if I was faster keyboarder the on-line portion would have been more productive, my limitations here.	Yes	Sophomore

Question CE-17. Describe any frustrations that you experienced in communicating with the instructor. Include suggestions you have for improving communication.

Data

Spring	Response	First Time Online?	Level
	none	Yes	FY
	None	Yes	FY
	none	No	FY
	No frustrations	No	FY
	I personally did not have any frustrations, she always e-mailed me back in a timely fashion.	Yes	FY
	Communication was very effective and easily attainable.	Yes	Sophomore
	I didn't have any frustrations… [ellipsis in original response]	No	Sophomore
	I did not have any.	Yes	Junior
	I had no frustrations at all I thought she was great!	No	Junior
	There are no communication frustrations whatsover that I have with my	Yes	Senior

Spring	Response	First Time Online?	Level
	teacher. [Instr] is an exemplary professional teacher.		
	See the above (Answer to Q CE-16: "Well it was ok, but if I was faster keyboarder the on-line portion would have been more productive, my limitations here.")	Yes	Sophomore
	I did not enjoy the chat session. It went by too quick. I would have rather written a small essay and submitted it to the instructor.	No	Sophomore

Question CE-18. Describe your communication with the other students. Was it helpful to your learning?

Data

Spring	Response	First Time Online?	Level
	it was good to see what the had to say about my papers and to ready how they wrote there own papaers	Yes	FY
	I did not communicate much with other students other than in peer reviews which were helpful.	Yes	FY
	The peer reviews helped a little	Yes	FY
	My communication with other students were very well. We always did peer reviews and left our email address if they need to contact us for any further questions or concerns. Yes, they help me to improve my writting skills.	No	FY
	Sometimes the discussions were not completed by other students, it was bothersome when the discussion was to respond to another students work.	No	FY
	Yes, the peer review was the best part. I really learned from it.	Yes	Sophomore
	I am not sure how to explain it but I liked having the same small groups throughout the entire semester. My communication with my fellow peers was extremely helpful to my learning.	Yes	Sophomore
	Very helpful. After each and every assignment we were given the opportunity to give constructive critism, and were able to receive it as well. I enjoyed this part of the course the most.	No	Sophomore
	I had many assignments peer reviewed with two other people. One of them only provided me with minimal feedback, but the other person gave me very helpful suggestions.	No	Sophomore
	I didn't find the peer reviews very helpful for the most part simply because I write for work so they couldn't really offer very much feedback.	No	Junior
	Yes-I think the peer review's were helpfull. Getting feedback from classmates helped to strengthen my papers.	Yes	Junior
	Communication with other students was helpful…we learned from each other by doing weekly peer reviews…also…in big discussions. The learning experience was more exciting because we discussed the most important societal issues…	Yes	Senior

Analysis

Total Responses

Category	Response
Helpful	
	it was good to see what the had to say about my papers and to ready how they wrote there own papaers
	My communication with other students were very well. We always did peer reviews and left our email address if they need to contact us for any further questions or concerns. Yes, they help me to improve my writting skills.
	Yes, the peer review was the best part. I really learned from it.
	I am not sure how to explain it but I liked having the same small groups throughout the entire semester. My communication with my fellow peers was extremely helpful to my learning.
	Very helpful. After each and every assignment we were given the opportunity to give constructive critism, and were able to receive it as well. I enjoyed this part of the course the most.
	Yes-I think the peer review's were helpfull. Getting feedback from classmates helped to strengthen my papers.
	Communication with other students was helpful. Because learning is a two way street and we learned from each other by doing weekly peer reviews. We also learned from one another in big discussions. The learning experience was more exciting because we discussed the most important societal issues. The exchange of views in this manner furthers learning from one another and could bring new innovations.
	I did not communicate much with other students other than in peer reviews which were helpful.

Category	Response
Somewhat Helpful	
	The peer reviews helped a little
	I had many assignments peer reviewed with two other people. One of them only provided me with minimal feedback, but the other person gave me very helpful suggestions.
Not Helpful	
	Sometimes the discussions were not completed by other students, it was bothersome when the discussion was to respond to another students work.
	I didn't find the peer reviews very helpful for the most part simply because I write for work so they couldn't really offer very much feedback.

Total number of respondents in each category by level in school

Response	FY Sp	S) Sp	JR Sp	SR Sp	Upper Subtot	Totals
Helpful	**2**	**3**	**1**	**1**	**5**	**7**
Somewhat Helpful	**2**	**1**				**3**
Not Helpful	**1**		**1**			**2**
subtotals		**4**	**2**	**1**		
Totals	**5**				**7**	**12**

Comparison of first-timers and repeaters in each category by level in school

Response	FY 1st	SO 1st	JR 1st	SR 1st	No. First Timers	FY Rep	SO Rep	JR Rep	SR Rep	No. Repeaters	Totals
Helpful	**1**	**2**	**1**	**1**	**5**	**1**	**1**			**2**	**7**

Somewhat Helpful	**2**				**2**		**1**			**1**	**3**
Not Helpful					**0**	**1**		**1**		**2**	**2**
subtotals	**3**	**2**	**1**	**1**		**2**	**2**	**1**	**0**		
Totals					**7**					**5**	**12**

Question CE-19. Describe any technical frustration that you experienced and how you resolved the problem.

Data

Spring	Response	First Time Online?	Level
	none	Yes	FY
	none	No	FY
	none	Yes	FY
	NA	No	FY
	I did not experience any technical problems.	Yes	Junior
	No technical frustrations I never had any problems	No	Junior
	None. This course was perfect. I can rate Rhetoric 1101 course as professional.	Yes	Senior
	One time WebCT kept attaching my word document as a binary file instead of a document file but I just posted it and tried again later and it worked as a document file. / Sometimes my posts would not go through right away but it always eventually worked.*	Yes	FY
	Breeze worked most of the time but that was my connection problems. At one conference I called the instructor do to difficulties which work good.	Yes	Sophomore
	Sometimes I would post my assignment but it would not be displayed. I emailed my professor and she told me hot to solve the problem.	Yes	Sophomore
	There was only once that I can recall where the site was not up and running, but the professor moved a few of the deadlines, and it was fixed by the next day. Other than that, there were no problems	No	Sophomore
	I had a hard time accessing the chat session (virtual hours) on my home computer and ended up using outsid3 sources (library computers).	No	Sophomore

*Response contained two issues (marked with slash [/] between two issues. These are counted separately in the following analyses.

Analysis

Total responses

Problems Reported	Frequency
Attaching files	1
Posting assignments	2
Breeze connection	1
Site not up and running	1
Accessing the chat session	1
None	7

Total number of respondents in each category by level in school

Problems Reported	FY Sp	So Sp	Jr Sp	Sr Sp	Upper Subtot	Totals
Attaching files	1					1
Posting assignments	1	1			1	2
Breeze connection		1			1	1
Site not up and running		1			1	1
Accessing the chat session		1			1	1
None	4		2	1	3	7
subtotals		4	2	1		
Totals	6				6	12

Comparison of first-timers and repeaters in each category by level in school

Problems Reported	FY 1st	So 1st	Jr 1st	Sr 1st	No. First Timers	FY Rep	So Rep	Jr Rep	Sr Rep	No. Repeaters	Totals
Attaching files	1				1					0	1
Posting assignments	1	1			2					0	2
Breeze connection		1			1					0	1
Site not up and running					0		1			1	1
Accessing the chat session					0		1			1	1
None	2		1	1	4	2		1		3	7
subtotals	4	2	1	1		2	2	1	0		
Totals					8					5	13

Question CE-20. I received adequate technical support throughout the course. (True or False)

Data

Term	Response	First Time Online?	Level
Spring	True	No	FY
	True	Yes	FY
	True	Yes	FY
	True	Yes	FY
	True	No	FY
	True	Yes	Sophomore
	True	Yes	Sophomore
	True	No	Sophomore
	True	No	Sophomore
	True	Yes	Junior
	True	No	Junior
	There were no technical issues whatsoever.	Yes	Senior

Question CE-21. Did you make good use of your study time for this online course? Explain.

Data

Response	CE-21 Rate#	Process / Outcome	Grade	Rating (LS-01i)*	First Time?	Level
I feel I did. I turned everything in on time and I recieve the grades I felt I deserved! It was a very good experience.	High	Outcome	A	5	Yes	FY
I believe so, I did well on my assignments. I read in the book what was assigned to read and followed that.	High	Outcome Process	A	4	Yes	FY
yes	High	NA	A	4	Yes	FY
I was able to study when I had the time and did not have to attend a class time. It gave me freedom to study when I was able to and work my schedule with school work and a job.	High	Process	A–	3	No	FY
Yes. I enjoyed being able to set up my own schedule on my own time. It was relieving not having to be places at certain times, but still have some structure with having deadlines.	High	Process	A	3	No	SO
Yes, I made great use since I could do it when I had time and all the information I needed was online or referenced in the textbooks.	High	Process	A	2**	Yes	SO
I believe I did, I set time aside each week to complete the assignments and always tried to hand them in a few days early so I wasn't rushing at the end to complete them.	High	Process	A	5	No	JR
Yes-I think taking an online course is much more focused on the students participation. If you dont make good use of your time you will not do well in the class.	High	Process	A	4	Yes	JR
I made 100% use of learning from this course. The opportunity to learn was beyond my expectation. My study time included doing research by learning from some of the most advanced global issues like, globalized economies impact on poverty reduction, wealth distribution, their impact on human rights, and how financial markets interdepend in the world economy. This opportunity not only gave a chance to study, but there was a chance to conduct research so that be informed about it.	High	Process	A	5	Yes	SR
For the most part yes. I kept up with the due dates and tried to make sure everything was on time. It was only the fact that I had trouble turning in things on time was because I do not have internet at home and the only way I can turn things in is when I come on campus.	Mod	Process	A	4	No	FY
No, all assignments were posted well in advance. I could have planned my time better, by planning for future assignments as soon as they were posted. Unfortunately, i felt i didn't	Low	Process	A	2	No	SO

Response	CE-21 Rate#	Process / Outcome	Grade	Rating (LS-01i)*	First Time?	Level
have time to look them up.						
Well I would have liked to have spent more time, but I had to make an adjustment this semester. I found that you need to get into a routine and "attend" like you're going to class. The idea that the class is floating around in my laptop later became quite familiar for me later on and I spent more time.	Low	Process	B+	2	Yes	SO

#The rating on response on Q CE-21 was determined post hoc based on students' open ended response.
*Question LS-01i asked how typical it was for the student to make good use of study time.
**In most cases there was correspondence between Q CE-21 and Q LS-01i. However, this response seems to conflict with the respondent's open ended response on Q CE-21.

Analysis

Total responses

Response	Frequency
Yes	
Outcome (highlighted in yellow)	2
Process (highlighted in blue)	10
No	2
No explanation	(1)
Total number of comments	**14**

Total number of respondents in each category by level in school

Response	FY Sp	So Sp	Jr Sp	Sr Sp	Upper Subtot	Totals
Yes						
Outcome	2				0	2
Process	3	2	2	1	5	8
No explanation	1				0	1
No						
Outcome	0				0	0
Process	0	2			2	2
No explanation	0				0	0
subtotals		4	2	1		
Total number of comments	**6**				**7**	**13**

Comparison of first-timers and repeaters in each category by level in school

Response	FY 1st	So 1st	Jr 1st	Sr 1st	No. First Timers	FY Rep	So Rep	Jr Rep	Sr Rep	No. Repeaters	Totals
Yes											
Outcome	**2**				**2**					**0**	**2**
Process	**1**	**1**	**1**	**1**	**4**	**2**	**1**	**1**		**4**	**8**
No explanation	**1**				**1**						**1**
No											
Outcome											**0**
Process		**1**					**1**				**2**
No explanation											**0**
subtotals	**4**	**2**	**1**	**1**		**2**	**2**	**1**	**0**		
Totals					**8**					**5**	**13**

Appendix D
Case Study Two, Technology Access Survey

Technology Access Survey Questions (minor variations in the TA questionnaire between case studies)		
Case Study One (Spring '07)	**Number for Analyses**	**Case Study Two (Fall '07)**
1. Indicate your level in school.	TA 1	1. Indicate your level in school.
2. How many years have you been using the computer?	TA 2	2. How many years have you been using the computer?
3. How many years have you been using the computer for learning purposes?	TA 3	3. How many years have you been using the computer for learning purposes?
4. From where do you access the course web site? (Mark as many as apply.)	TA 4	4. From where do you plan to access the course web site? (Place an "X" next to as many as apply.)
5. True or False: I have high speed internet access at home.	TA 5	5. Do you have high speed internet access at home? (Yes or No)
6. Where do you get technical support when you have trouble with your computer?	TA 6	6. Do you have access to technical support? (Yes or No) If yes, describe:
	TA 6a	7. Have you used that technical support service? (Yes or No)
7. On average, how many hours do you spend on the computer per week?	TA 7	8. On average, how many hours do you spend on the computer per week?
8. On average, how many hours do you spend on the internet per week?	TA 8	9. On average, how many hours do you spend on the internet per week?
9. Indicate the statement that most accurately reflects your attitude about working with computers.	TA 9	11. Indicate the statement that most accurately reflects your attitude about working with computers. (Place an "X" next to your choice.)
10. Indicate the statement(s) that most accurately reflects your initial attitude about taking a class online. (Mark as many as apply.)	TA 10	12. Indicate the statement(s) that most accurately reflects your attitude about taking a class online. (Place an "X" next to as many as apply.)
	TA 10a	12a. If you've taken an online class before, was it a good experience (Yes or No)? Explain.
11. Has this experience changed your opinion of online classes? If so, how?	TA 11	
		10. How much experience do you have with the following software programs? Use the following scale: 0 = no experience, 1 = minimal exposure, 2 = some use, 3 = regular use, 4 = expert user
12. How much experience do you have using MicrosoftWord?	TA 12	10a. MS Word
13. How much experience do you have using Notepad or WordPad?	TA 13	10d. Notepad or Wordpad
14. How much experience do you have using Microsoft Works?	TA 14	10c. MSWorks

Technology Access Survey Questions (minor variations in the TA questionnaire between case studies)		
Case Study One (Spring '07)	**Number for Analyses**	**Case Study Two (Fall '07)**
15. How much experience do you have using WordPerfect?	TA 15	10b. WordPerfect
16. How much experience do you have using online meeting software (Online Meeting or BreezeLive)?	TA 16	10e. Online or virtual meeting software (for example, BreezeLive or Online Meeting
17. Before this class, how much experience did you have using WebCT?	TA 17	10g. Web Vista
[not asked]	TA 18	10f. PowerPoint

Survey Participants by Level* and as Percentage of Sample and Enrollment

	FY	**FY2**	**SO**	**SO2**	**JR**	**JR2**	**SR**	**SR2**
Fall (*N*=14)	0	4	5	2	0	0	2	1
Sample	4 FYs 28.57% of sample		7 SOs 50% of sample		0 JRs		3 SRs 21.43% of sample	
Fall (*N*=18)	1	4	6	2	0	1	2	2
Enroll.	5 FYs = 27.78% of enrollment (5/18)		8 SOs = 44.44% of enrollment (8/18)		1 JR = 5.56% of enrollment (1/18)		4 SRs = 22.22% of enrollment (4/18)	

*Information from University course enrollment rosters.

TECHNOLOGY ACCESS SURVEY DATA

Question TA-01: Indicate your level in school. (Multiple Choice: PSEO, First Year, Sophomore, Junior, Senior)

NOTE: This Self-reported data was in conflict with official University reports. Official University data was used for analysis.

Self Report and Official University Record of Academic Level

Self-Reported Level (Q TA-01)	**Level by University Record**
First-Year Student (2nd semester)	FY
Sophomore	FY2
Sophomore	FY2
Sophomore	FY2
Sophomore	Sophomore
Sophomore	Sophomore
Sophomore	Sophomore
Sophomore	Sophomore
Sophomore	Sophomore
Junior	SO2
Junior	SO2
Senior	Senior
Senior	Senior
Senior	Senior

Discrepancies between Self Report and Official Record of Academic Level

	First Year	**Sophomore**	**Junior**	**Senior**
Self Report	1	8	2	3
Difference	+3	–3+2	–2	0
Official	4	7	0	3

Question TA-02: How many years have you been using the computer? (Open-ended response)

Data

Fall	Response	Level	First Time?
	at least 8	Yes	FY
	10 plus years	Yes	FY2
	11	Yes	FY2
	this one in particular, 1 year. overall- since 2nd grade. sooo... 13 years?	No	FY2
	10	Yes	Sophomore
	~10	No	SO2
	About 10 Years	No	SO2
	Like all students my age, since I was young, probably since first grade (1995-96).	Yes	Sophomore
	~12	No	Sophomore
	12	Yes	Sophomore
	14 years	Yes	Sophomore
	9 years	No	Senior
	10	No	Senior
	11 yrs	No	Senior

Analysis

Total number of respondents in each time use category by level in school

	FY	SO	JR	SR	Totals
1-5 years	0	0	0	0	0
7-10 years	1	3	0	2	6
11-15 years	3	4	0	1	8
Totals	4	7	0	3	14

Total number of respondents in each category by level in school

	FY Fall	So Fall	JR Fall	SR Fall	Upper Subtot	Totals
1-5 years						0
7-10 years	1	3		2	5	6
11-15 years	3	4		1	5	8
Total	4	7	0	3		14

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	So 1st	JR 1st	SR 1st	No. First Timers	FY Rep	SO Rep	JR Rep	SR Rep	No. of Repeaters
<5 years					0					0
8-10 years	1	1			2		2		2	4
11-15 years	2	3			5	1	1		1	3
Total	3	4	0	0	7	1	3	0	3	7

Question TA-03: How many years have you been using the computer for learning purposes? (Open-ended response)

Data

Fall	Response	Level	First Time
	5	Yes	FY2
	at least 8	Yes	FY
	10 plus years	Yes	FY2
	13 years	No	FY2
	6	Yes	Sophomore
	~8	No	SO2
	About 10 Years	No	SO2
	10	Yes	Sophomore
	Same, since first grade (1995-96).	Yes	Sophomore
	~11	No	Sophomore
	12	Yes	Sophomore
	9 years	No	Senior
	10	No	Senior
	10 yrs	No	Senior

Analysis

Total number of respondents in each educational use time category by level in school

	FY	So	JR	SR	Upper Totals	Totals
1-5 years	1				0	1
6-10 years	1	4		3	7	8
11-15 years	2	3			3	5
Totals	4	7	0	3	10	14

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	So 1st	JR 1st	SR 1st	No. First Timers	FY Rep	SO Rep	JR Rep	SR Rep	No. of Repeaters
1-5 years	1				1					0
6-10 years	1	2			3		2		3	5
11-15 years	1	2			3	1	1			2
Total	3	4	0	0	7	1	3	0	3	7

Question TA-04: From where do you plan to access the course web site? (Place an "X" next to as many as apply)

Data

Fall	Response	First Time	Level
	Home, off-campus; Laptop	Yes	FY
	Home, off-campus, Home of friend or family member, University computer labs, Work, Laptop, Coffee shop or other public location	No	FY2
	Laptop	Yes	FY2
	Home, off-campus; Laptop; University library; Coffee shop or other public location	Yes	FY2
	Home, off-campus; Work; Laptop	Yes	Sophomore
	Home, off-campus	Yes	Sophomore
	Laptop	Yes	Sophomore
	Home, off-campus	No	Sophomore
	Home, off-campus; Home of friend or family member; On-campus dorm; University computer labs; Work; Laptop; University library; On-campus study area	Yes	Sophomore
	Home, off-campus; Home of friend or family member; On-campus dorm; University computer labs; Laptop; University library	No	SO2
	Home, off-campus; Laptop	No	SO2
	Laptop	No	Senior
	Work; Laptop	No	Senior
	Home, off-campus	No	Senior

Analysis

Data Summary

Location	Total
Home, off-campus	10
Home of friend or family member	3
On-campus dorm	2
University computer labs	3
Work	4
Laptop, in University library or on-campus study area	3
Laptop, Coffee shop or other public location	2
Laptop*	7
Total	34

*Some students listed "Laptop" without a specified location

Total number of respondents in each category by level in school

Location	FY Fall	So Fall	SR Fall	Upper Subtot	Totals
Home, off-campus	3	6	1	7	10
Home of friend or family member	1	2		2	3
On-campus dorm		2		2	2
University computer labs	1	2		2	3
Work	1	2	1	3	4
Laptop, in University library or	1	2		2	3

Location	FY Fall	So Fall	SR Fall	Upper Subtot	Totals
on-campus study area					
Laptop, Coffee shop or other public location	2	0		0	2
Laptop*	2	3	2	5	7
Total	11	19	4	23	34

*Some students listed "Laptop" without a specified location

Comparison of first-timers and repeaters in each time category by level in school

Location	FY 1st	So 1st	No. First Time	FY Rep	SO Rep	SR Rep	No. Repeaters	Total
Home, off-campus	2	3	5	1	3	1	5	10
Home of friend or family member		1	1	1	1		2	3
On-campus dorm		1	1		1		1	2
University computer labs		1	1	1	1		2	3
Work		2	2	1		1	2	4
Laptop, in University library or on-campus study area	1	1	2		1		1	3
Laptop, Coffee shop or other public location	1		1	1			1	2
Laptop*	2	2	4		1	2	3	7
Total	6	11	17	5	8	4	17	34

*Some students listed "Laptop" without a specified location

Question TA-05: Do you have high speed internet access at home? (Yes or No)

Data

Fall	Response	First Time	Level
	Yes [has high speed internet at home]	Yes	FY
	Yes	Yes	Sophomore
	Yes	Yes	Sophomore
	Yes	Yes	Sophomore
	Yes	Yes	Sophomore
	Yes	Yes	Sophomore
	Yes	Yes	Sophomore
	Yes	No	Sophomore
	Yes	No	Sophomore
	Yes	No	Junior
	Yes	No	Junior
	Yes	No	Senior
	Yes	No	Senior
	Yes	No	Senior

Question TA-06: Do you have access to technical support? (Yes or No) If yes, describe.
(Yes or No Question Plus Open-ended Follow Up)

Data

Fall	Response	First Time	Level
	Yes, the local Geek Squad	Yes	FY
	no	Yes	FY2
	yes, the U of M help line	Yes	FY2
	Not really unless you count calling onestop.	No	FY2
	yes, co-workers	Yes	Sophomore
	yes, from u of m website	Yes	Sophomore
	Any services that the U of M provides, I can access.	Yes	Sophomore
	no	Yes	Sophomore
	I think so, through the university?	No	Sophomore
	Yes, I call U of MN help line if I have problems.	No	SO2
	Yes, mainly through the U of M.	No	SO2
	Yes, thru the university	No	Senior
	no	No	Senior
	no	No	Senior

Analysis

Data Summary

Yes	10
	University= 8 Co-workers = 1 Geek Squad = 1
No	4
Total	14

Total number of respondents in each category by level in school

	FY Fall	So Fall	SR Fall	Upper Subtot	Totals
Yes, University	2	5	1	6	8
Yes, Other	1	1		1	2
No	1	1	2	3	4
subtotals		7	3		
Total	4			10	14

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	So 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Total
Yes, University	1	2	3	1	3	1	5	8
Yes, Other	1	1	2				0	2
No	1	1	2			2	2	4
subtotals	3	4		1	3	3		
Total			7				7	14

Question TA-06a: Have you used that technical support service? (Yes or No) Question

Data

Fall	Response	First Time	Level
	no	Yes	FY
	yes	Yes	FY2
	tried to.	No	FY2
	no	Yes	FY2
	yes	Yes	Sophomore
	no	Yes	Sophomore
	no	Yes	Sophomore
	no	Yes	Sophomore
	no	No	Sophomore
	Yes, multiple times.	No	SO2
	Yes, they were very helpful.	No	SO2
	yes	No	Senior
	no	No	Senior
	no	No	Senior

Analysis

Data Summary

Response	Fall
Yes	6 Comments: Tried to; Yes they were very helpful; Yes multiple times
No	8
Total	14

Total number of respondents in each category by level in school

	FY Fall	So Fall	SR Fall	Upper Subtot	Totals
Yes	2	3	1	4	6
No	2	4	2	6	8
subtotals		7	3		
Total	4			10	14

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	So 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Total
Yes	1	1	2	1	2	1	4	6
No	2	3	5		1	2	3	8
subtotals	3	4		1	3	3		
Total			7				7	14

Question TA-07: On average, how many hours do you spend on the computer per week?

Data

Fall	Response	First Time	Level
	3-4	Yes	FY
	7 plus hours	Yes	FY2
	20+	Yes	FY2
	21-26 hours	No	FY2
	7	Yes	Sophomore
	15	No	Sophomore
	20	Yes	Sophomore
	35	Yes	Sophomore
	40	Yes	Sophomore
	10	No	SO2
	At least 20 hours	No	SO2
	7-10 hours	No	Senior
	30 hrs	No	Senior
	60	No	Senior

Analysis

Data Summary

Range	<7	8–10	11–15	16–20	21–40	>41	Total
Frequency	3	2	1	2	5	1	14

Total number of respondents in each category by level in school

	FY Fall	So Fall	SR Fall	Upper Subtot	Totals
7 or fewer	2	1		1	3
8-10	0	1	1	2	2
11-15	0	1		1	1
16-20	0	2		2	2
21-40	2	2	1	3	5
41 or more	0		1	1	1
subtotals		7	3		
Total	4			10	14

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	So 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Total
7 or fewer	2	1	3				0	3
8-10			0		1	1	2	2
11-15			0		1		1	1
16-20		1	1		1		1	2
21-40	1	2	3	1		1	2	5
41 or more			0			1	1	1
subtotals	3	4		1	3	3		
Total			7				7	14

Question TA-08: On average, how many hours do you spend on the internet per week?

Data

Fall	Response	First Year	Level
	2-3	Yes	FY
	7 plus hours	Yes	FY2
	14+	Yes	FY2
	21-26	No	FY2
	6	Yes	Sophomore
	6	No	SO2
	8	Yes	Sophomore
	15	No	Sophomore
	At least 15 hours	No	SO2
	20	Yes	Sophomore
	(Though I'm connected to the internet all the time, I am on it probably 20 hours/week)	Yes	Sophomore
	6-9 hours	No	Senior
	30	No	Senior
	30 hrs	No	Senior

Analysis

Data Summary

Range	<5	6–10	11–20	21–30	>31	Total
Frequency	1	5	5	3	0	14

Total number of respondents in each category by level in school

	FY Fall	So Fall	SR Fall	Upper Subtot	Totals
< 5	1			0	1
6-10	1	3	1	4	5
11-20	1	4		4	5
21-30	1		2	2	3
> 31	0			0	0
subtotals		7	3		
Total	4			10	14

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	So 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Total
< 5	1		1				0	1
6-10	1	2	3		1	1	2	5
11-20	1	2	3		2		2	5
21-30			0	1		2	3	3
> 31			0				0	0
subtotals	3	4		1	3	3		
Total			7				7	14

Question TA-09: Indicate the statement that most accurately reflects your attitude about working with computers. (Place an "X" next to your choice.)

Data

Fall	Response	First Time	Level
	I don't mind working on computers.	Yes	FY
	I enjoy working on the computer.	Yes	FY2
	I enjoy working on the computer.	Yes	FY2
	I do as much as I can online.	No	FY2
	I don't mind working on computers.	Yes	Sophomore
	I don't mind working on computers.	Yes	Sophomore
	I don't mind working on computers.	No	SO2
	I do as much as I can online.	Yes	Sophomore
	I do as much as I can online.	Yes	Sophomore
	I do as much as I can online.	No	Sophomore
	I do as much as I can online.	No	SO2
	I enjoy working on the computer	No	Senior
	I do as much as I can online.	No	Senior
	I do as much as I can online.	No	Senior

Analysis

Data Summary

Response	Frequency
I don't mind working on computers.	4
I enjoy working on the computer.	3
I do as much as I can online.	7

Total number of respondents in each category by level in school

Response	FY Fall	So Fall	SR Fall	Upper Subtot	Totals
I don't mind working on computers.	1	3		3	4
I enjoy working on the computer.	2		1	1	3
I do as much as I can online.	1	4	2	6	7
Total	4			10	14

Comparison of first-timers and repeaters in each time category by level in school

Response	FY 1st	So 1st	No. First Time	FY Rep	SO Rep	SR Rep	No. Reps.	Total
I don't mind working on computers.	1	2	3		1		1	4
I enjoy working on the computer.	2		2			1	1	3
I do as much as I can online.		2	2	1	2	2	5	7
subtotal	3	4		1	3	3		
Total			7				7	14

Question TA-10: Indicate the statement(s) that most accurately reflects your attitude about taking a class online. (Multi-choice Question: Place an "X" next to as many as apply.)

____ I have taken an online class before.
____ I'm a little nervous about an online class.
____ I think this online option will be convenient and efficient.
____ I have taken an online class before and it was a good experience.
____ I have never taken a class online before, but I am looking forward to it.
____ I'd rather attend class in person, but this is the only option that works for me.

Data

Response	First Time	Level
I have never taken a class online before, but I am looking forward to it.	Yes	FY
I'm a little nervous about an online class.	Yes	FY2
I think this online option will be convenient and efficient. I have never taken a class online before, but I am looking forward to it.	Yes	FY2
I have taken an online class before.	No	FY2
I think this online option will be convenient and efficient. I'm a little nervous about an online class. I have never taken a class online before, but I am looking forward to it.	Yes	Sophomore
I'm a little nervous about an online class.	Yes	Sophomore
I think this online option will be convenient and efficient. (I have never taken an online class before)	Yes	Sophomore
I have taken an online class before. I think this online option will be convenient and efficient.	No	Sophomore
I think this online option will be convenient and efficient. I'm a little nervous about an online class. I have never taken a class online before, but I am looking forward to it.	Yes	Sophomore
I have taken an online class before. I think this online option will be convenient and efficient.	No	SO2
I have taken an online class before. I think this online option will be convenient and efficient.	No	SO2
I have taken an online class before. I think this online option will be convenient and efficient.	No	Senior
I have taken an online class before. I think this online option will be convenient and efficient.	No	Senior
I'd rather attend class in person, but this is the only option that works for me.	No	Senior

Analysis

Total number of respondents in each category by level in school

Response	FY Fall	So Fall	SR Fall	Upper Subtot	Totals
I have taken an online class before.	1	3		3	4
I'm a little nervous about an online class.	1	3		3	4
I think this online option will be convenient and efficient.	1	6	2	8	9
I have never taken a class online before, but I am looking forward to it.	2	2		2	4

Response	FY Fall	So Fall	SR Fall	Upper Subtot	Totals
I'd rather attend class in person, but this is the only option that works for me.	0	0	1	1	1
subtotal		14	3		
Total	5			17	22

Note: Respondents chose more than one answer, so there are more responses than respondents.

Comparison of first-timers and repeaters in each time category by level in school

Response	FY 1st	So 1st	No. First Time	FY Rep	SO Rep	SR Rep	No. Reps.	Total
I have taken an online class before.			0	1	3		4	4
I'm a little nervous about an online class.	1	3	4				0	4
I think this online option will be convenient and efficient.	1	3	4		3	2	5	9
I have taken an online class before and it was a good experience.			0				0	0
I have never taken a class online before, but I am looking forward to it.	2	2	4				0	4
I'd rather attend class in person, but this is the only option that works for me.*			0			1	1	1
subtotal	4	8		1	6	3		
Total			12				10	22

*Note: This response (prefer in person) was never combined with any other response. Most other responses were, at times, combined with another response.

Question TA-10a: If you've taken an online class before, was it a good experience (Yes or No)? Explain.

Data

Explain…	First Timer	Level
Yes. I was away at the time working an internship and could do it each week without having to drive back and forth all the time. It was easier to make special arrangements for a midterm than find time to go to a class.	No	FY2
Yes, it was fairly straightforward with no big issues.	No	Sophomore
Yes, it was very good. I have taken 3 other courses online and learned a lot through them. I feel that I know enough about computers to be comfortable taking almost all of my classes online if it were possible.	No	SO2
yes, I could do it on my own time and it didn't require or waste time to travel to class and back even when I lived on campus	No	Senior
I have had some bad ones, mainly because the teacher's didn't put enough effort into outlining the courses and setting up the information. Out of about nine online classes, most have been excellent. I like the fact that I can work on the assignments on my own time as I have a very unique work schedule.	No	SO2
It was a good experience, but a bit harder to keep track of assignments and due dates.	No	Senior

[Question TA-11 was asked in Case Study One; Q TA-10a was used in Case Study Two]

Question TA-12: How much experience do you have using MicrosoftWord? Use the following scale: 0 = no experience, 1 = minimal exposure, 2 = some use, 3 = regular use, 4 = expert user

Data

Fall	Response	First Timer	Level
	regular use	Yes	FY
	regular use	Yes	FY2
	expert user	Yes	FY2
	expert user	No	FY2
	regular use	Yes	Sophomore
	regular use	Yes	Sophomore
	regular use	No	SO2
	regular use	No	SO2
	expert user	Yes	Sophomore
	expert user	Yes	Sophomore
	expert user	No	Sophomore
	regular use	No	Senior
	expert user	No	Senior
	expert user	No	Senior

Analysis

Total number of respondents in each category by level in school

	FY Fall	So Fall	SR Fall	Upper Subtot	Totals
0 = no experience					0
1 = minimal exposure					0
2 = some use					0
3 = regular use	2	4	1	5	7
4 = expert user	2	3	2	5	7
subtotals		7	3		
Total	4			10	14

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	So 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Total
0 = no experience			0				0	0
1 = minimal exposure			0				0	0
2 = some use			0				0	0
3 = regular use	2	2	4		2	1	3	7
4 = expert user	1	2	3	1	1	2	4	7
subtotals	3	4		1	3	3		
Total			7				7	14

Question TA-13: How much experience do you have using Notepad or WordPad? Use the following scale: 0 = no experience, 1 = minimal exposure, 2 = some use, 3 = regular use, 4 = expert user

Data

Fall	Response	First Timer	Level
	minimal exposure	Yes	FY
	some use	Yes	FY2
	expert user	No	FY2
	expert user	Yes	FY2
	none	Yes	Sophomore
	minimal exposure	No	SO2
	minimal exposure	Yes	Sophomore
	some use	Yes	Sophomore
	some use	No	SO2
	regular use	No	Sophomore
	expert user	Yes	Sophomore
	minimal exposure	No	Senior
	expert user	No	Senior
	expert user	No	Senior

Analysis

Total number of respondents in each category by level in school

	FY Fall	So Fall	SR Fall	Upper Subtot	Totals
0 = no experience	0	1		1	1
1 = minimal exposure	1	2	1	3	4
2 = some use	1	2		2	3
3 = regular use	0	1		1	1
4 = expert user	2	1	2	3	5
subtotals		7	3		
Total	4			10	14

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	So 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Total
0 = no experience		1	1				0	1
1 = minimal exposure	1	1	2		1	1	2	4
2 = some use	1	1	2		1		1	3
3 = regular use			0		1		1	1
4 = expert user	1	1	2	1		2	3	5
subtotals	3	4		1	3	3		
Total			7				7	14

Question TA-14: How much experience do you have using Microsoft Works? Use the following scale: 0 = no experience, 1 = minimal exposure, 2 = some use, 3 = regular use, 4 = expert user

Data

Fall	Response	First Timer	Level
	none	Yes	FY2
	minimal exposure	Yes	FY2
	some use	Yes	FY
	some use	No	FY2
	none	Yes	Sophomore
	none	Yes	Sophomore
	minimal exposure	Yes	Sophomore
	some use	No	SO2
	some use	No	Sophomore
	regular use	No	SO2
	regular use	Yes	Sophomore
	none	No	Senior
	some use	No	Senior
	regular use	No	Senior

Analysis

Total number of respondents in each category by level in school

	FY Fall	So Fall	SR Fall	Upper Subtot	Totals
0 = no experience	1	2	1	3	4
1 = minimal exposure	1	1		1	2
2 = some use	2	2	1	3	5
3 = regular use	0	2	1	3	3
4 = expert user	0			0	0
subtotals		7	3		
Total	4			10	14

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	So 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Total
0 = no experience	1	2	3			1	1	4
1 = minimal exposure	1	1	2				0	2
2 = some use	1		1	1	2	1	4	5
3 = regular use		1	1		1	1	2	3
4 = expert user			0				0	0
subtotals	3			1	3	3		
Total			7				7	14

Question TA-15: How much experience do you have using WordPerfect? Use the following scale: 0 = no experience, 1 = minimal exposure, 2 = some use, 3 = regular use, 4 = expert user

Data

Fall	Response	First Time	Level
	minimal exposure	Yes	FY
	minimal exposure	Yes	FY2
	some use	Yes	FY2
	regular use	No	FY2
	none	Yes	Sophomore
	none	Yes	Sophomore
	none	Yes	Sophomore
	minimal exposure	No	SO2
	regular use	No	SO2
	regular use	Yes	Sophomore
	regular use	No	Sophomore
	some use	No	Senior
	regular use	No	Senior
	expert user	No	Senior

Analysis

Total number of respondents in each category by level in school

	FY Fall	So Fall	SR Fall	Upper Subtot	Totals
0 = no experience	0	3		3	3
1 = minimal exposure	2	1		1	3
2 = some use	1		1	1	2
3 = regular use	1	3	1	4	5
4 = expert user	0		1	1	1
subtotals		7	3		
Total	4			10	14

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	So 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Total
0 = no experience		3	3				0	3
1 = minimal exposure	2		2		1		1	3
2 = some use	1		1			1	1	2
3 = regular use		1	1	1	2	1	4	5
4 = expert user			0			1	1	1
subtotals	3	4		1	3	3		
Total			7				7	14

Question TA-16: How much experience do you have using online meeting software (Online Meeting or BreezeLive)? Use the following scale: 0 = no experience, 1 = minimal exposure, 2 = some use, 3 = regular use, 4 = expert user

Data

Fall	Response	First Time	Level
	none	Yes	FY
	none	No	FY2
	some use	Yes	FY2
	regular use	Yes	FY2
	none	Yes	Sophomore
	none	Yes	Sophomore
	none	No	SO2
	minimal exposure	Yes	Sophomore
	minimal exposure	No	Sophomore
	minimal exposure	No	SO2
	regular use	Yes	Sophomore
	none	No	Senior
	none	No	Senior
	minimal exposure	No	Senior

Analysis

Total number of respondents in each category by level in school

	FY Fall	So Fall	SR Fall	Upper Subtot	Totals
0 = no experience	2	3	2	5	7
1 = minimal exposure	0	3	1	4	4
2 = some use	1			0	1
3 = regular use	1	1		1	2
4 = expert user	0			0	0
subtotals		7	3		
Total	4			10	14

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	So 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Total
0 = no experience	1	2	3	1	1	2	4	7
1 = minimal exposure		1	1		2	1	3	4
2 = some use	1		1				0	1
3 = regular use	1	1	2				0	2
4 = expert user			0				0	0
subtotals	3	4		1	3	3		
Total			7				7	14

Question TA-17: Before this class, how much experience did you have using WebCT? Use the following scale: 0 = no experience, 1 = minimal exposure, 2 = some use, 3 = regular use, 4 = expert user

Data

Fall	Response	First Time	Level
	some use	Yes	FY2
	regular use	Yes	FY
	regular use	Yes	FY2
	regular use (would be a four if they hadn't have changed it to the incredibly unlikeable version they have now!)	No	FY2
	minimal exposure	Yes	Sophomore
	regular use	Yes	Sophomore
	regular use	Yes	Sophomore
	regular use	Yes	Sophomore
	regular use	No	Sophomore
	regular use	No	SO2
	expert user	No	SO2
	regular use	No	Senior
	regular use	No	Senior
	expert user	No	Senior

Analysis

Total number of respondents in each category by level in school

	FY Fall	So Fall	SR Fall	Upper Subtot	Totals
0 = no experience				0	0
1 = minimal exposure		1		1	1
2 = some use	1			0	1
3 = regular use	3	5	2	7	10
4 = expert user		1	1	2	2
subtotals		7	3		
Total	4			10	14

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	So 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Total
0 = no experience			0				0	0
1 = minimal exposure		1	1				0	1
2 = some use	1		1				0	1
3 = regular use	2	3	5	1	2	2	5	10
4 = expert user			0		1	1	2	2
subtotals	3	4		1	3	3		
Total			7				7	14

Question TA-18: How much experience do you have using Power Point? Use the following scale: 0 = no experience, 1 = minimal exposure, 2 = some use, 3 = regular use, 4 = expert user

Data

Fall	Response	First Timer	Level
	some use	No	FY2
	regular use	Yes	FY
	regular use	Yes	FY2
	regular use	Yes	FY2
	minimal exposure	Yes	Sophomore
	some use	No	Sophomore
	some use	No	SO2
	regular use	Yes	Sophomore
	regular use	Yes	Sophomore
	regular use	Yes	Sophomore
	regular use	No	SO2
	some use	No	Senior
	expert user	No	Senior
	expert user	No	Senior

Analysis

Total number of respondents in each category by level in school

	FY Fall	So Fall	SR Fall	Upper Subtot	Totals
0 = no experience	0			0	0
1 = minimal exposure	0	1		1	1
2 = some use	1	2	1	3	4
3 = regular use	3	4		4	7
4 = expert user	0		2	2	2
subtotals		7	3		
Total	4			10	14

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	So 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Total
0 = no experience			0				0	0
1 = minimal exposure		1	1				0	1
2 = some use			0	1	2	1	4	4
3 = regular use	3	3	6		1		1	7
4 = expert user			0			2	2	2
subtotals	3	4		1	3	3		
Total			7				7	14

Appendix E
Case Study Two, Learning Strategies Survey

Learning Strategies Survey Questions	
Number for Analyses	**Item**
	1. Indicate how typical the following study strategies are for you on a scale of 1 to 5, where 1 = Not at all typical and 5 = Very typical [Prompts rotated]
LS-01a	Finding most important ideas from readings
LS-01b	Memorize key words of important concepts
LS-01c	Try to relate to what I know already
LS-01d	Determine concepts I don't understand well
LS-01e	Connect the readings and concepts
LS-01f	Read notes over and over again
LS-01g	Relate my ideas to what I am reading
LS-01h	Decide what I am supposed to learn from this course
LS-01i	Make good use of study time
LS-01j	Give up the difficult parts and study the easy ones
	Indicate how often you use the following study habits, on a scale of 1 to 5, where 1 = Never and 5 = All of the time [Prompts rotated]
LS-02a	Check points of assignment
LS-02b	Read assignment material
LS-02c	Read text
LS-02d	Communicate with classmates via chat room
LS-02e	Interact with instructor
LS-02f	Reread text to clarify problems
LS-02g	Contact instructor to clarify problems
LS-03	Do you study for this online course at a consistent time each day or week (for example, Mondays from 2-4)? Yes or No
LS-03a	If Yes, when do you regularly study for this course?
LS-04	What time of day do you do most of your studying for this online course?
LS-05	How long is your typical study session for this course?
LS-06	How much time do you study for this course per day?
LS-06a	Per week?
LS-07	What other activities do you do online while studying for this course?
LS-08	Do you read module materials online, or print them out and read the hardcopy?
LS-09	Do you read written comments from your teacher and your peer reviewers online, or print them out?
LS-10	Are you also taking courses that meet in a classroom this semester? (Yes or No)
LS-11	Are you aware of approaching/managing your study time differently for an online class than for other courses that meet in a classroom? Explain.
LS-12	Do you understand the due dates for assignments in this course?
LS-13	What aspects of the course framework help you organize your study time?
LS-14	What changes to the design of the course or course web site would help you manage your time better?
LS-15a	Reading course materials for this course
LS-15b	Finding most important ideas from readings
LS-15c	Memorizing key words of important concepts
LS-15d	Trying to relate to what I know already
LS-15e	Determining concepts I don't understand well
LS-15f	Connecting the readings and concepts
LS-15g	Reading notes over and over again

Learning Strategies Survey Questions	
Number for Analyses	**Item**
LS-15h	Relating my ideas to what I am reading
LS-15i	Deciding what I am supposed to learn from this course
LS-15j	Giving up the difficult parts and study the easy ones
LS-15k	Checking points of assignment
LS-15l	Reading assignment material
LS-15m	Reading textbook
LS-15n	Communicating with classmates via chat room
LS-15o	Interacting with instructor
LS-15p	Rereading text to clarify problems
LS-15q	Contacting instructor to clarify problems
LS-15r	Writing for this course
LS-15s	Reviewing comments from teacher or peers
LS-15t	Reading email for this course
LS-15u	Participating in discussions for this course

LEARNING STRATEGIES SURVEY DATA

Question LS-01a. Finding most important ideas from readings

Data

Fall	Response	First Time	Level
	5	Yes	FY2
	5	Yes	FY2
	4	Yes	FY2
	1	No	FY2
	5	Yes	Sophomore
	5	Yes	Sophomore
	4	Yes	Sophomore
	4	Yes	Sophomore
	4	No	Sophomore
	5	No	SO2
	3	No	SO2
	5	No	Senior
	5	No	Senior
	3	No	Senior

Analysis

Data Summary

	5 Very Typical	4	3	2	1 Not at All Typical	Totals
Responses	7	4	2	0	1	14

Rank Order of Study Strategies (Q LS-01)

Item Number	Item	Total rank	Average (Rating 1–5)
LS-01a	Finding most important ideas from readings	58.0	4.14
LS-01c	Try to relate to what I know already	57.5	4.12
LS-01d	Determine concepts I don't understand well	53.0	3.79
LS-01g	Relate my ideas to what I am reading	52.0	3.71
LS-01e	Connect the readings and concepts	51.5	3.68
LS-01b	Memorize key words of important concepts	50.5	3.61
LS-01i	Make good use of study time	49.5	3.54
LS-01f	Read notes over and over again	46.0	3.29
LS-01h	Decide what I am supposed to learn from this course	42.0	3.00
LS-01j	Give up the difficult parts and study the easy ones	28.0	2.00

Total number of respondents in each category by level in school

	FY Fall	So Fall	JR Fall	SR Fall	Upper Subtot	Totals
5 V. Typical	2	3		2	5	7
4	1	3			3	4
3	0	1		1	2	2
2	0				0	0
1 Not Typical	1				0	1
subtotals		7	0	3		
Totals	4				10	14

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	So 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Totals
5 V. Typical	2	2	4		1	2	3	7
4	1	2	3		1		1	4
3			0		1	1	2	2
2			0				0	0
1 Not Typical			0	1			1	1
subtotals	3	4		1	3	3		
Totals			7				7	14

Question LS-01b. Memorize key words of important concepts

Data

Fall	Response	First Time	Level
	5	Yes	FY2
	5	Yes	FY2
	5	Yes	FY2
	1	No	FY2
	5	Yes	Sophomore
	4	No	Sophomore
	4	Yes	Sophomore
	3	Yes	Sophomore
	3	No	SO2
	3	No	SO2
	2	Yes	Sophomore
	5	No	Senior
	4	No	Senior
	2	No	Senior

Analysis

Data Summary

	5 Very Typical	4	3	2	1 Not at All Typical	Totals
Frequency	5	3	3	2	1	14

Total number of respondents in each category by level in school

	FY Fall	So Fall	JR Fall	SR Fall	Upper Subtot	Totals
5 V. Typical	3	1		1	2	5
4	0	2		1	3	3
3	0	3			3	3
2	0	1		1	2	2
1 Not Typical	1				0	1
subtotals		7	0	3		
Totals	4				10	14

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	SO 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Totals
5 V. Typical	3	1	4			1	1	5
4		1	1			1	1	2
3		1	1		2		2	3
2		1	1		1	1	2	3
1 Not Typical			0	1			1	1
subtotals	3	4		1	3	3		
Totals			7				7	14

Question LS-01c. Try to relate to what I know already

Data

Fall	Response	First Time	Level
	5	Yes	FY2
	5	No	FY2
	5	Yes	FY2
	3	Yes	FY2
	5	No	Sophomore
	5	Yes	Sophomore
	4	Yes	Sophomore
	4	Yes	Sophomore
	4	No	SO2
	3	No	SO2
	3	Yes	Sophomore
	5	No	Senior
	4	No	Senior
	3	No	Senior

Analysis

Data Summary

	5 Very Typical	4	3	2	1 Not at All typical	Totals
Frequency	6	4	4	0	0	14

Total number of respondents in each category by level in school

	FY Fall	So Fall	JR Fall	SR Fall	Upper Subtot	Totals
5 V. Typical	3	2		1	3	6
4		3		1	4	4
3	1	2		1	3	4
2	0				0	0
1 Not Typical	0				0	0
subtotals		7	0	3		
Totals	4				10	14

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	So 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Totals
5 V. Typical	2	1	3	1	1	1	3	6
4		2	2		1	1	2	4
3	1	1	2		1	1	2	4
2			0				0	0
1 Not Typical			0				0	0
subtotals	3	4		1	3	3		
Totals			7				7	14

Question LS-01d. Determine concepts I don't understand well

Data

Fall	Responses	First Time	Level
	5	Yes	FY2
	5	Yes	FY2
	4	Yes	FY2
	3	No	FY2
	4	Yes	Sophomore
	4	Yes	Sophomore
	3	Yes	Sophomore
	3	No	Sophomore
	3	Yes	Sophomore
	3	No	SO2
	2	No	SO2
	5	No	Senior
	5	No	Senior
	4	No	Senior

Analysis

Data Summary

	5 Very Typical	4	3	2	1 Not at All typical	Totals
Frequency	4	4	5	1	0	

Total number of respondents in each category by level in school

	FY Fall	So Fall	JR Fall	SR Fall	Upper Subtot	Totals
5 V. Typical	2			2	2	4
4	1	2		1	3	4
3	1	4			4	5
2	0	1			1	1
1 Not Typical	0				0	0
subtotals		7	0	3		
Totals	4				10	14

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	So 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Totals
5 V. Typical	2		2			2	2	4
4	1	2	3			1	1	4
3		2	2	1	2		3	5
2			0		1		1	1
1 Not Typical			0				0	0
subtotals	3	4		1	3	3		
Totals			7				7	14

Question LS-01e. Connect the readings and concepts

Data

Fall	Responses	First Time	Level
	5	Yes	FY2
	5	Yes	FY2
	4	Yes	FY2
	3	No	FY2
	4	Yes	Sophomore
	4	Yes	Sophomore
	4 (3.5)	Yes	Sophomore
	3	No	Sophomore
	3	No	SO2
	3	No	SO2
	2	Yes	Sophomore
	5	No	Senior
	4	No	Senior
	3	No	Senior

Analysis

Data Summary

	5 Very Typical	4	3	2	1 Not at All typical	Totals
Frequency	3	5	5	1	0	14

Total number of respondents in each category by level in school

	FY Fall	So Fall	JR Fall	SR Fall	Upper Subtot	Totals
5 V. Typical	2			1	1	3
4	1	3		1	4	5
3	1	3		1	4	5
2	0	1			1	1
1 Not Typical	0				0	0
subtotals		7	0	3		
Totals	4				10	14

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	SO 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Totals
5 V. Typical	2		2			1	1	3
4	1	3	4			1	1	5
3			0	1	3	1	5	5
2		1	1				0	1
1 Not Typical			0				0	0
subtotals	3	4		1	3	3		
Totals			7				7	14

Question LS-01f. Read notes over and over again

Data

Fall	Responses	First Time	Level
	5	No	FY2
	5	Yes	FY2
	3	Yes	FY2
	3	Yes	FY2
	4	No	SO2
	4	Yes	Sophomore
	4	Yes	Sophomore
	2	Yes	Sophomore
	2	No	Sophomore
	2	Yes	Sophomore
	1	No	SO2
	4	No	Senior
	4	No	Senior
	3	No	Senior

Analysis

Data Summary

	5 Very Typical	4	3	2	1 Not at All Typical	Totals
Frequency	2	5	3	3	1	14

Total number of respondents in each category by level in school

	FY Fall	So Fall	JR Fall	SR Fall	Upper Subtot	Totals
5 V. Typical	2				0	2
4	0	3		2	5	5
3	2			1	1	3
2	0	3			3	3
1 Not Typical	0	1			1	1
subtotals		7	0	3		
Totals	4				10	14

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	So 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Totals
5 V. Typical	1		1	1			1	2
4		2	2		1	2	3	5
3	2		2			1	1	3
2		2	2		1		1	3
1 Not Typical			0		1		1	1
subtotals	3	4		1	3	3		
Totals			7				7	14

Question LS-01g. Relate my ideas to what I am reading

Data

Fall	Responses	First Time	Level
	5	No	FY2
	5	Yes	FY2
	5	Yes	FY2
	3	Yes	FY2
	5	No	Sophomore
	4	Yes	Sophomore
	3	Yes	Sophomore
	3	Yes	Sophomore
	3	Yes	Sophomore
	3	No	SO2
	3	No	SO2
	5	No	Senior
	3	No	Senior
	2	No	Senior

Analysis

Data Summary

	5 Very Typical	4	3	2	1 Not at All Typical	Totals
Frequency	5	1	7	1	0	14

Total number of respondents in each category by level in school

	FY Fall	So Fall	JR Fall	SR Fall	Upper Subtot	Totals
5 V. Typical	3	1		1	2	5
4	0	1			1	1
3	1	5		1	6	7
2	0			1	1	1
1 Not Typical	0				0	0
subtotals		7	0	3		
Totals	4				10	14

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	So 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Totals
5 V. Typical	2		2	1	1	1	3	5
4		1	1				0	1
3	1	3	4		2	1	3	7
2			0			1	1	1
1 Not Typical			0				0	0
subtotals	3	4		1	3	3		
Totals			7				7	14

Question LS-01h. Decide what I am supposed to learn from this course

Data

Fall	Responses	First Time	Level
	5	Yes	FY2
	3	Yes	FY2
	2	Yes	FY2
	2	No	FY2
	4	No	Sophomore
	3	Yes	Sophomore
	2	Yes	Sophomore
	1	Yes	Sophomore
	1	Yes	Sophomore
	4	No	SO2
	3	No	SO2
	5	No	Senior
	4	No	Senior
	3	No	Senior

Analysis

Data Summary

	5 Very Typical	4	3	2	1 Not at All typical	Totals
Frequency	2	3	4	3	2	14

Total number of respondents in each category by level in school

	FY Fall	So Fall	JR Fall	SR Fall	Upper Subtot	Totals
5 V. Typical	1			1	1	2
4	0	2		1	3	3
3	1	2		1	3	4
2	2	1			1	3
1 Not Typical	0	2			2	2
subtotals		7	0	3		
Totals	4				10	14

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	So 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Totals
5 V. Typical	1		1			1	1	2
4			0		2	1	3	3
3	1	1	2		1	1	2	4
2	1	1	2	1			1	3
1 Not Typical		2	2				0	2
subtotals	3	4		1	3	3		
Totals			7				7	14

Question LS-01i. Make good use of study time

Data

Fall	Responses	First Time	Level
	4	Yes	FY2
	4	Yes	FY2
	3	No	FY2
	3	Yes	FY2
	5	Yes	Sophomore
	4	No	Sophomore
	4	No	SO2
	3	Yes	Sophomore
	3	Yes	Sophomore
	3 (2.5)	Yes	Sophomore
	2	No	SO2
	4	No	Senior
	4	No	Senior
	4	No	Senior

Analysis

Data Summary

	5 Very Typical	4	3	2	1 Not at All Typical	Totals
Frequency	1	7	5	1	0	14

Total number of respondents in each category by level in school

	FY Fall	So Fall	JR Fall	SR Fall	Upper Subtot	Totals
5 V. Typical	0	1			1	1
4	2	2		3	5	7
3	2	3			3	5
2	0	1			1	1
1 Not Typical	0				0	0
subtotals		7	0	3		
Totals	4				10	14

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	So 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Totals
5 V. Typical		1	1				0	1
4	2		2		2	3	5	7
3	1	3	4	1			1	5
2			0		1		1	1
1 Not Typical			0				0	0
subtotals	3	4		1	3	3		
Totals			7				7	14

Question LS-01j. Give up the difficult parts and study the easy ones

Data

Fall	Responses	First Time	Level
	4	Yes	FY2
	3	Yes	FY2
	3	No	FY2
	1	Yes	FY2
	2	Yes	Sophomore
	1	Yes	Sophomore
	1	No	Sophomore
	1	Yes	Sophomore
	1	Yes	Sophomore
	3	No	SO2
	2	No	SO2
	3	No	Senior
	2	No	Senior
	1	No	Senior

Analysis

Data Summary

	5 Very Typical	4	3	2	1 Not at All typical	Totals
Frequency	0	1	4	3	6	14

Total number of respondents in each category by level in school

	FY Fall	So Fall	JR Fall	SR Fall	Upper Subtot	Totals
5 V. Typical	0				0	0
4	1				0	1
3	2	1		1	2	4
2	0	2		1	3	3
1 Not Typical	1	4		1	5	6
subtotals		7	0	3		
Totals	4				10	14

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	So 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Totals
5 V. Typical			0				0	0
4	1		1				0	1
3	1		1	1	1	1	3	4
2		1	1		1	1	2	3
1 Not Typical	1	3	4		1	1	2	6
subtotals	3	4		1	3	3		
Totals			7				7	14

Question LS-02. Indicate how often you use the following study habits, on a scale of 1 to 5, where 1 = Never and 5 = All of the time (Prompts rotated)

Rank Order

Rank	Item number	Item	Total of Rankings	Average (Rating 1–5)
1.	2b	Read assignment material	61	4.36
2.	2a	Check points of assignment	57	4.07
3.	2c	Read text	55	3.93
4.	2f	Reread text to clarify problems	52	3.71
5.	2g	Contact instructor to clarify problems	43	3.07
6.	2e	Interact with instructor	28	2.00
7.	2d	Communicate with classmates via chat room	19	1.36

Question LS-02a. Check points of assignment

Data

Fall	Responses	First Time	Level
	5	No	FY2
	5	Yes	FY2
	4	Yes	FY2
	4	Yes	FY2
	5	No	SO2
	5	No	Sophomore
	5	Yes	Sophomore
	5	Yes	Sophomore
	4	Yes	Sophomore
	3	No	SO2
	1	Yes	Sophomore
	5	No	Senior
	3	No	Senior
	3	No	Senior

Analysis

Data Summary

	5 All of the time	4	3	2	1 Never	Totals
Frequency	7	3	3	0	1	14

Total number of respondents in each category by level in school

	FY Fall	So Fall	JR Fall	SR Fall	Upper Subtot	Totals
5 All the Time	2	4		1	5	7
4	2	1			1	3
3	0	1		2	3	3
2	0	1			1	1
1 Never	0				0	0
subtotals		7	0	3		
Totals	4				10	14

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	So 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Totals
5 All the Time	1	2	3	1	2	1	4	7
4	2	1	3		1	2	3	6
3			0				0	0
2			0				0	0
1 Never		1	1				0	1
subtotals	4	3		1	3	3		
Totals			7				7	14

Question LS-2b. Read assignment material

Data

Fall	Responses	First Time	Level
	4	Yes	FY2
	5	Yes	FY2
	5	No	FY2
	5	Yes	FY2
	3	Yes	Sophomore
	4	Yes	Sophomore
	5	No	Sophomore
	5	Yes	Sophomore
	5	Yes	Sophomore
	3	No	SO2
	5	No	SO2
	3	No	Senior
	4	No	Senior
	5	No	Senior

Analysis

Data Summary

	5 All of the time	4	3	2	1 Never	Totals
Fall	8	3	3	0	0	14

Total number of respondents in each category by level in school

	FY Fall	**So Fall**	**JR Fall**	**SR Fall**	**Upper Subtot**	**Totals**
5 All the Time	3	4		1	5	8
4	1	1		1	2	3
3	0	2		1	3	3
2	0				0	0
1 Never	0				0	0
subtotals		7	0	3		
Totals	4				10	14

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	**So 1st**	**No. First Timers**	**FY Rep**	**SO Rep**	**SR Rep**	**No. of Repeaters**	**Totals**
5 All the Time	2	2	4	1	2		3	7
4	1	1	2				0	2
3		1	1		1	1	2	3
2			0			1	1	1
1 Never			0			1	1	1
subtotals	3	4		1	3	3		
Totals			7				7	14

Question LS-2c. Read text

Data

Fall	Responses	First Time	Level
	5	Yes	FY2
	5	Yes	FY2
	4	Yes	FY2
	3	No	FY2
	5	No	Sophomore
	5	Yes	Sophomore
	4	Yes	Sophomore
	4	Yes	Sophomore
	3	No	SO2
	2	No	SO2
	2	Yes	Sophomore
	5	No	Senior
	4	No	Senior
	4	No	Senior

Analysis

Data Summary

	5 All of the time	4	3	2	1 Never	Totals
Frequency	5	5	2	2	0	14

Total number of respondents in each category by level in school

	FY Fall	So Fall	JR Fall	SR Fall	Upper Subtot	Totals
5 All the Time	2	2		1	3	5
4	1	2		2	4	5
3	1	1			1	2
2	0	2			2	2
1 Never	0				0	0
subtotals		7	0	3		
Totals	4				10	14

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	So 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Totals
5 All the Time	2	1	3		1	1	2	5
4	1	2	3			2	2	5
3			0	1	1		2	2
2		1	1		1		1	2
1 Never			0				0	0
subtotals	3	4		1	3	3		
Totals			7				7	14

Question LS-2d. Communicate with classmates via chat room

Data

Fall	Responses	First Time	Level
	2	Yes	FY2
	1	No	FY2
	1	Yes	FY2
	1	Yes	FY2
	2	No	SO2
	2	Yes	Sophomore
	2	Yes	Sophomore
	1	No	SO2
	1	No	Sophomore
	1	Yes	Sophomore
	1	Yes	Sophomore
	2	No	Senior
	1	No	Senior
	1	No	Senior

Analysis

Data Summary

	5 All of the time	4	3	2	1 Never	Totals
Frequency	0	0	0	5	9	14

Total number of respondents in each category by level in school

	FY Fall	So Fall	JR Fall	SR Fall	Upper Subtot	Totals
5 All the Time	0				0	0
4	0				0	0
3	0				0	0
2	1	3		1	4	5
1 Never	3	4		2	6	9
subtotals		7	0	3		
Totals	4				10	14

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	So 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Totals
5 All the Time			0				0	0
4			0				0	0
3			0				0	0
2	1	2	3		1	1	2	5
1 Never	2	2	4	1	2	2	5	9
subtotals	3	4		1	3	3		
Totals			7				7	14

Question LS-02e. Interact with instructor

Data

Fall	Responses	First Time	Level
	3	No	FY2
	2	Yes	FY2
	2	Yes	FY2
	2	Yes	FY2
	2	No	SO2
	2	No	SO2
	3	Yes	Sophomore
	2	Yes	Sophomore
	2	Yes	Sophomore
	2	Yes	Sophomore
	1	No	Sophomore
	2	No	Senior
	2	No	Senior
	1	No	Senior

Analysis

Data Summary

	5 All the time	4	3	2	1 Never	Totals
Frequency	0	0	2	10	2	14

Total number of respondents in each category by level in school

	FY Fall	So Fall	JR Fall	SR Fall	Upper Subtot	Totals
5 All the Time	0				0	0
4	0				0	0
3	1	1			1	2
2	3	5		2	7	10
1 Never	0	1		1	2	2
subtotals		7	0	3		
Totals	4				10	14

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	So 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Totals
5 All the Time			0				0	0
4			0				0	0
3		1	1	1			1	2
2	3	3	6		2	2	4	10
1 Never			0		1	1	2	2
subtotals	3	4		1	3	3		
Totals			7				7	

Question LS-02f. Reread text to clarify problems

Data

Fall	Responses	First Time	Level
	4	Yes	FY2
	4	Yes	FY2
	3	No	FY2
	3	Yes	FY2
	5	Yes	Sophomore
	4	Yes	Sophomore
	4	No	Sophomore
	4	Yes	Sophomore
	3	Yes	Sophomore
	3	No	SO2
	2	No	SO2
	5	No	Senior
	5	No	Senior
	3	No	Senior

Analysis

Data Summary

	5 All the time	4	3	2	1 Never	Totals
Frequency	3	5	5	1	0	14

Total number of respondents in each category by level in school

	FY Fall	So Fall	JR Fall	SR Fall	Upper Subtot	Totals
5 All the Time	0	1		2	3	3
4	2	3			3	5
3	2	2		1	3	5
2	0	1			1	1
1 Never	0	0			0	0
subtotals		7	0	3		
Totals	4				10	14

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	So 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Totals
5 All the Time		1	1			2	2	3
4	2	2	4		1		1	5
3	1	1	2	1	1	1	3	5
2			0		1		1	1
1 Never			0				0	0
subtotals	3	4		1	3	3		
Totals			7				7	14

Question LS-2g. Contact instructor to clarify problems

Data

Fall	Responses	First Time	Level
	5	No	FY2
	4	Yes	FY2
	3	Yes	FY2
	2	Yes	FY2
	3	No	SO2
	2	No	SO2
	3	Yes	Sophomore
	3	Yes	Sophomore
	2	No	Sophomore
	2	Yes	Sophomore
	1	Yes	Sophomore
	5	No	Senior
	5	No	Senior
	3	No	Senior

Analysis

Data Summary

	5 All the time	4	3	2	1 Never	Totals
Frequency	3	1	5	4	1	14

Total number of respondents in each category by level in school

	FY Fall	So Fall	JR Fall	SR Fall	Upper Subtot	Totals
5 All the Time	1			2	2	3
4	1				0	1
3	1	3		1	4	5
2	1	3			3	4
1 Never	0	1			1	1
subtotals		7	0	3		
Totals	4				10	14

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	So 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Totals
5 All the Time			0	1		2	3	3
4	1		1				0	1
3	1	2	3		1	1	2	5
2	1	1	2		2		2	4
1 Never		1	1				0	1
subtotals	3	4		1	3	3		
Totals			7				7	14

Question LS-03. Do you study for this online course at a consistent time each day or week (for example, Mondays from 2-4)? Yes or No

Data

Fall	Responses	First Time	Level
	yes	Yes	FY2
	yes	Yes	FY2
	no	Yes	FY2
	no	No	FY2
	yes	No	Sophomore
	yes	Yes	Sophomore
	yes	Yes	Sophomore
	no	Yes	Sophomore
	no	Yes	Sophomore
	no	No	SO2
	no	No	SO2
	no	No	Senior
	NA	No	Senior
	NA	No	Senior

Analysis

Data Summary

	Yes (Reg. Time)	No	NA	Totals
Fall	5	7	2	14

Total number of respondents in each category by level in school

	FY Fall	So Fall	JR Fall	SR Fall	Upper Subtot	Totals
Yes	2	3		0	3	5
No	2	4		1	5	7
NA	0	0		2	2	2
subtotals		7	0	3		
Totals	4				10	14

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	So 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Totals
Yes	2	2	4		1		1	5
No	1	2	3	1	2	1	4	7
NA			0			2	2	2
subtotals	3	4		1	3	3		
Totals			7				7	14

Question LS-03a. If Yes, when do you regularly study for this course?

Data

Fall	Responses	First Time	Level
	Saturday mornings, and readings every night (divided up).	Yes	FY2
	Monday nights and Thursday afternoons	Yes	FY2
	Monday nights and Thursday nights, about 3 hours each	No	Sophomore
	Wednesday afternoons	Yes	Sophomore
	5:30-8:30	Yes	Sophomore
	I study whenever I can fit time into my schedule because I work full time and go to school full time. Usually my studying is done between midnight and 4 in the morning.	No	SO2
	time varies	Yes	Sophomore
	NA	Yes	FY2
	NA	No	FY2
	NA	Yes	Sophomore
	NA	No	SO2
	NA	No	Senior
	NA	No	Senior
	NA	No	Senior

Question LS-04. What time of day do you do most of your studying for this online course?

Data

Fall	Responses	First Time	Level
	Morning (8 a.m. - 11 a.m.); Evening (5 p.m. - 10 p.m.)	Yes	FY2
	Morning (8 a.m. - 11 a.m.)	No	FY2
	Evening (5 p.m. - 10 p.m.)	Yes	FY2
	Afternoon (1 p.m. - 5 p.m.); Evening (5 p.m. - 10 p.m.); Late night (10 p.m. - 4 a.m.)	Yes	FY2
	Late night (10 p.m. - 4 a.m.)	Yes	Sophomore
	Evening (5 p.m. - 10 p.m.)	Yes	Sophomore
	Evening (5 p.m. - 10 p.m.)	No	Sophomore
	Evening (5 p.m. - 10 p.m.)	Yes	Sophomore
	Afternoon (1 p.m. - 5 p.m.)	Yes	Sophomore
	Late night (10 p.m. - 4 a.m.)	No	SO2
	NA	No	SO2
	Late night (10 p.m. - 4 a.m.)	No	Senior
	Late night (10 p.m. - 4 a.m.)	No	Senior
	Evening (5 p.m. - 10 p.m.)	No	Senior

Analysis

Data Summary

	Early Morning 4–8 am	Morning 8–11 am	Mid-day 11am–1pm	Afternoon 1– 5 pm	Evening 5–10 pm	Late night 10pm– 4am
Fall	0	2	0	2	7	5

Total number of respondents in each category by level in school

	FY Fall	SO Fall	JR Fall	SR Fall	Upper Subtot	Totals
Early Morning (4 a.m.-8 a.m.)	0	0			0	0
Morning (8 a.m.-11 a.m.)	2	0			0	2
Afternoon (1 p.m.-5 p.m.)	1	1			1	2
Evening (5 p.m.-10 p.m.)	3	3		1	4	7
Late night (10 p.m.-4 a.m.)	1	2		2	4	5
subtotals		6	0	3		
Totals	7				9	16

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	So 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Totals
Early Morning (4 am-8 am)			0	1			1	1
Morning (8 am-11 am)	1		1				0	1
Afternoon (1 pm-5 pm)	1	1	2				0	2
Evening (5 pm-10 pm)	3	2	5		1	1	2	7
Late night (10 pm-4 am)	1	1	2		1	2	3	5
subtotals	6	4		1	2	3		
Totals			10				6	16

*One sophomore repeat online learning did not respond to Q LS-04.

Question LS-05. How long is your typical study session for this course?

Data

Fall	Responses	First Time	Level
	30-60 minutes	Yes	FY2
	30-60 minutes	Yes	FY2
	1-2 hours	Yes	FY2
	1-2 hours	No	FY2
	30-60 minutes	Yes	Sophomore
	30-60 minutes	No	SO2
	1-2 hours	Yes	Sophomore
	1-2 hours	Yes	Sophomore
	1-2 hours	No	SO2
	2-4 hours	No	Sophomore
	2-4 hours	Yes	Sophomore
	> 30 minutes	No	Senior
	30-60 minutes	No	Senior
	2-4 hours	No	Senior

Analysis

Data Summary

	> 30 minutes	30-60 minutes	1-2 hours	2-4 hours	Total
Fall	1	5	5	3	14

Total number of respondents in each category by level in school

	FY Fall	SO Fall	JR Fall	SR Fall	Upper Subtot	Totals
> 30 minutes	0			1	1	1
30-60 minutes	2	2		1	3	5
1-2 hours	2	3			3	5
2-4 hours	0	2		1	3	3
subtotals		7	0	3		
Totals	4				10	14

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	So 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Totals
> 30 minutes			0			1	1	1
30-60 minutes	2	1	3		1	1	2	5
1-2 hours	1	2	3	1	1		2	5
2-4 hours		1	1		1	1	2	3
subtotals	3	4		1	3	3		
Totals			7				7	14

Question LS-06. How much time do you study for this course per day?

Data

Fall	Responses	First Time	Level
	20 min	Yes	FY2
	1/2 an hour depending on the day	No	FY2
	30 minutes	Yes	FY2
	40 min	Yes	FY2
	15 min	No	SO2
	20 min	Yes	Sophomore
	1 hour	Yes	Sophomore
	1 hour	No	Sophomore
	1 hour	No	SO2
	1	Yes	Sophomore
	3	Yes	Sophomore
	.2 (that's 2/10ths) [= 12 minutes]	No	Senior
	30 minutes	No	Senior
	NA	No	Senior

Analysis

Data Summary

	> 30 minutes	30-59 minutes	1 hour	3 hours	Total
Fall	4	4	4	1	13*

*One senior, repeat online learner did not answer Q LS-06.

Total number of respondents in each category by level in school

	FY Fall	SO Fall	JR Fall	SR Fall	Upper Subtot	Totals
> 30 minutes	1	2		1	3	4
30-59 minutes	3			1	1	4
1 hour	0	4			4	4
3 hours	0	1			1	1
subtotals		7	0	2*		
Totals	4				9	13*

*One senior, repeat online learner did not answer Q LS-06.

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	So 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Totals
> 30 minutes	1	1	2		1	1	2	4
30-59 minutes	2		2	1		1	2	4
1 hour		2	2		2		2	4
3 hours		1	1				0	1
subtotals	3	4		1	3	2*		
Totals			7				6	

*One senior, repeat online learner did not answer Q LS-06.

Question LS-06a. How much time do you study for this course per week?

Data

Fall	Responses	First Time	Level
	2-3 hrs [recorded as 2 hours]	Yes	FY2
	3 hours or so a week.	No	FY2
	4 hours	Yes	FY2
	4 hours	Yes	FY2
	60 min	No	SO2
	2 hours	Yes	Sophomore
	4 hours	Yes	Sophomore
	6 hours	No	Sophomore
	6	Yes	Sophomore
	6 hours	No	SO2
	21	Yes	Sophomore
	1-2 hours [recorded as 2 hours]	No	Senior
	3 hrs	No	Senior
	4 hours	No	Senior

*Two responses included a range 1-2 and 2-3. As each range touched on 2 hours, one above and one below, both were recorded in the 2 hours category.

Analysis

Data Summary

	1 hour	2 hours	3 hours	4 hours	6 hours	<6 hours (21 hours)	Total
Fall	1	3	2	4	3	1	14

Total number of respondents in each category by level in school

	FY Fall	SO Fall	JR Fall	SR Fall	Upper Subtot	Totals
1 hours	0	1			1	1
2 hours	1	1		1	2	3
3 hours	1			1	1	2
4 hours	2	1		1	2	4
6 hours	0	3			3	3
>6 hours (21 hours)	0	1			1	1
subtotals		7	0	3		
Totals	4				10	14

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	So 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Totals
1 hours			0		1		1	1
2 hours	1	1	2			1	1	3
3 hours			0	1		1	2	2
4 hours	2	1	3			1	1	4
6 hours		1	1		2		2	3
>6 hours		1	1				0	1
subtotals	3	4		1	3	3		
Totals			7				7	14

Question LS-07. What other activities do you do online while studying for this course?

Data

Fall	Responses	First Time	Level
	??I'm not quite sure what you are asking?? Like check my email? I don't really study online for this class. I usually am just online to turn in a paper or posting. Otherwise I use the books? [Email]	No	FY2
	check email [Email]	Yes	FY2
	None [None]	Yes	FY2
	Research online on google or an encyclopedia. [Research]	Yes	Sophomore
	Look online for similar ideas/ideas that will help me. [Research]	Yes	Sophomore
	research topic [Research]	Yes	Sophomore
	I try not to do any--too distracting [None]	No	Sophomore
	no other activities [None]	Yes	Sophomore
	None when I am working on this course. I try to stay focused. [None]	No	SO2
	Check WebVista course sites; Check email; Research [Other Courses, Email, Research]	No	Senior
	NA	Yes	FY2
	NA	No	SO2
	NA	No	Senior
	NA	No	Senior

Analysis

Data Summary

	Email	Research	Other Courses	None	NA	Total
Fall	3	4	1	4	4	16

Total number of respondents in each category by level in school

	FY Fall	SO Fall	JR Fall	SR Fall	Upper Subtot	Totals
Email	2			1	1	3
Research	0	3		1	4	4
Other Courses	0			1	1	1
None	1	3			3	4
NA	1	1		2	3	4
subtotals		7	0	5		
Totals	4				12	16

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	So 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Totals
Email	1		1	1		1	2	3
Research		3	3			1	1	4
Other Courses			0			1	1	1
None	1	1	2		2		2	4
NA	1		1		1	2	3	4
subtotals	3	4		1	3	5		
Totals			7				9	16

Question LS-08. Do you read module materials online, or print them out and read the hardcopy?

Data

Fall	Responses	First Time	Level
	read module materials online	Yes	FY2
	both	Yes	FY2
	both	No	FY2
	both	Yes	FY2
	read module materials online	Yes	Sophomore
	read module materials online	No	Sophomore
	read module materials online	Yes	Sophomore
	read module materials online	Yes	Sophomore
	read module materials online	No	SO2
	both	Yes	Sophomore
	both	No	SO2
	print them out and read the hardcopy	No	Senior
	print them out and read the hardcopy	No	Senior
	both	No	Senior

Analysis

Data Summary

	Online	Both	Print	Total
Fall	6	6	2	14

Total number of respondents in each category by level in school

	FY Fall	SO Fall	JR Fall	SR Fall	Upper Subtot	Totals
Online	1	5			5	6
Both	3	2		1	3	6
Print	0			2	2	2
subtotals		7	0	3		
Totals	4				10	14

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	So 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Totals
Online	1	3	4		2		2	6
Both	2	1	3	1	1	1	3	6
Print			0			2	2	2
subtotals	3	4		1	3	3		
Totals			7				7	14

Question LS-09. Do you read written comments from your teacher and your peer reviewers online, or print them out?

Data

Fall	Responses	First Time	Level
	online	Yes	FY2
	online	No	FY2
	online	Yes	FY2
	both	Yes	FY2
	online	Yes	Sophomore
	online	No	Sophomore
	online	Yes	Sophomore
	online	Yes	Sophomore
	online	No	SO2
	online	No	SO2
	both	Yes	Sophomore
	online	No	Senior
	online	No	Senior
	print them out	No	Senior

Analysis

Data Summary

	Online	Both	Print	Total
Fall	11	2	1	14

Total number of respondents in each category by level in school

	FY Fall	So Fall	JR Fall	SR Fall	Upper Subtot	Totals
Online	3	6		2	8	11
Both	1	1			1	3
Print	0			1	1	1
subtotals			0			
Totals	4				10	14

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	So 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Totals
Online	2	3	5	1	3	2	6	11
Both	1	1	2				0	2
Print			0			1	1	1
subtotals	3	4		1	3	3		
Totals			7				7	14

Question LS-10. Are you also taking courses that meet in a classroom this semester? (Yes or No)

Data

Fall	Responses	First Time	Level
	yes	Yes	FY2
	yes	No	FY2
	yes	Yes	FY2
	yes	Yes	FY2
	yes	Yes	Sophomore
	yes	No	Sophomore
	yes	Yes	Sophomore
	yes	Yes	Sophomore
	yes	Yes	Sophomore
	yes	No	SO2
	yes	No	SO2
	yes	No	Senior
	yes	No	Senior
	yes	No	Senior

Question LS-11. Are you aware of approaching/managing your study time differently for an online class than for other courses that meet in a classroom? Explain.

Data

Fall	Responses	First Time	Level
	yes, with an online course there is no one to tell you when to check your assignments, and there is no one there to keep you accountable for turning them in. It definitely takes more responsibility which takes more time. [neg.]	Yes	FY2
	It usually takes up less time to do the online course. [pos.]	No	FY2
	Yes, online classes require an extra amount of strength in time management because you need to read the material and set time aside to teach yourself before completing the assignment. [neg.]	Yes	FY2
	Yes, because of the nature of this course, I study more for other classes during the day. [pos.]	Yes	FY2
	No it's the same for me in this class as in others	Yes	Sophomore
	No, I know the deadlines for all of my classes and work on my homework in a more or less chronological order.	No	Sophomore

Fall	Responses	First Time	Level
	Yes, I get to spend my own hours doing the homework/studying, as opposed to having to go to a mandatory class and study there. [pos.]	Yes	Sophomore
	yes, i feel that i can use my time more effectively outside of the classroom [pos.]	Yes	Sophomore
	no	Yes	Sophomore
	Yes, I like the online classes more because I can do them in the middle of the night when there are no distractions from family or friends and work. [pos.]	No	SO2
	Yes, for an online course, there is a little more freedom as to when to complete assignments. If the weekly tasks are released early, I can finish tasks early. [pos.]	No	SO2
	Yes. Although online courses seem easy, they are a bit harder to keep track of. There is not a set time each week to check in with an instructor, no one reminding you of projects and due dates. For that reason, I print out a copy of the online syllabus and put it where I will see it everyday. [neg.]	No	Senior
	I don't spend as much thoughtful time at it as I do other classes [neg.]	No	Senior
	Yes, it's very easy to fall behind in an online setting, it requires a lot of discipline to be successful in online classes. [neg.]	No	Senior

Analysis

Data Summary

	Yes	No	Total
Frequency	11	3	14

Total number of respondents in each category by level in school

	FY Fall	SO Fall	JR Fall	SR Fall	Upper Subtot	Totals
Yes, positively	2	4			4	6
Yes, negatively	2	0		3	3	5
No difference	0	3			3	3
subtotals		7	0	3		
Totals	4				10	14

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	SO 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Totals
Yes, positively	1	2	3	1	2		3	6
Yes, negatively	2		2			3	3	5
No difference		2	2		1		1	3
subtotals	3	4		1	3	3		
Totals			7				7	14

Question LS-12. Do you understand the due dates for assignments in this course?

Data

Fall	Responses	First Time	Level
	yes	Yes	FY2
	yes	Yes	FY2
	Yes. All assignments are very easily laid out and explained. The due dates are acceptable and easy to follow.	Yes	FY2
	Most of the time. I think noon is a bad time to have stuff do because I'm in class or I work.	No	FY2
	yes	Yes	Sophomore
	yes	Yes	Sophomore
	yes	Yes	Sophomore
	yes	Yes	Sophomore
	yes	No	Sophomore
	yes, they are very clear.	No	SO2
	yes, although I do wonder why it is 12:00 noon and not in the evening or morning.	No	SO2
	yes	No	Senior
	yes	No	Senior
	yes	No	Senior

Question LS-13. What aspects of the course framework help you organize your study time?

Data

Fall	Responses	First Time	Level
	the calendar and the weekly learning modules that lay everything out	Yes	FY2
	The week by week folders are very organized. The explainations for the week are easy to read and any questions I may have are guaranteed to be answered via online chat.	Yes	FY2
	The week by week lists of things to do, exact due dates.	Yes	FY2
	it lets me know each week this is when this is due, do this by this time- so i do.	No	FY2
	the online calender and notifications	Yes	Sophomore
	The explicit due dates and time.	No	Sophomore
	Due dates/length of what is due.	Yes	Sophomore
	the weekly learning moduals	Yes	Sophomore
	Scheduled assignment due dates and time of day help lots. I can plan my study time to meet the due dates.	Yes	Sophomore
	The due dates and deadlines. I design my school work schedule around them every week.	No	SO2
	Having the weekly tasks set out within the weekly modules helps to get an outline of what is due and when.	No	SO2
	none	No	Senior
	the weekly learning modules	No	Senior
	class calendar and due dates schedule	No	Senior

Analysis

Data Summary (aspects / organize your time)

Aspect	Frequency
Calendar / Due Dates	8
Weekly Learning Modules	7
Questions Answered	1
None	1
Total	17

Total number of respondents in each category by level in school

Response	FY Fall	SO Fall	JR Fall	SR Fall	Upper Subtot	Totals
Calendar / Due Dates	2	5		1	6	8
Weekly Learning Modules	4	2		1	3	7
Questions Answered	1				0	1
None	0			1	1	1
subtotals		7	0	3		
Totals	7				10	17

Comparison of first-timers and repeaters in each time category by level in school

Response	FY 1st	SO 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Totals
Calendar / Due Dates	1	3	4	1	2	1	4	8
Weekly Learning Modules	4	1	5		1	1	2	7
Questions Answered	1		1					1
None			0			1	1	1
subtotals	6	4		1	3	3		
Totals			10				7	17

Question LS-14. What changes to the design of the course or course web site would help you manage your time better?

Data

Fall	Responses	First Time	Level
	email reminders?	Yes	FY2
	Making posting areas clearer.	Yes	FY2
	NA	Yes	FY2
	I think having a time thats later in the day for everything to be due would be helpful- and an email reminder perhaps.	No	FY2
	I cant think of any	Yes	Sophomore
	I really don't like the new Web CT, other than that I think everything is fine.	No	Sophomore
	Not much… the course is very well set up. This is my first online course, and I like the setup a lot.	Yes	Sophomore
	having one drop off box for all asignments	Yes	Sophomore
	List due dates and assignments in one section instead of multiple. I	Yes	Sophomore

Fall	Responses	First Time	Level
	find my self reading all links to make sure I understand what is needed when fearing that I may have missed something.		
	None that I have thought of so far, it is very complete and well designed.	No	SO2
	Maybe get the weekly modules out a little bit sooner, but otherwise it is a good design.	No	SO2
	All inclusive calendar, reminder 'pop-ups'	No	Senior
	move the first due date to wed instead of tues	No	Senior
	I feel that the website is overwhelmed at times, so it's easy to get lost just navigating through it trying to find out what you need; sometimes that takes a lot of time and it becomes frustrating; I think in some instances this course website could be simplified.	No	Senior

Analysis

NONE (5)		
I really don't like the new Web CT, other than that I think everything is fine.	No	Sophomore
NA	Yes	FY2
None that I have thought of so far, it is very complete and well designed.	No	SO2
I cant think of any	Yes	Sophomore
Not much… the course is very well set up. This is my first online course, and I like the setup a lot.	Yes	Sophomore
NAVIGATION (4)		
having one drop off box for all asignments	Yes	Sophomore
Making posting areas clearer.	Yes	FY2
List due dates and assignments in one section instead of multiple. I find my self reading all links to make sure I understand what is needed when fearing that I may have missed something.	Yes	Sophomore
I feel that the website is overwhelmed at times, so it's easy to get lost just navigating through it trying to find out what you need; sometimes that takes a lot of time and it becomes frustrating; I think in some instances this course website could be simplified.	No	Senior
REMINDERS (3)		
All inclusive calendar, reminder 'pop-ups'	No	Senior
email reminders?	Yes	FY2
Maybe get the weekly modules out a little bit sooner, but otherwise it is a good design.	No	SO2
DUE DATE SHIFT (2)		
I think having a time thats later in the day for everything to be due would be helpful- and an email reminder perhaps.	No	FY2
move the first due date to wed instead of tues	No	Senior

Question LS-15. Estimate how much time you spend doing the following activities: (all times are per week; Prompts rotated)

Rank order of study strategies based on total time reported

	Strategy	Total Time Reported
	Estimate how much time you spend doing the following activities: [Prompts rotated] (all times are per week)	
15r	Writing for this course	64 hours, 5 min
15a	Reading course materials for this course	27 hours, 25 min
15m	Reading textbook	26 hours, 50 min
15l	Reading assignment material	19 hours, 3 min
15s	Reviewing comments from teacher or peers	12 hours, 25 min
15b	Finding most important ideas from readings	11 hours, 5 min
15p	Rereading text to clarify problems	10 hours, 52 min
15f	Connecting the readings and concepts	10 hours, 42 min
15g	Reading notes over and over again	10 hours, 0 min
15h	Relating my ideas to what I am reading	9 hours, 13 min
15d	Trying to relate to what I know already	7 hours, 52 min
15e	Determining concepts I don't understand well	7 hours, 52 min
15t	Reading email for this course	7 hours, 40 min
15k	Checking points of assignment	7 hours, 32 min
15u	Participating in discussions for this course	7 hours, 5 min
15c	Memorizing key words of important concepts	6 hours, 35 min
15i	Deciding what I am supposed to learn from this course	4 hours, 30 min
15n	Communicating with classmates via chat room	2 hours, 47 min
15q	Contacting instructor to clarify problems	2 hours, 37 min
15j	Giving up the difficult parts and study the easy ones	1 hour, 55 min
15o	Interacting with instructor	1 hour, 20 min

Question LS-15a. Estimate how much time you spend…Reading course materials for this course

Data

Fall	Responses	First Time	Level
	20 minutes maybe	No	FY2
	40 min	Yes	FY2
	60 min	Yes	FY2
	2-4 hrs per week	Yes	FY2
	30 min	Yes	Sophomore
	30 mins	No	SO2
	2 hrs / wk	Yes	Sophomore
	2hr	No	SO2
	2 hours per week	No	Sophomore
	3 hr per week	Yes	Sophomore
	4	Yes	Sophomore
	20 min/wk	No	Senior
	1-2 hr week	No	Senior
	2 hrs per week	No	Senior

Analysis

Data Summary

Time per Week	Frequency	Time
<60 Minutes (20, 20, 30, 30, 40)	5	2 hours 20 minutes
1 hour/week	1	1 hour
1-2 hours/week	1	1 hour 30 minutes
2 hours/week	4	8 hour
3 hours/week	1	3 hours
2-4 hours/week	1	3 hours
4 hours/week	1	4 hours
Total	14	22 hours 50 minutes

Total number of respondents in each category by level in school

	FY Fall	So Fall	JR Fall	SR Fall	Upper Subtot	Totals
<60 Minutes (20, 20, 30, 30, 40)	2	2		1	3	5
1 hour/week	1				0	1
1-2 hours/week				1	1	1
2 hours/week		3		1	4	4
3 hours/week		1			1	1
2-4 hours/week	1				0	1
4 hours/week		1			1	1
subtotals		7	0	3		
Totals	4				10	14

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	SO 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Totals
<60 Minutes (20, 20, 30, 30, 40)	1	1	3	1	1	1	3	5
1 hour/week	1		1				0	1
1-2 hours/week			0			1	1	1
2 hours/week		1	1		2	1	3	4
3 hours/week		1	1				0	1
2-4 hours/week	1		1				0	1
4 hours/week		1	1				0	1
subtotals	3	4		1	3	3		
Totals			7				7	14

Question LS-15b. Estimate how much time you spend…Finding most important ideas from readings

Data

Fall	Responses	First Time	Level
	0	No	FY2
	10 min	Yes	FY2
	20 min	Yes	FY2
	1 hr per week	Yes	FY2
	10 min	Yes	Sophomore
	10 mins	No	SO2
	20 min	No	SO2
	1 hr / wk	Yes	Sophomore
	1 hr per week	Yes	Sophomore
	1 hour per week	No	Sophomore
	4*	Yes	Sophomore
	1 hr/wk	No	Senior
	1 hr week	No	Senior
	1.5 hrs per week	No	Senior

*This response was not calculated because it could not be determined if the student was reporting minutes or hours.

Analysis

Data Summary

Time per Week	Frequency	Time
0	1	0
10 min	3	30 minutes
20 min	2	40 minutes
1 hour	6	6 hours
1-$^1/_2$ hour	1	1 hour 30 minutes
4 hour	1	4 hours
Total	14	12 hours 40 minutes

Total number of respondents in each category by level in school

	FY Fall	So Fall	JR Fall	SR Fall	Upper Subtot	Totals
0	1				0	1
10 min	1	2			2	3
20 min	1	1			1	2
1 hour	1	3		2	5	6
1-$^1/_2$ hour				1	1	1
4 hour		1			1	1
subtotals		7	0	3		
Totals	4				10	14

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	So 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Totals
0			0	1			1	1
10 min	1	1	2		1		1	3
20 min	1		1		1		1	2
1 hour	1	2	3		1	2	3	6
1-$^1/_2$ hour			0			1	1	1
4 hour		1	1				0	1
subtotals	3	4		1	3	3		
Totals			7				7	14

Question LS-15c. Estimate how much time you spend…Memorizing key words of important concepts

Data

Fall	Responses	First Time	Level
	0	Yes	FY2
	0	No	FY2
	10 min	Yes	FY2
	1 hr per week	Yes	FY2
	5min	Yes	Sophomore
	10 min	No	SO2
	10 mins	No	SO2
	30 min / wk	Yes	Sophomore
	.5 hr per week	Yes	Sophomore
	1/2 hour per week	No	Sophomore
	4*	Yes	Sophomore
	0	No	Senior
	1 hrs per week	No	Senior
	1 hr week	No	Senior

*This response was not calculated because it could not be determined if the student was reporting minutes or hours.

Analysis

Data Summary

Time per Week	Frequency	Total Time
0	3	0
5 min	1	5 minutes
10 min	3	30 minutes
30 min	3	1 hour 30 minutes
1 hour	3	3 hours
Total Time	13	5 hours 5 minutes

Total number of respondents in each category by level in school

	FY Fall	So Fall	JR Fall	SR Fall	Upper Subtot	Totals
0	2			1	1	3
5 min		1			1	1
10 min	1	2			2	3
30 min		3			3	3
1 hour	1			2	2	3
subtotals		6	0	3		
Totals	4				9	13

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	So 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Totals
0	1		1	1	1	1	2	3
5 min		1	1				0	1
10 min	1		1		2		2	3
30 min		2	2		1		1	3
1 hour	1		1			2	2	3
subtotals	3	3		1	4	3		
Totals			6				7	13

Question LS-15d. Estimate how much time you spend…Trying to relate to what I know already

Data

Fall	Responses	First Time	Level
	0	Yes	FY2
	i dont count minutes i sit and think about these things.*	No	FY2
	40 min	Yes	FY2
	1 hr per week	Yes	FY2
	10 min	Yes	Sophomore
	1 hour per week	No	Sophomore
	1 hr / wk	Yes	Sophomore
	3 hr per week	Yes	Sophomore
	Constantly*	No	SO2
	NA*	No	SO2
	4*	Yes	Sophomore
	0	No	Senior
	1 hr week	No	Senior
	2 hrs per week	No	Senior

*This response was not included in analysis because scale value could not be determined.

Analysis

Data Summary

Time per Week	Frequency	Total Time	Average Time
0	2	0	
10 min	1	10 minutes	
40 min	1	40 minutes	
1 hour	4	4 hours	
2 hours	1	2 hours	
3 hours	1	3 hours	
Total Time	10	9 hours 50 minutes	590 minutes/10 responses 59 minutes

Total number of respondents in each category by level in school

	FY Fall	So Fall	JR Fall	SR Fall	Upper Subtot	Totals
0	1			1	1	2
5 min	0				0	0
10 min	0	1			1	1
40 min	1				0	1
1 hour	1	2		1	3	4
2 hour	0			1	1	1
3 hour	0	1			1	1
subtotals		4	0	3		
Totals	3				7	10

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	So 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Totals
0	1		1			1	1	2
10 min		1	1				0	1
40 min	1		1				0	1
1 hour	1	1	2		1	1	2	4
2 hour			0			1	1	1
3 hour		1	1				0	1
subtotals	3	3		0	1	3		
Totals			6				4	10

Question LS-15e. Estimate how much time you spend…Determining concepts I don't understand well

Data

Fall	Responses	First Time	Level
	10 min	Yes	FY2
	40 min	Yes	FY2
	1 hr per week	Yes	FY2
	its not that hard. really. its freshman writing. most of this stuff you learn in 6th grade.*	No	FY2
	10 mins	No	SO2
	15 min	Yes	Sophomore
	1/2 hour per week	No	Sophomore
	1 hr / wk	Yes	Sophomore
	1 hr per week	Yes	Sophomore
	whenever they arise*	No	SO2
	4*	Yes	Sophomore
	20 min/wk	No	Senior
	1 hrs per week	No	Senior
	1 hr week	No	Senior

*This response was not included in the analysis because the scale value could not be determined.

Analysis

Data Summary

Time per Week	Frequency	Total Time	Average Time
10 min	2	20 minutes	
15 min	1	15 minutes	
20 min	1	20 minutes	
30 min	1	30 minutes	
40 min	1	40 minutes	
1 hour	5	5 hours	
Total	11	7 hours 5 minutes	425 minutes/ 11 responses 38.64 minutes

Total number of respondents in each category by level in school

	FY Fall	So Fall	JR Fall	SR Fall	Upper Subtot	Totals
10 min	1	1			1	2
15 min	0	1			1	1
20 min	0			1	1	1
30 min	0	1			1	1
40 min	1				0	1
1 hour	1	2		2	4	5
subtotals		5	0	3		
Totals	3				8	11

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	So 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Totals
10 min	1		1		1		1	2
15 min		1	1				0	1
20 min			0			1	1	1
30 min			0		1		1	1
40 min	1		1				0	1
1 hour	1	2	3			2	2	5
subtotals	3	3		0	2	3		
Totals			6				5	11

Question LS-15f. Estimate how much time you spend…Connecting the readings and concepts

Data

Fall	Responses	First Time	Level
	5 minutes maybe	No	FY2
	30 min	Yes	FY2
	30 min per week	Yes	FY2
	40 min	Yes	FY2
	20 min	Yes	Sophomore
	1 hr / wk	Yes	Sophomore
	1 hour per week	No	Sophomore
	2 hr per week	Yes	Sophomore
	Constantly*	No	SO2
	NA*	No	SO2
	4*	Yes	Sophomore
	1 hr per week	No	Senior
	1 hr/wk	No	Senior
	1 hr week	No	Senior

*This response was not calculated because it could not be determined if the student was reporting minutes or hours.

Analysis

Data Summary

Time per Week	Frequency	Total Time	Average Time
5 min	1	5 minutes	
20 min	1	20 minutes	
30 min	2	40 minutes	
40 min	1	40 minutes	
1 hour	5	5 hours	
2 hours	1	2 hours	
Total Time	11	8 hours 45 minutes	525 minutes/11 responses 47.73 minutes

Total number of respondents in each category by level in school

	FY Fall	So Fall	JR Fall	SR Fall	Upper Subtot	Totals
5 min	1				0	
20 min	0	1			1	
30 min	2				0	
40 min	1				0	
1 hour	0	2		3	5	
2 hour	0	1			1	
subtotals		4	0	3		
Totals	4				7	11

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	So 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Totals
5 min			0	1			1	1
20 min		1	1				0	1
30 min	2		2				0	2
40 min	1		1				0	1
1 hour		1	1		1	3	4	5
2 hour		1	1				0	1
subtotals	3	3		1	1	3		
Totals			6				5	11

Question LS-15g. Estimate how much time you spend…Reading notes over and over again

Data

Fall	Responses	First Time	Level
	10 min	Yes	FY2
	20 min	Yes	FY2
	1 hr per week	Yes	FY2
	What notes?*	No	FY2
	0 hr per week	Yes	Sophomore
	never	No	SO2
	5 min	Yes	Sophomore
	20 mins	No	SO2
	1/2 hour per week	No	Sophomore
	4 hrs / wk	Yes	Sophomore
	3*	Yes	Sophomore
	0	No	Senior
	0	No	Senior
	30 min per week	No	Senior

*This response was not included in the analysis because scale value could not be determined.

Analysis

Data Summary

Time per Week	Frequency	Total Time	Average Time
0	4	0	
5 min	1	5 minutes	
10 min	1	10 minutes	
20 min	2	40 minutes	
30 min	2	1 hour	
1 hour	1	1 hour	
4 hours	1	4 hours	
Total	12	6 hours 55 minutes	415 minutes/ 12 students 34.58 minutes

Total number of respondents in each category by level in school

	FY Fall	So Fall	JR Fall	SR Fall	Upper Subtot	Totals
0	0	2		2	4	4
5 min	0	1			1	1
10 min	1				0	1
20 min	1	1			1	2
30 min	0	1		1	2	2
1 hour	1				0	1
4 hour	0	1			1	1
subtotals		6	0	3		
Totals	3				9	12

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	So 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Totals
0		1	1		1	2	3	4
5 min		1	1				0	1
10 min	1		1				0	1
20 min	1		1		1		1	2
30 min			0		1	1	2	2
1 hour	1		1				0	1
4 hour		1	1				0	1
subtotals	3	3		0	3	3		
Totals			6				6	12

Question LS-15h. Estimate how much time you spend…Relating my ideas to what I am reading

Data

Fall	Responses	First Time	Level
	0	Yes	FY2
	30 min per week	Yes	FY2
	40 min	Yes	FY2
	I don't count how long i think while reading*	No	FY2
	25 min	Yes	Sophomore
	1 hr / wk	Yes	Sophomore
	1 hour	No	SO2
	2 hr per week	Yes	Sophomore
	2 hours per week	No	Sophomore
	NA*	No	SO2
	4*	Yes	Sophomore
	20 min/wk	No	Senior
	30 min per week	No	Senior
	1 hr week	No	Senior

*This response was not included in the analysis because scale value could not be determined.

Analysis

Data Summary

Time per Week	Frequency	Total Time	Average Time
0	1	0	
20 min	1	20 minutes	
25 min	1	25 minutes	
30 min	2	1 hour	
40 min	1	40 minutes	
1 hour	3	3 hours	
2 hours	2	4 hours	
Total	11	9 hours 25 minutes	565 minutes/ 11 responses 51.36 minutes

Total number of respondents in each category by level in school

	FY Fall	So Fall	JR Fall	SR Fall	Upper Subtot	Totals
0	1				0	1
20-25 min	0	1		1	2	2
30 min	1			1	1	2
40 min	1				0	1
1 hour	0	2		1	3	3
2 hour	0	2			2	2
subtotals		5	0	3		
Totals	3				8	11

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	So 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Totals
0	1		1				0	1
20-25 min		1	1			1	1	2
30 min	1		1			1	1	2
40 min	1		1				0	1
1 hour		1	1		1	1	2	3
2 hour		1	1		1		1	2
subtotals	3	3		0	2	3		
Totals			6				5	11

Question LS-15i. Estimate how much time you spend…Deciding what I am supposed to learn from this course

Data

Fall	Responses	First Time	Level
	0	Yes	FY2
	0	Yes	FY2
	30 min per week	Yes	FY2
	its outlined. each week. i dont spend time mulling over it.*	No	FY2
	0	Yes	Sophomore
	5 min [coded 5-10 minutes]	Yes	Sophomore
	1/2 hour per week	No	Sophomore
	1 hr per week	Yes	Sophomore
	1 hour	No	SO2
	NA*	No	SO2
	4*	Yes	Sophomore
	0	No	Senior
	few minutes each week [coded 5-10 minutes]	No	Senior
	10 min/wk [coded 5-10 minutes]	No	Senior

*This response was not included in the analysis because scale value could not be determined.

Analysis

Data Summary

Time per Week	Frequency	Total Time	Average Time
0	4	0	
5–10 min	3	15 minutes	
30 min	2	1 hour	
1 hour	2	2 hour	
Total	11	3 hours 15 minutes	195 minutes/11 responses 17.73 minutes

Total number of respondents in each category by level in school

	FY Fall	So Fall	JR Fall	SR Fall	Upper Subtot	Totals
0	2	1		1	2	4
5-10 min	0	1		2	3	3
30 min	1	1			1	2
1 hour	0	2			2	2
subtotals		5	0	3		
Totals	3				8	11

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	So 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Totals
0	2	1	3			1	1	4
5-10 min		1	1			2	2	3
30 min	1		1		1		1	2
1 hour		1	1		1		1	2
subtotals	3	3		0	2	3		
Totals			6				5	11

Question LS-15j. Estimate how much time you spend …Giving up the difficult parts and study the easy ones

Data

Fall	Responses	First Time	Level
	0	Yes	FY2
	5 min	Yes	FY2
	30 min per week	Yes	FY2
	I really dont know what you're talking about.*	No	FY2
	0	Yes	Sophomore
	5 min	Yes	Sophomore
	Rarely [coded 5-10 minutes]	No	SO2
	Occasionally [coded 5-10 minutes]	No	SO2
	1 hr per week	Yes	Sophomore
	--*	No	Sophomore
	2*	Yes	Sophomore
	0	No	Senior
	0	No	Senior
	never	No	Senior

*This response was not included in the analysis because scale value could not be determined.

Analysis

Data Summary

Time per Week	Frequency	Total Time	Average Time
0	5	0	
5 min	2	10 minutes	
30 min	1	30 minutes	
1 hour	1	1 hour	
Total	9	1 hour 40 minutes	100 minutes/ 11 responses 9.09 minutes

Total number of respondents in each category by level in school

	FY Fall	So Fall	JR Fall	SR Fall	Upper Subtot	Totals
0	1	1		3	4	5
5-10 min	1	3			3	4
30 min	1				0	1
1 hour	0	1			1	1
subtotals		5	0	3		
Totals	3				8	11

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	So 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Totals
0	1	1	2			3	3	5
5-10 min	1	1	2		2		2	4
30 min	1		1				0	1
1 hour		1	1				0	1
subtotals	3	3		0	2	3		
Totals			6				5	11

Question LS-15k. Estimate how much time you spend…Checking points of assignment

Data

Fall	Responses	First Time	Level
	10 min	Yes	FY2
	15 min	Yes	FY2
	1 hr per week	Yes	FY2
	i do whats needed.*	No	FY2
	5 min	Yes	Sophomore
	20 mins	No	SO2
	1/2 hour per week	No	Sophomore
	1 hr after every assignment	No	SO2
	1 hr per week	Yes	Sophomore
	1 hr / wk	Yes	Sophomore
	3*	Yes	Sophomore
	5 min/wk	No	Senior
	30 min per week	No	Senior
	Always*	No	Senior

*This response was not included in the analysis because scale values could not be determined.

Analysis

Data Summary

Time per Week	Frequency	Total Time	
5 min	2	10 minutes	
10 min	1	10 minutes	
15 min	1	15 minutes	
20 min	1	20 minutes	
30 min	2	1 hour	
1 hour	4	4 hour	
Total	11	5 hours 55 minutes	355 minutes/11 responses 32.27 minutes

Total number of respondents in each category by level in school

	FY Fall	So Fall	JR Fall	SR Fall	Upper Subtot	Totals
5 min	0	1		1	2	2
10 min	1				0	1
15 min	1				0	1
20 min	0	1			1	1
30 min	0	1		1	2	2
1 hour	1	3			3	4
subtotals		6	0	2		
Totals	3				8	11

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	So 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Totals
5 min		1	1			1	1	2
10 min	1		1				0	1
15 min	1		1				0	1
20 min			0		1		1	1
30 min			0		1	1	2	2
1 hour	1	2	3		1		1	4
subtotals	3	3		0	3	2		
Totals			6				5	11

Question LS-15l. Estimate how much time you spend…Reading assignment material

Data

Fall	Responses	First Time	Level
	15 min	Yes	FY2
	40 min	Yes	FY2
	1-2 hr per week [1.5 hour]	Yes	FY2
	barely necessary*	No	FY2
	30 mins	No	SO2
	50 min	Yes	Sophomore
	1 hr	No	SO2
	2 hr per week	Yes	Sophomore
	2 hours per week	No	Sophomore
	3 hr / wk	Yes	Sophomore
	5*	Yes	Sophomore
	20 min/wk	No	Senior
	30 min per week	No	Senior
	1 hr week	No	Senior

*This response was not calculated because it could not be determined if the student was reporting minutes or hours.

Analysis

Data Summary

Time per Week	Frequency	Total Time	Average Time
15 min	1	15 minutes	
20 min	1	20 minutes	
30 min	2	1 hour	
40 min	1	40 minutes	
50 min	1	50 minutes	
1 hour	2	2 hours	
1.5 hours	1	1 hour 30 minutes	
2 hours	2	4 hours	
3 hours	1	3 hours	
Total Time	12	13 hours 35 minutes	815 minutes/12 responses 67.92 minutes

Total number of respondents in each category by level in school

	FY Fall	So Fall	JR Fall	SR Fall	Upper Subtot	Totals
15 min	1				0	1
20-40 min	1	1		2	3	4
50-60 min	0	2		1	3	3
1.5 hours	1				0	1
2 hours	0	2			2	2
3 hours	0	1			1	1
subtotals		6	0	3		
Totals	3				9	12

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	So 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Totals
15 min	1		1				0	1
20-40 min	1		1		1	2	3	4
50-60 min		1	1		1	1	2	3
1.5 hours	1		1				0	1
2 hours		1	1		1		1	2
3 hours		1	1				0	1
subtotals	3	3		0	3	3		
Totals			6				6	12

Question LS-15m. Estimate how much time you spend…Reading textbook

Data

Fall	Responses	First Time	Level
	5 minutes maybe	No	FY2
	30 min	Yes	FY2
	40 min	Yes	FY2
	1-2 hr per week [coded 1.5 hour]	Yes	FY2
	20 mins	No	SO2
	30 min	Yes	Sophomore
	1 hour per week	No	Sophomore
	1 hr / wk	Yes	Sophomore
	1 hr	No	SO2
	2 hr per week	Yes	Sophomore
	5*	Yes	Sophomore
	20 min/wk	No	Senior
	2 hrs per week [coded 2+ hours]	No	Senior
	2-3 hr week [coded 2+ hours]	No	Senior

*This response was not included in the analysis because scale value could not be determined.

Analysis

Data Summary

Time per Week	Frequency	Total Time	Average Time
5 min	1	5 minutes	
20 min	2	40 minutes	
30 min	2	1 hour	
40 min	1	40 minutes	
1 hour	3	1 hour	
1.5 hours	1	1 hour 30 minutes	
2 hours	2	4 hours	
2.5 hours	1	2 hours 30 minutes	
Total Time	13	11 hours 25 minutes	685 minutes/13 responses 52.69 minutes

Total number of respondents in each category by level in school

	FY Fall	So Fall	JR Fall	SR Fall	Upper Subtot	Totals
5 min	1				0	1
20 min		1		1	2	2
30 min	1	1			1	2
40 min	1				0	1
1 hour		3			3	3
1.5 hours	1				0	1
2+ hour		1		2	3	3
subtotals		6	0	3		
Totals	4				9	13

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	So 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Totals
5 min			0	1			1	1
20 min			0		1	1	2	2
30 min	1	1	2				0	2
40 min	1		1				0	1
1 hour		1	1		2		2	3
1.5 hours	1		1				0	1
2+ hour		1	1			2	2	3
subtotals	3	3		1	3	3		
Totals			6				7	13

Question LS-15n. Estimate how much time you spend…Communicating with classmates via chat room

Data

Fall	Responses	First Time	Level
	0	Yes	FY2
	0	Yes	FY2
	10 min per week	Yes	FY2
	why would i?*	No	FY2
	10 min	No	SO2
	1 hr per week	Yes	Sophomore
	0	Yes	Sophomore
	0	Yes	Sophomore
	NA*	No	SO2
	--*	No	Sophomore
	1*	Yes	Sophomore
	0	No	Senior
	0	No	Senior
	0	No	Senior

*This response was not included in the analysis because scale value could not be determined.

Analysis

Data Summary

Time per Week	Frequency	Total Time	Average Time
0	7	0	
10 min	2	20 minutes	
1 hour	1	1 hour	
Total Time	10	1 hour 20 minutes	80 minutes/10 responses 8 minutes

Total number of respondents in each category by level in school

	FY Fall	SO Fall	JR Fall	SR Fall	Upper Subtot	Totals
0	2	2		3	5	7
10 min	1	1			1	2
1 hour	0	1			1	1
subtotals		4	0	3		
Totals	3				7	10

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	So 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Totals
0	2	2	4			3	3	7
10 min	1		1		1		1	2
30 min			0				0	0
1 hour		1	1				0	1
subtotals	3	3		0	1	3		
Totals			6				4	10

Question LS-15o. Estimate how much time you spend…Interacting with instructor

Data

Fall	Responses	First Time	Level
	0	Yes	FY2
	5 min per week	Yes	FY2
	10 min	Yes	FY2
	a couple times a week [coded 5 minutes]	No	FY2
	0	Yes	Sophomore
	0	Yes	Sophomore
	5 min	Yes	Sophomore
	10 min	No	SO2
	10 mins	No	SO2
	--*	No	Sophomore
	3*	Yes	Sophomore
	0	No	Senior
	0	No	Senior
	every once in awhile [coded 5 minutes]	No	Senior

*This response was not included in the analysis because scale value could not be determined.

Analysis

Data Summary

Time per Week	Frequency	Total Time	Average Time
0	5	0	
5 min	4	20 minutes	
10 min	3	30 minutes	
Total	12	50 minutes	50 minutes/12 responses 4.17 minutes

Total number of respondents in each category by level in school

	FY Fall	So Fall	JR Fall	SR Fall	Upper Subtot	Totals
0	1	2		2	4	5
5 min	2	1		1	2	4
10 min	1	2			2	3
subtotals		5	0	3		
Totals	4				8	12

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	So 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Totals
0	1	2	3			2	2	5
5 min	1	1	2	1		1	2	4
10 min	1		1		2		2	3
subtotals	3	3		1	2	3		
Totals			6				6	12

Question LS-15p. Estimate how much time you spend…Rereading text to clarify problems

Data

Fall	Responses	First Time	Level
	0	Yes	FY2
	30 min per week	Yes	FY2
	40 min	Yes	FY2
	there hasn't been any [coded 0]	No	FY2
	10 min	Yes	Sophomore
	10 mins	No	SO2
	30 min	No	SO2
	1/2 hour per week	No	Sophomore
	1 hr per week	Yes	Sophomore
	3 hr / wk	Yes	Sophomore
	4*	Yes	Sophomore
	25 min per week	No	Senior
	30 min/wk	No	Senior
	30 mins	No	Senior

*This response was not included in analysis because scale value could not be determined.

Analysis

Data Summary

Time per Week	Frequency	Total Time	Average Time
0	2	0	
10 min	2	20 minutes	
25 min	1	25 minutes	
30 min	5	2 hours 30 minutes	
40 min	1	40 minutes	
1 hour	1	1 hour	
3 hours	1	3 hours	
Total	12	7 hours 55 minutes	475 minutes/13 responses 36.54 minutes

Total number of respondents in each category by level in school

Time	FY Fall	So Fall	JR Fall	SR Fall	Upper Subtot	Totals
0	2				0	2
10 min	0	2			2	2
25-30 min	1	2		3	5	6
40 min	1				0	1
1 hour	0	1			1	1
3 hours	0	1			1	1
subtotals		6	0	3		
Totals	4				9	13

Comparison of first-timers and repeaters in each time category by level in school

Time	FY 1st	SO 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Totals
0	1		1	1			1	2
10 min		1	1		1		1	2
25-30 min	1		1		2	3	5	6
40 min	1		1				0	1
1 hour		1	1				0	1
3 hours		1	1				0	1
subtotals	3	3		1	3	3		
Totals			6				7	13

Question LS-15q. Estimate how much time you spend…Contacting instructor to clarify problems

Data

Fall	Responses	First Time	Level
	5 min	Yes	FY2
	5 min per week	Yes	FY2
	10 min	Yes	FY2
	a lot [coded 1 hour]	No	FY2
	0	Yes	Sophomore
	5 min	Yes	Sophomore
	10 mins	No	SO2
	1 hr per week	Yes	Sophomore
	Rarely [coded 5 min]	No	SO2
	--*	No	Sophomore
	4*	Yes	Sophomore
	5 min/wk	No	Senior
	15 min per week	No	Senior
	yes, frequently [coded 1 hour]	No	Senior

*This response was not included in analysis because scale value could not be determined.

Analysis

Data Summary

Time per Week	Frequency	Total Time	Average Time
0	1	0	
5 min	5	25 minutes	
10 min	2	20 minutes	
15 min	1	15 minutes	
1 hour	3	3 hour	
Total Time		4 hour	240 minutes/ 12 responses 20 minutes

Total number of respondents in each category by level in school

	FY Fall	SO Fall	JR Fall	SR Fall	Upper Subtot	Totals
0	0	1			1	1
5 min	2	2		1	3	5
10 min	1	1			1	2
15 min	0			1	1	1
1 hour	1	1		1	2	3
subtotals		5	0	3		
Totals	4				8	12

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	SO 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Totals
0		1	1				0	1
5 min	2	1	3		1	1	2	5
10 min	1		1		1		1	2
15 min			0			1	1	1
1 hour		1	1	1		1	2	3
subtotals	3	3		1	2	3		
Totals			6				6	12

Question LS-15r. Estimate how much time you spend…Writing for this course

Data

Fall	Responses	First Time	Level
	50 min	Yes	FY2
	an hour or two [1.5 hours]	No	FY2
	2-4 hr per week [3 hours]	Yes	FY2
	3 hours	Yes	FY2
	30 mins	No	SO2
	45 min	Yes	Sophomore
	2 hours per week	No	Sophomore
	3 hours	No	SO2
	3 hr per week	Yes	Sophomore
	8 hr / wk	Yes	Sophomore
	5*	Yes	Sophomore
	2 hr/wk	No	Senior
	2-3 hr week [2.5 hours]	No	Senior
	4-6 hrs per week [5 hours]	No	Senior

*This response was not included in the analysis because scale value could not be determined.

Analysis

Data Summary

Time per Week	Frequency	Total Time	Average Time
30 min	1	30 minutes	
45 min	1	45 minutes	
50 min	1	50 minutes	
1.5 hours	1	1 hour 30 minutes	
2 hours	2	4 hours	
2.5 hours	1	2 hours 30 minutes	
3 hours	4	12 hours	
5 hours	1	5 hours	
8 hours	1	8 hours	
Total Time	13	35 hours 5 minutes	2105 minutes/13 responses (161.92 min) 2 hours 42 minutes

Total number of respondents in each category by level in school

	FY Fall	So Fall	JR Fall	SR Fall	Upper Subtot	Totals
30 min	0	1			1	1
45 min	0	1			1	1
50 min	1				0	1
1.5 hours	1				0	1
2 hours	0	1		1	2	2
2.5 hours	0			1	1	1
3 hours	2	2			2	4
5 hours	0			1	1	1
8 hours	0	1			1	1
subtotals		6	0	3		
Totals	4				9	13

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	So 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Totals
30 min			0		1		1	1
45 min		1	1				0	1
50 min	1		1				0	1
1.5 hours			0	1			1	1
2 hours			0		1	1	2	2
2.5 hours			0			1	1	1
3 hours	2	1	3		1		1	4
5 hours			0			1	1	1
8 hours		1	1				0	1
subtotals	3	3		1	3	3		
Totals			6				7	13

Question LS-15s. Estimate how much time you spend…Reviewing comments from teacher or peers

Data

Fall	Responses	First Time	Level
	10 min	Yes	FY2
	20 min	Yes	FY2
	1-2 hr per week [1.5 hours]	Yes	FY2
	however long it takes me*	No	FY2
	10 mins	No	SO2
	20 min	Yes	Sophomore
	30 min / wk	Yes	Sophomore
	1 hour	No	SO2
	1 hour per week	No	Sophomore
	2 hr per week	Yes	Sophomore
	5*	Yes	Sophomore
	30 min/wk	No	Senior
	30 min- 1 hr week [45 mins]	No	Senior
	45 min per week	No	Senior

*This response was not included in analysis because scale value could not be determined.

Analysis

Data Summary

Time per Week	Frequency	Total Time	Average Time
10 min	2	20 minutes	
20 min	2	40 minutes	
30 min	2	1 hour	
45 min	2	1 hour 30 minutes	
1 hour	2	2 hours	
1.5 hours	1	1 hour 30 minutes	
2 hours	1	2 hours	
Total Time	12	9 hours	540 minutes/12 responses 45 minutes

Total number of respondents in each category by level in school

	FY Fall	So Fall	JR Fall	SR Fall	Upper Subtot	Totals
10 min	1	1			1	2
20 min	1	1			1	2
30 min	0	1		1	2	2
45 min	0			2	2	2
1 hour	0	2			2	2
1.5 hours	1				0	1
2 hours	0	1			1	1
subtotals		6	0	3		
Totals	3				9	12

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	So 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Totals
10 min	1		1		1		1	2
20 min	1	1	2				0	2
30 min		1	1			1	1	2
45 min			0			2	2	2
1 hour			0		2		2	2
1.5 hours	1		1				0	1
2 hours		1	1				0	1
subtotals	3	3		0	3	3		
Totals			6				6	12

Question LS-15t. Estimate how much time you spend…Reading email for this course

Data

Fall	Responses	First Time	Level
	0	Yes	FY2
	10 min	Yes	FY2
	1-2 hr per week [1.5 hours]	Yes	FY2
	whenever it appears*	No	FY2
	10 mins	No	SO2
	10 min	Yes	Sophomore
	30 min / wk	Yes	Sophomore
	30 min	No	SO2
	1/2 hour per week	No	Sophomore
	1 hr per week	Yes	Sophomore
	5*	Yes	Sophomore
	few minutes [5 minutes]	No	Senior
	5 min/wk	No	Senior
	20 min per week	No	Senior

*This response was not included in the analysis because scale value could not be determined.

Analysis

Data Summary

Time Response	Frequency	Total Time	Average Time
0	1	0	
5 min	2	10 minutes	
10 min	3	30 minutes	
20 min	1	20 minutes	
30 min	3	1 hour 30 minutes	
1 hour	1	1 hour	
1.5 hours	1	1 hour 30 minutes	
Total Time	12	5 hours	300 minutes/12 responses 25 minutes

Total number of respondents in each category by level in school

	FY Fall	So Fall	JR Fall	SR Fall	Upper Subtot	Totals
0	1				0	1
5 min	0			2	2	2
10 min	1	2			2	3
20 min	0			1	1	1
30 min	0	3			3	3
1 hour	0	1			1	1
1.5 hour	1				0	1
subtotals		6	0	3		
Totals	3				9	12

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	So 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Totals
0	1		1				0	1
5 min			0			2	2	2
10 min	1	1	2		1		1	3
20 min			0			1	1	1
30 min		1	1		2		2	3
1 hour		1	1				0	1
1.5 hour	1		1				0	1
subtotals	3	3		0	3	3		
Totals			6				6	12

Question LS-15u. Estimate how much time you spend…Participating in discussions for this course

Data

Fall	Responses	First Time	Level
	10 min per week	Yes	FY2
	10 min	Yes	FY2
	30 min	Yes	FY2
	we just post.*	No	FY2
	0	Yes	Sophomore
	0	Yes	Sophomore
	30 min	Yes	FY2
	1/2 hour per week	No	Sophomore
	1 hour	No	SO2
	I have not been able to dince my computer wont let me.*	Yes	Sophomore
	1*	Yes	Sophomore
	5 min/wk	No	Senior
	1 hrs per week	No	Senior
	1 hr week	No	Senior

*This response was not included in the analysis because scale value could not be determined.

Analysis

Data Summary

Time per Week	Frequency	Total Time	Average Time
0	2	0	
5 min	1	5 minutes	
10 min	2	20 minutes	
30 min	3	1 hour 30 minutes	
1 hour	3	3 hours	
Total Time	11	4 hours 55 minutes	295 minutes/11 responses 26.82 minutes

Total number of respondents in each category by level in school

	FY Fall	SO Fall	JR Fall	SR Fall	Upper Subtot	Totals
0	0	2			2	2
5 min	0			1	1	1
10 min	2				0	2
30 min	2	1			1	3
1 hour	0	1		2	3	3
subtotals		4	0	3		
Totals	4				7	11

Comparison of first-timers and repeaters in each time category by level in school

	FY 1st	So 1st	No. First Timers	FY Rep	SO Rep	SR Rep	No. of Repeaters	Totals
0		2	2				0	2
5 min			0			1	1	1
10 min	2		2				0	2
30 min	2		2		1		1	3
1 hour			0		1	2	3	3
subtotals	4	2		0	2	3		
Totals			6				5	11

Appendix F
Case Study Two, Course Evaluation Survey

Course Evaluation Survey Questions	
Number for Analyses	**Item**
CE-01	This is my first online course. (True or False)
CE-02	If you haven't taken an online course before, what surprised you about online learning? If you have taken an online course before, how did this course meet or exceed your expectations?
CE-03	What aspect of this online course was most helpful or useful to you?
CE-04	What could have been improved in this course?
CE-05	Would you take another writing course online? Why or why not?
CE-06	When did you most often access the course web site?
CE-07	From where did you most often access the course web site?
CE-08	Which parts of the course web site did you find most useful? Mark all that apply.
CE-09	Indicate how many hours you spent online each week working on this course.
CE-10	Indicate how many hours you spent offline (not on the computer) each week working on this course.
CE-11	I participated as much as I wanted to. (True or False)
CE-12	If False, why didn't you participate as much as you wanted to?
CE-13	Describe how you used the different communication tools: chat, WebCT Vista Mail, online meetings, etc.
CE-14	Did you feel the teacher was concerned about you and your learning? How did the teacher communicate that to you?
CE-15	What was the most helpful thing the teacher did to help you learn?
CE-16	Did you feel your communication with the teacher was satisfactory? Describe.
CE-17	Describe any frustrations that you experienced in communicating with the instructor. Include suggestions you have for improving communication.
CE-18	Describe your communication with the other students. Was it helpful to your learning?
CE-19	Describe any technical frustration that you experienced and how you resolved the problem.
CE-20	I received adequate technical support throughout the course. (True or False)
CE-21	Did you make good use of your study time for this online course? Explain.

COURSE EVALUATION SURVEY DATA

Question CE-01. This is my first online course. (True or False)

Data

Fall Term	Response	First Time Online	Level
	True	Yes	FY2
	True	Yes	FY2
	True	Yes	FY2
	False	No	FY2
	True	Yes	Sophomore
	True	Yes	Sophomore
	True	Yes	Sophomore
	True	Yes	Sophomore
	False	No	Sophomore
	False	No	SO2
	False	No	SO2
	False	No	Senior
	False	No	Senior
	False	No	Senior

Analysis

Total number of respondents in each category by level in school

Response	FY Fall	SO Fall	JR Fall	SR Fall	Upper Subtotal	Totals
True	3	4			4	7
False	1	3		3	6	7
subtotals		7	0	3		
Totals	4				10	14

Comparison of first-timers and repeaters in each category by level in school

Response	FY 1st	SO 1st	First Timers	FY Rep	SO Rep	JR Rep	SR Rep	Repeaters	Total
True	3	4	7					0	7
False			0	1	3		3	7	7
subtotals	3	4		1	3	0	3		
Totals			7					7	14

Question CE-02. If you haven't taken an online course before, what surprised you about online learning? If you have taken an online course before, how did this course meet or exceed your expectations?

Data

Fall Term	Response	First Time Online?	Level
	how organized it was and how many ways there were to be resourceful and get what you needed as far as contacting the teacher.	Yes	FY2
	It made everything very straight forward and you ended up knowing exactly what wa going on as everything is very communication based.	Yes	FY2
	This was my first online course. I really liked the flexibility of being able to access the site at my own time and I thought the fast feedback was very helpful.	Yes	FY2
	It was a lot more integrated than my previous course. Working with other students, developing projects--as opposed to quizzes and that is it.	No	FY2
	Online class seemed less personable, but more involved than a class that meets every day.	Yes	Sophomore
	There were more little assignments than I expect, not just the big papers due, but little postings here and there... it made the class more interesting.	Yes	Sophomore
	I haven't taken an online cource before, and one thing that surprized me was that you can have very good communication with the teacher and classmates.	Yes	Sophomore
	Surprised me - how convenient this was for me.	Yes	Sophomore
	This course required a lot more time and required me to structure my time spent on it more actively.	No	Sophomore
	I have taken online courses before and I was really impressed with the instructor and the organization of the course. I was not sure what to expect when we needed to chat online but was increadibly pleased with the way it went. I really liked the fact that we could see the instructor and converse while seeing her powerpoint. Very impressive!	No	SO2
	Exceeded my expectations in many aspects. -Less "busy work" than most of my other online classes. -Instructor was readily available most of the time and quick to answer questions. -Instructor graded submitted assignments in a timely fashion. -Site was easy to understand and navigate. -Instructor addressed individual needs on a regular basis and modified class to fulfill them, very appreciated.	No	SO2
	It exceeded my expectations because I think I got a better understanding of the material since the instructor provided lots of feedback and enough homework to practice what we learned.	No	Senior
	There was a lot better feedback given from the teacher and I liked having the ability of virtual hours and the one meeting online.	No	Senior
	NA	No	Senior

Analysis

Theme	Count	Marked above with…
Convenience/ease/flexibility	2	yellow highlight
Communication with or feedback from instructor	8	dotted underline
Interaction with classmates	2	double underline
Structure/organization of the course	8	blue highlight
Use of technology	0	*

Question CE-03. What aspect of this online course was most helpful or useful to you?

Data

Fall	Response	First Time Online?	Level
	The due dates, a lot of online classes are very independent and don't have due dates, everything is just do at one time, but I feel like that could be very disasterous	Yes	FY2
	I really enjoyed the chat periods via the web with the instructor, they were helpful- and less time consuming than going into office hours. It fit more into my life.	No	FY2
	I liked the weekly summary of what we needed to do with all of the links we needed for that week attached.	Yes	FY2
	I loved being able to do the assignments on my own time and being able to still work with students doing peer reviews.	Yes	FY2
	The fact that everything was done via online; there was no classroom time required. That way, I was able to complete the assignments on my own time instead of a set classroom time.	Yes	Sophomore
	The online chats with a web cam were very helpful to me	Yes	Sophomore
	I could work when I needed and wanted to, always was ample time to read, write and submit.	Yes	Sophomore
	The group postings were helpful to me; I enjoyed having the opportunity to get feedback from others.	No	Sophomore
	The templates and suggestions for the format of the papers, as well as the reading and posting assignments, were very helpful for the writing process.	Yes	Sophomore
	Instructor's work ethic, punctuality and response time.	No	SO2
	The way that assignments were clearly organized was the most helpful to me.	No	SO2
	how everyone in your group was accessible through peer reviews. *Not having to deal with face to face interactions and less social anxiety, thus less anxiety writing papers and doing peer reviews.*	No	Senior
	Peer reviews/class discussions, online conference	No	Senior
	I can't think of anything. In general the course was very helpful.	No	Senior

Analysis

Theme	Frequency	Marked above with…
Convenience/ease/flexibility	4	blue highlight
Communication with or feedback from instructor	4	dotted underline
Interaction with classmates	4	yellow highlight
Structure/organization of the course	4	double underline
Freedom from interaction with classmates during peer review	1	*

Question CE-04. What could have been improved in this course?

Data

Fall Term	Response	First Time Online?	Level
	I felt the peer review questions and responses were lacking in their ability to provide constructive criticism.	Yes	FY2
	I didn't enjoy the online book thing? It took me a really long long time to figure out and it was confusing. I would just use a hard copy of a book. [Note: the online book was optional.]	No	FY2
	Nothing that I can think of, I was thinking that it would be hard to schedule office hours or get one on one time with the teacher but that wasnt difficult at all.	Yes	FY2
	Honestly, nothing. I liked every aspect of the course.	Yes	FY2
	Nothing. It was very well directed.	Yes	Sophomore
	It seemed to me that some weeks were jam packed with more difficult assignments, while others had merely 2 short worded postings required. I wish that they had been better spaced out.	No	Sophomore
	The timing of the virtual office hours... they were set on Thursdays, later afternoon. I have another class during that time frame. Virtual hours in the evening would have worked better for me.	Yes	Sophomore
	I would have like to have know in the beging of the cource our due dates of assignments	Yes	Sophomore
	Seemed like there was too many places to look for assignments - I had to read every link and page to make sure I understood each assignment and due dates.	Yes	Sophomore
	There were times when I didn't recieve timely feedback because others in my group did not complete their assignment on time.	No	SO2
	Nothing that I can think of, instructor was very receptive and usually implemented changes that were requested immediately.	No	SO2
	This course was well organized and planned. I had some challenges receiving feedback from my group members but that was not the instructor's fault.	No	Senior
	Due dates at end of week rather than beginning.	No	Senior
	Having an online calendar w/ all assignments/postings included.	No	Senior

Analysis

Theme	Frequency	Marked above with…
Shifting of due dates	3	yellow highlight
Notification of assignments	3	dotted underline
Group work; feedback from group	2	double underline
Course content	2	blue highlight
Nothing	4	grey

Question CE-05. Would you take another writing course online? Why or why not?

Fall Term	Response	First Time Online?	Level
	YES		
	I would take another writing course online because the feedback was really great, reliable and fast.	Yes	FY2
	Very much so, if it was ran like this one.	No	FY2
	Yes, if I had to take another writing course I would take it online because I don't like going to a class when I could just as easily learn everything at home. Plus it saves paper	Yes	Sophomore
	Yes. The fact that everything can be completed online means that I can go back home for the summer for example, yet still take an online summer course without being on campus.	Yes	Sophomore
	I would take another online writing course because it is easier to fit it into my schedule	Yes	Sophomore
	Yes definately. It is very convenient while working full time plus no driving or paying for parking.	Yes	Sophomore
	Yes, I liked the individual aspect of it, as well as the anonymity, as I'm generally uncomfortable in face-to-face peer reviews.	No	Sophomore
	Yes I would. Especially from this instructor! Everything went smoothly and I feel that I learned what I needed to.	No	SO2
	Absolutely, I wish I could take more of my classes online because they are more feasible with my work schedule.	No	SO2
	yes, I like being able to work on my own from home.	No	Senior
	Yes, it's convenient and I feel I can stay on schedule and learn just as much than if I was attending a regular lecture/class.	No	Senior
	Maybe		
	maybe, it depends on what course it it. I think writing is the easiest because it something that deosnt require discussion and is fairly straightforward.	Yes	FY2
	I would if I had time constraints in my schedual so that the only way I could take the class was online.	Yes	FY2
	NO or No Answer		
	NA	No	Senior

Theme	Count	Marked above with…
Convenience/ease/flexibility	8	yellow highlight
Helped with structure, focus, or learning style	3	double underline
Learned about writing	0	blue highlight

Question CE-06. When did you most often access the course web site?
Early Morning (4 a.m. – 8 a.m.), Morning (8 a.m. - 11 a.m.), Mid-day (11 a.m. - 1 p.m.), Afternoon (1 p.m. - 5 p.m.), Evening (5 p.m. - 10 p.m.), Late night (10 p.m. - 4 a.m.)

Data

Fall Term	Response	First Time Online?	Level
	Evening (5 p.m. - 10 p.m.)	No	Senior
	Late night (10 p.m. - 4 a.m.)	No	SO2
	Afternoon (1 p.m. - 5 p.m.)	Yes	FY2
	Morning (8 a.m. - 11 a.m.); Late night (10 p.m. - 4 a.m.)	No	FY2
	Evening (5 p.m. - 10 p.m.)	Yes	Sophomore
	Morning (8 a.m. - 11 a.m.); Evening (5 p.m. - 10 p.m.); Late night (10 p.m. - 4 a.m.)	Yes	FY2
	Evening (5 p.m. - 10 p.m.)	No	Sophomore
	Late night (10 p.m. - 4 a.m.)	Yes	Sophomore
	Morning (8 a.m. - 11 a.m.); Evening (5 p.m. - 10 p.m.)	Yes	Sophomore
	Morning (8 a.m. - 11 a.m.); Evening (5 p.m. - 10 p.m.)	No	SO2
	Evening (5 p.m. - 10 p.m.)	No	Senior
	Early morning (4:00 - 8:00 a.m.)	Yes	Sophomore
	Afternoon (1 p.m. - 5 p.m.); Late night (10 p.m. - 4 a.m.)	No	Senior
	Mid-day (11 a.m. - 1 p.m.)	Yes	FY2

Analysis

Total number of respondents in each time category (multiple responses were allowed)

Category	Totals
Early Morning (4 a.m. – 8 a.m.)	1
Morning (8 a.m. - 11 a.m.)	4
Mid-day (11 a.m. - 1 p.m.)	1
Afternoon (1 p.m. - 5 p.m.)	2
Evening (5 p.m. - 10 p.m.)	7
Late night (10 p.m. - 4 a.m.)	5

*Multiple responses were possible, so totals do not match participation count.

Total number of respondents in each category by level in school

Response	FY Fall	SO Fall	JR Fall	SR Fall	Upper Subtotal	Totals
Early morning (4 a.m.- 8 a.m.)	0	1			1	1
Morning (8 a.m. - 11 a.m.)	2	2			2	4
Mid-day (11 a.m. - 1 p.m.)	1				0	1
Afternoon (1 p.m. . - 5 p.m.)	1			1	1	2
Evening (5 p.m. - 10 p.m.)	1	4		2	6	7
Late night (10 p.m. - 4 a.m.)	2	2		1	3	5
subtotals		9	0	4		
Totals	7				13	20

Comparison of first-timers and repeaters in each category by level in school

Response	FY 1st	SO 1st	First Time	FY Rep	SO Rep	JR Rep	SR Rep	Total Rep.	Total
Early morning (4a.m. - 8 a.m.)		1	1					0	1
Morning (8 - 11 a.m.)	1	1	2	1	1			2	4
Mid-day (11 a.m. - 1 p.m.)	1		1					0	1
Afternoon (1 p.m. . - 5 p.m.)	1		1				1	1	2
Evening (5 p.m. - 10 p.m.)	1	2	3		2		2	4	7
Late night (10 p.m. - 4 a.m.)	1	1	2	1	1		1	3	5
subtotals	5	5		2	4	0	4		
Totals			10					10	20

Question CE-07. From where did you most often access the course web site?

Data

Fall Term	Response	First Time Online?	Level
	Laptop, at home	No	Senior
	Laptop, at home; Work computer	No	Senior
	Laptop, at home	No	Senior
	Laptop, at home	Yes	FY2
	Laptop, at home	Yes	FY2
	Laptop, at home; Laptop, other location	Yes	FY2
	Laptop, at home; Laptop, campus location	No	FY2
	Laptop, at home; Work computer; Laptop, other location; Campus computer lab; Laptop, campus location	Yes	Sophomore
	Laptop, at home	Yes	Sophomore
	Laptop, at home	Yes	Sophomore
	Laptop, at home	Yes	Sophomore
	Laptop, at home	No	Sophomore
	Laptop, at home; Laptop, campus location	No	SO2
	Laptop, at home	No	SO2

Analysis

Total number of respondents in each category by level in school

Response	FY Fall	SO Fall	JR Fall	SR Fall	Upper Subtotal	Totals
Laptop, at home	4	7		3	10	14
Laptop, campus location	1	2			2	3
Laptop, other location	1	1			1	2
Work computer	0	1		1	2	2
Campus computer lab	0	1			1	1
Home computer	0				0	0
subtotals		12	0	4		
Totals	6				16	22

Comparison of first-timers and repeaters in each category by level in school

Response	FY 1st	SO 1st	First Timers	FY Rep	SO Rep	JR Rep	SR Rep	Repeat	Total
Laptop, at home	3	4	7	1	3		3	7	14
Laptop, campus location		1	1	1	1			2	3
Laptop, other location	1	1	2					0	2
Work computer		1	1				1	1	2
Campus computer lab		1	1					0	1
Home computer		0	0					0	0
subtotals	4	8		2	4	0	4		
Totals			12					10	

Question CE-08. Which parts of the course web site did you find most useful? Mark all that apply.

Data

Fall Term	Response	First Time Online?	Level
	Questions; Peer Review Group Spaces; Week by Week Links	Yes	FY2
	Week by Week Links; Discussion Board; My Grades	Yes	FY2
	Assignment Tool; Peer Review Group Spaces; Week by Week Links; Discussion Board; Calendar; My Grades; Conference Chat	Yes	FY2
	Week by Week Links, Virtual Office Hours, Conference Chat also Peer Review Group Spaces, Calendar and My Grades	No	FY2
	Questions; Assignment Tool; Peer Review Group Spaces; Week by Week Links; Large Class Discussions	Yes	Sophomore
	Peer Review Group Spaces; Week by Week Links; Calendar; My Grades	No	Sophomore
	Assignment Tool; Week by Week Links	Yes	Sophomore
	Assignment Tool; Peer Review Group Spaces; Week by Week Links; Calendar; My Grades; Conference Chat	Yes	Sophomore
	Assignment Tool; Week by Week Links; Discussion Board	No	SO2
	Assignment Tool; Peer Review Group Spaces; Week by Week Links; Discussion Board; Calendar; My Grades	No	SO2
	Week by Week Links; Conference Chat	Yes	Sophomore
	Peer Review Group Spaces; Week by Week Links; Discussion Board	No	Senior
	Week by Week Links; Conference Chat	No	Senior
	Peer Review Group Spaces; Discussion Board; Large Class Discussions; My Grades; Conference Chat	No	Senior

Analysis

Data Summary

Response	Frequency
Week by Week Links	13
Peer Review Group Spaces	9
My Grades	7
Discussion Board	6
Conference Chat	6
Assignment Tool	6
Calendar	5
Large Class Discussions	2
Questions;	2
Virtual Office Hours	1
Total	57

Total number of respondents in each category by level in school

Response	FY Fall	SO Fall	JR Fall	SR Fall	Upper Subtotal	Totals
Week by Week Links	4	7		2	9	13
Peer Review Group Spaces	3	4		2	6	9
My Grades	3	3		1	4	7
Discussion Board	2	2		2	4	6
Conference Chat	2	2		2	4	6
Assignment Tool	1	5			5	6
Calendar	2	3			3	5
Large Class Discussions	0	1		1	2	2
Questions	1	1			1	2
Virtual Office Hours	1	0			0	1
subtotals		28	0	10		
Totals	19				38	57

Comparison of first-timers and repeaters in each category by level in school

Response	FY 1st	SO 1st	First Timers	FY Rep	SO Rep	JR Rep	SR Rep	Repeaters	Total
Week by Week Links	3	4	7	1	3		2	6	13
Peer Review Group Spaces	2	2	4	1	2		2	5	9
My Grades	2	1	3	1	2		1	4	7
Discussion Board	2	0	2		2		2	4	6
Conference Chat	1	2	3	1			2	3	6
Assignment Tool	1	3	4		2			2	6
Calendar	1	1	2	1	2			3	5
Large Class Discussions	0	0	0				1	1	2
Questions	1	1	2					0	2
Virtual Office Hours	0	0	0	1				1	1
subtotals	13	14		6	12	0	10		
Totals			27					28	55

Question CE-09. Indicate how many hours you spent online each week working on this course.

Data

Fall Term	Response	First Time Online?	Level
	1-6	No	FY2
	1-6	Yes	FY2
	1-6	Yes	FY2
	7-10	Yes	FY2
	1-6	Yes	Sophomore
	1-6	Yes	Sophomore
	1-6	Yes	Sophomore
	7-10	No	Sophomore
	10-20	Yes	Sophomore
	1-6	No	SO2
	1-6	No	SO2
	1-6	No	Senior
	1-6	No	Senior
	7-10	No	Senior

Analysis

Data Summary

Range	1–6	7–10	10–20	Total
Frequency	10	3	1	14

Total number of respondents in each category by level in school

Response	FY Fall	SO Fall	JR Fall	SR Fall	Upper Subtotal	Totals
1–6	3	5		2	7	10
7–10	1	1		1	2	3
10–20	0	1			1	1
subtotals		7	0	3		
Totals	4				10	14

Comparison of first-timers and repeaters in each category by level in school

Response	FY 1st	SO 1st	First Timers	FY Rep	SO Rep	JR Rep	SR Rep	Repeaters	Total
1–6	2	3	5	1	2		2	5	10
7–10	1		1		1		1	2	3
10–20		1	1					0	1
subtotals	3	4		1	3	0	3		
Totals			7					7	14

Question CE-10. Indicate how many hours you spent offline (not on the computer) each week working on this course.

Data

Fall Term	Response	First Time Online?	Level
	1-6	No	FY2
	1-6	Yes	FY2
	1-6	Yes	FY2
	7-10	Yes	FY2
	1-6	Yes	Sophomore
	1-6	Yes	Sophomore
	1-6	Yes	Sophomore
	1-6	Yes	Sophomore
	1-6	No	Sophomore
	1-6	No	SO2
	7-10	No	SO2
	1-6	No	Senior
	1-6	No	Senior
	1-6	No	Senior

Analysis

Data Summary

Range	1–6	7–10	10–20	Total
Frequency	12	2	0	14

Total number of respondents in each category by level in school

Response	FY Fall	SO Fall	JR Fall	SR Fall	Upper Subtotal	Totals
1–6	3	6		3	9	12
7–10	1	1			1	2
subtotals		7	0	3		
Totals	4				10	14

Comparison of first-timers and repeaters in each category by level in school

Response	FY 1st	SO 1st	First Timers	FY Rep	SO Rep	JR Rep	SR Rep	Repeaters	Total
1–6	2	4	6	1	2		3	6	12
7–10	1		1		1			1	2
subtotals	3	4		1	3	0	3		
Totals			7					7	14

Question CE-11. I participated as much as I wanted to. (True or False)

Data

Fall Term	Response	First Time Online?	Level
	True	Yes	FY2
	True	Yes	FY2
	True	Yes	FY2
	True	No	FY2
	True	Yes	Sophomore
	True	Yes	Sophomore
	True	Yes	Sophomore
	True	Yes	Sophomore
	True	No	Sophomore
	True	No	SO2
	True	No	Senior
	True	No	Senior
	True	No	Senior
	False, I worked too much this semester.	No	SO2

Question CE-12. If False, why didn't you participate as much as you wanted to?

Data

Fall Term	Response	First Time Online?	Level
	NA	Yes	FY2
	NA	Yes	FY2
	NA	Yes	FY2
	NA	No	FY2
	NA	Yes	Sophomore
	NA	Yes	Sophomore
	NA	Yes	Sophomore
	NA	Yes	Sophomore
	NA	No	Sophomore
	NA	No	SO2
	NA	No	Senior
	NA	No	Senior
	NA	No	Senior
	Work, just went through a rough divorce and had to work much more than I expected when registering or my classes	No	SO2

Question CE-13. Describe how you used the different communication tools: chat, WebCT Vista Mail, online meetings, etc.

Data

Term	Response	First Time Online?	Level
	well it was required that we did at least one one line chat with was helpful and easy.	Yes	FY2
	Um...basically we had the weeks posted up and the instructor had posted a quip on what we had to learn, pages, links, or other things we needed to know or do- then put up the deadline of when it was due that week. Most of the time it was posting to a group discussion board, and then the instructor would reply. As far as "chat" the only thing we really did was the virtual office hours which were pretty sweet.	No	FY2
	I asked the professor questions on the online meeting we had. I found that very helpful. WEBCT was very helpful because it included the link to the course assginments. All the links were important on the site and the weekly explanations were easy to understand and follow.	Yes	FY2
	I mostly used the chat, or peer comment/review boards as most of the communication between myself and the instructor was done in discussion over the chat topics.	Yes	FY2
	The only time I used the chat was for the required chat with the professor. It was a little intimidating with the web camera she used, but a unique and helpful experience.	No	Sophomore
	Since the virtual office hours didn't work for me, I emailed the professor whenever I had questions. We had a large group meeting once, which I found helpful.	Yes	Sophomore
	I e-mailed the professor on more than once, also partisipated in the online chat	Yes	Sophomore
	WebCT was my main line to the course, email with the professor was helpful also.	Yes	Sophomore
	I used webct to find the ssignments and links, and never attended the chats or meetings unless they were required.	Yes	Sophomore
	Used Mail with questions for the instructor, but mostly relied on discussion.	No	SO2
	I used Vista Mail to communicate with the professor.	No	SO2
	chat for the large discussion, always check my mail	No	Senior
	Used the online conference software for the first time during this course, sent mail w/in WebCT	No	Senior
	To communicate with instructor when questions arose	No	Senior

Analysis

	Count	Marked above with…
Mention of specific tool or function	22 (3 = WebCT)	yellow highlight
Mention of specific tool or function that did not work well	1	Grey highlight
Frequency/requirement of use	11	underline
Affective comment	9	blue highlight

Question CE-14. Did you feel the teacher was concerned about you and your learning? How did the teacher communicate that to you?

Data

Fall Term	Response	First Time Online?	Level
	Yes, she made sure everyone was aware of when she was available and what was going on and always provided informitive feedback.	Yes	FY2
	The teacher was very helpful and seemed very cheerful and energetic. Her criticism was constructive and when meeting her during the online meeting, she had a very positive spirit.	Yes	FY2
	Yes, the teacher always provided helpful feedback and offered plenty of office hours. Also she was open to any and all questions.	Yes	FY2
	Very much so. Basically because whenever I told her I was having trouble, she was very realistic and understanding. My internet went out for 5 days. She understood & gave me time. etc.	No	FY2
	She was very concerned and attentive to the needs of the student.	Yes	Sophomore
	Yes, through her frequent emails and announcements on the site.	No	Sophomore
	Yes. She always answered myquestions in a timely manner and gave useful feedback on the assignments.	Yes	Sophomore
	Yes Ii think that the teacher was concerned. She replied to all of my questions and emails, also graded assignments timely and provided comments	Yes	Sophomore
	Yes definately. She provided comments with each assignment that seemed very personal and were helpful. She also sent emails. We participated in an online chat as well. Overall her communications with me and the class were excellent.	Yes	Sophomore
	Absolutely. More than any other online instructor I've ever had. She was always very quick with responses to my individual questions and others in the class.	No	SO2
	Yes. She responded to all of my assignments and was there to offer suggestions when I had questions.	No	SO2
	Yes, she held online office hours each week so that students could chat w/ her live; she gave good feedback on assignments, positive criticisms	No	Senior
	yes, very good feedback and really showing her accessbility to students to help them.	No	Senior
	Yes, she was very involved through email and chats.	No	Senior

Question CE-15. What was the most helpful thing the teacher did to help you learn?

Data

Term	Response	First Time Online?	Level
	being able to answer questions all the time, it was like she was more available than normal teachers. also feedback was very important.	Yes	FY2
	By giving us informative feedback I was able to understand the specifics of what she was looking for in the assignment.	Yes	FY2
	Her writing was very easy to understand. And when I did have a question, she answered within a day.	Yes	FY2
	A positive and encouraging conversationalist was a good thing to have when its online. It would be easy to forget everything and not care about the students but..it was nice.	No	FY2
	Suggestions on the content of our writing and comments on the writing we did.	Yes	Sophomore
	As I said in #14, she emailed me back and gave good suggestions on my questions.	Yes	Sophomore
	The on-line chat was helpful for writing my perswasize paper.	Yes	Sophomore
	She gave me a chance to rewrite my first paper. I have been away from school for lots of years and the first assignment was frightening. I did not understand the assignment, submitted a paper which did not satisfy the assignment, and she asked if I would like to rewrite and resubmit, which I did and greatly appreciated.	Yes	Sophomore
	Her in depth reviews of our assignments were helpful.	No	Sophomore
	Answered my calls and went over assignments that I needed to work on after grading them.	No	SO2
	She made great suggestions when grading assignments.	No	SO2
	comments in my papers back	No	Senior
	Clarified doubts.	No	Senior
	Gave us the chance to talk with peer groups/the entire class. It helped to get advice from students working on the same assignments, having the same questions	No	Senior

Question CE-16. Did you feel your communication with the teacher was satisfactory? Describe.

Data

Fall Term	Response	First Time Online?	Level
	Yep. Anytime I communicated with her there was speedy responses and follow ups, and some random just make sure you're doing this and this type of things.	No	FY2
	Yes, see above.	Yes	FY2
	yes, like i said she was very open and her comments and instructions were easy to understand and follow	Yes	FY2
	Yes. She was very prompt and cheerful with her responses and feedback.	Yes	FY2
	Yes, emails were answered in a timely fashion.	Yes	Sophomore
	Again, I emailed her with my questions and she always got back to me in a timely manner.	Yes	Sophomore
	Yes, emails worked best.	Yes	Sophomore
	Yes, i could get ahold of her if i needed to	Yes	Sophomore
	Yes, although I had intended to go to the in person office hours…I was never able to fit her office hours into my schedule. However, I felt that the communication she provided over the internet was very much sufficient.	No	Sophomore
	Yes, second to none.	No	SO2
	Well a lot of times I learn things very well on my own, so I don't need a whole lot of face to face time. But she was there when I had a question.	No	SO2
	yes, i enjoyed reading her comments, announcements and the large discussion.	No	Senior
	Yes; participated in online chat/emailed, she always responded in a timely manner, thoroughly addressed any problems/concerns about assignments.	No	Senior
	yes	No	Senior

Question CE-17. Describe any frustrations that you experienced in communicating with the instructor. Include suggestions you have for improving communication.

Data

Fall Term	Response	First Time Online?	Level
Frustrations			
	As I said above, it would've been nice to attend some of the online office hours, but the time didn't work with my other classes. My only suggestion, as I said above, would be an evening session.	Yes	Sophomore
	The only frusteration I experienced was my dislike of the new WebCT.	No	Sophomore
	Sometimes it took her a little long to reply, but she always did.	No	Senior
No Frustrations			
	I don't recall any experiences.	Yes	FY2
	none	Yes	FY2
	Nothing really- maybe just a reminder via campus email on checking the website before tuesday (the day things were due- sometimes you'd forget from the weekend!)	No	FY2
	NA	Yes	FY2
	none	Yes	Sophomore
	No frustrations.	Yes	Sophomore
	The was no frustrations	Yes	Sophomore
	None to report. I could go on for ages about previous online teachers, but not [this instructor].	No	SO2
	I didn't have any frusterations.	No	SO2
	I thought communcation was better because it was less intimidating face to face.	No	Senior
	Had no problems communicating with [the instructor].	No	Senior

Question CE-18. Describe your communication with the other students. Was it helpful to your learning?

Data

	Response	First Time?	Level
Helpful			
	This was very helpful to my learning. I learned more by having someone else critique my work and being able to critique someone elses.	Yes	FY2
	yes, peer review was very helpful, it was nice to get feedback from peers because then the teacher could review a sample that had already been looked over once and then give her comments.	Yes	FY2
	I feel that the peer reviews were helpful. Those were the only communications I had with the other students	Yes	Sophomore
	I was in a peer review group of myself and 2 other students. I liked the small group, and felt that I was able to sort of get to know them, and feel comfortable with them, though we never actually met. I found the small groups much more helpful than the large group discussions.	No	Sophomore
	We posted on each other's assignments. I was fortunate to have insightful group members that gave great suggestions on the various assignments. This was a good addition to the online class.	Yes	Sophomore
	Yes there were helpful.	Yes	Sophomore
	The communications between students was nice because I could see what other people thought of my opinion. When responses for assignments were recieved on time, the suggestions helped guide my writing.	No	SO2
	I participated mostly via the online discussion boards through a form of email. The peer review process was very helpful in learning how each assignment could be improved upon before the final submittal.	No	SO2
	At the beginning of the course, I was dreading having to complete peer reviews and having others read my papers. The process actually proved to be quite beneficial. I liked the small peer review groups, it was nice to be able to see how other students were doing the assignment, could ask the group questions, got positive feedback on how to improve assignments.	No	Senior
	very much more helpful. there's more honesty and less social barriers when it's online so people tend to give honest thoughtful peer reviews.	No	Senior
Somewhat Helpful			
	We revised and commented on each others work. It was semi-beneficial. I think I would have preferred a more teacher-revised portion instead.	No	FY2
	The open chats were helpful in that the idea was fully explored from many viewpoints. The peer reviews were only helpful if people took the time to do them to the best of thier ability.	Yes	FY2
	I didn't have any communication with other students besides in my per review group	Yes	Sophomore
	A little, not that helpful. They were not always available to provide peer reviews for some of my assignments.	No	Senior

Question CE-19. Describe any technical frustration that you experienced and how you resolved the problem.

Data

Fall Term	Response	First Time Online?	Level
	I was having trouble with the website for the online book and stuff. The instructor was very helpful in setting it up again with me.	No	FY2
	The only techincal problem I had was that I tried to turn in an assignment, but it failed to send through. I informed the professor, and tried to send it again later. It went through the second time; there were no other instances of technical difficulties.	Yes	Sophomore
	The first day of class I had a hard time finding where I should go, and my computer was not compatable with the program. I had a friend help me and never had a problem after that.	Yes	Sophomore
	My web connection at home was not perfect and connectivity was challenging until I got a high speed connection.	Yes	Sophomore
	I could not receive sound over the internet, which is a problem with my computer, so it was not resolved.	Yes	Sophomore
	Every once in awhile when I would log in it would tell me that a technical error had occured. I would just log out of the first page I had been on for WebCT and closed the browser window, restarted Explorer and logged in again.	No	SO2
	It was rather hard to keep all assignments straight, especially weekly postings. We basically had to calendars, a paper and an online one. It would have been helpful if everything had been uploaded to the online calendar. With an online class, I depend more on the class website calendar than I do on printed documents on the course.	No	Senior
	sending files, and converting files to the correct format. I sent them as a few different formats and pasted the whole text in the box just in case.	No	Senior
No Problems			
	I didn't have any.	Yes	FY2
	none	Yes	FY2
	NA	Yes	FY2
	NA	No	Sophomore
	None to report.	No	SO2
	none	No	Senior

Question CE-20. I received adequate technical support throughout the course. (True or False)

Data

Fall Term	Response	First Time Online?	Level
	NA	Yes	FY2
	True!	No	FY2
	True	Yes	FY2
	True	Yes	FY2
	True	Yes	Sophomore
	True	No	Sophomore
	True	Yes	Sophomore
	True	Yes	Sophomore
	True	Yes	Sophomore
	True	No	SO2
	True	No	SO2
	True	No	Senior
	True	No	Senior
	Never asked for technical support	No	Senior

Question CE-21. Did you make good use of your study time for this online course? Explain.

Data

Fall Term	Response	First Time Online?	Level
Yes			
	Yes, I think I have done what it takes to get things in on time for the most part and receive good grades.	No	FY2
	My study time was as successful for this course as any other, in that if I wanted to be distracted by something else, I was.	Yes	FY2
	Yes. I didn't wait until the last minute to complete the assignments and I tried to set aside time to read the assigned readings and brainstorm before turning in the assignment.	Yes	FY2
	Yes, I always got the assignments done on time or before the due date.	Yes	Sophomore
	I'm a night owl by nature, I do most of my assignments late at night. Part way through the semester the turn in time for assignments was changed from 12pm to 11:59pm. This change worked well for my study time, and allowed me to make better use of my time.	Yes	Sophomore
	Yes, this course required lots of study time for me. I was necessary to read and reread and reread instructions and examples. There is so much more to writing then I new so I had to write, rewrite, reread, rewrite then do it all again.	Yes	Sophomore
	Yes, I set aside time twice a week just for this course	Yes	Sophomore
	I probably put things off a bit long, but overall, I was able to schedule my time very well, with enough time to finish each assignment. It was really helpful when the instructor changed	No	Sophomore

Fall Term	Response	First Time Online?	Level
	the time that the assignments were due to midnight instead of noon.		
	When writing for an assignment, I focused on just the task at hand.	No	SO2
	I believe so , although I would have liked to have had more time to devote to the class personally and participated in more of the online discussions and virtual office hours.	No	SO2
	Yes. Although freshman writing was the least of my concerns this semester, I still put in a lot of writing/researching/posting time and handed in quality assignments.	No	Senior
	Yes, stayed on task, and turned in all my assigments on time. I particularly appreciated that the instructor changed the time deadlines to midnight rather thank noon, becasue that helped people like me that work full time jobs and are more likely to do homework late at night.	No	Senior
No			
	no, it was hard because there was hardly any way for me to stay accountable, but thats not the courses fault its my fault.	Yes	FY2
	no, I tended to focus more on my other classes since I just need to do this to graduate.	No	Senior

Analysis

Response	First Time?	Level	Process/ Outcome	Rating (LS-01i)	Grade
YES					
Yes, I think I have done what it takes to get things in on time for the most part and receive good grades.	No	FY2	Outcome	3	B+
Yes, I always got the assignments done on time or before the due date.	Yes	Sophomore	Outcome	3	A
Yes. Although freshman writing was the least of my concerns this semester, I still put in a lot of writing/researching/posting time and handed in quality assignments.	No	Senior	Process & Outcome	4	A
Yes. I didn't wait until the last minute to complete the assignments and I tried to set aside time to read the assigned readings and brainstorm before turning in the assignment.	Yes	FY2	Process	3	A
Yes, this course required lots of study time for me. I was necessary to read and reread and reread instructions and examples. There is so much more to writing then I new so I had to write, rewrite, reread, rewrite then do it all again.	Yes	Sophomore	Process	5	A–
Yes, I set aside time twice a week just for this course	Yes	Sophomore	Process	2.5	A
I'm a night owl by nature, I do most of my assignments late at night. Part way	Yes	Sophomore	Process	3	—

Response	First Time?	Level	Process/ Outcome	Rating (LS-01i)	Grade
through the semester the turn in time for assignments was changed from 12pm to 11:59pm. This change worked well for my study time, and allowed me to make better use of my time.					
I probably put things off a bit long, but overall, I was able to schedule my time very well, with enough time to finish each assignment. It was really helpful when the instructor changed the time that the assignments were due to midnight instead of noon.	No	Sophomore	Process	4	—
Yes, stayed on task, and turned in all my assigments on time. I particularly appreciated that the instructor changed the time deadlines to midnight rather thank noon, becasue that helped people like me that work full time jobs and are more likely to do homework late at night.	No	Senior	Process	4	A
When writing for an assignment, I focused on just the task at hand.	No	SO2	Process	2	—
I believe so , although I would have liked to have had more time to devote to the class personally and participated in more of the online discussions and virtual office hours.	No	SO2	Process	4	—
My study time was as successful for this course as any other, in that if I wanted to be distracted by something else, I was.	Yes	FY2	Process	4	A
NO					
no, it was hard because there was hardly any way for me to stay accountable, but thats not the courses fault its my fault.	Yes	FY2	Process	4	A
no, I tended to focus more on my other classes since I just need to do this to graduate.	No	Senior	Process	4	—

Total Responses

Response	Frequency
Yes	
Outcome	3
Process	10
No	
Outcome	0
Process	2
Total Number of Comments	15*

*One respondent mentioned both process and outcome.

Total number of respondents in each category by level in school

Response	FY Fall	SO Fall	JR Fall	SR Fall	Upper Subtotal	Totals
Yes (good use)	3	7		2	9	12
No	1			1	1	2
subtotals		7	0	3		
Totals	4				10	14

Comparison of first-timers and repeaters in each category by level in school

Response	FY 1st	SO 1st	First Timers	FY Rep	SO Rep	JR Rep	SR Rep	Repeaters	Total
Yes (good use)	2	4	6	1	3		2	6	12
No	1	0	1	0	0	0	1	1	2
subtotals	3	4		1	3	0	3		
Totals			7					7	14

Appendix G
Survey Questions by Theme

The responses from the survey questions clustered around four major areas: students' study habits, students' communication with the instructor and with other students, students' attitudes about online learning, and students' thoughts about the structure of this online course. The following tables show which questions were clustered to form each theme used in analysis. Some questions contributed to more than one construct.

GLOBAL

These two items did not contribute to the themes, but all responses were analyzed according to level in school and experience with online learning.

	No.	Item
1.	TA-01	Indicate your level in school.
2.	CE-01	This is my first online course. (True or False)

THEME ONE STUDENTS PERCEPTIONS ABOUT THE STRUCTURE OF THIS ONLINE COURSE (5 ITEMS)

	No.	Course Structure Item
1.	CE-03	What aspect of this online course was most helpful or useful to you?
2.	CE-04	What could have been improved in this course?
3.	CE-08	Which parts of the course web site did you find most useful? Mark all that apply.
4.	LS-13	What aspects of the course framework help you organize your study time?
5.	LS-14	What changes to the design of the course or course web site would help you manage your time better?

THEME TWO STUDENTS' ATTITUDES ABOUT ONLINE LEARNING (9 ITEMS)

	No.	Impressions and Attitudes Item
1.	LS-11	Are you aware of approaching/managing your study time differently for an online class than for other courses that meet in a classroom? Explain.
2.	CE-05	Would you take another writing course online? Why or why not?
3.	CE-11	I participated as much as I wanted to. (True or False) and
4.	CE-12	If False, why didn't you participate as much as you wanted to?
5.	TA-09	Indicate the statement that most accurately reflects your attitude about working with computers.
6.	TA-10	Indicate the statement(s) that most accurately reflects your initial attitude about taking a class online. (Mark as many as apply.)
7.	TA-11	Has this experience changed your opinion of online classes? If so, how?
8.	CE-02	If you haven't taken an online course before, what surprised you about online learning? Or, if you have taken an online course before, how did this course meet or exceed your expectations?
9.	CE-21	Did you make good use of your study time for this online course? Explain.

THEME THREE STUDENTS' COMMUNICATION (17 ITEMS)

	No.	Communication Item
	Communication with Peers (5 items)	
1.	LS-02d	Indicate how often you…Communicate with classmates via chat room
2.	LS-07	What other activities do you do online while studying for this course?
3.	LS-10	Are you also taking courses that meet in a classroom this semester? (Yes or No)
4.	LS-15n	Estimate how much time you spend … Communicating with classmates via chat room
5.	CE-18	Describe your communication with the other students. Was it helpful to your learning?
	Communication with Instructor (8 items)	
6.	LS-02e	Indicate how often you…Interact with instructor
7.	LS-02g	Indicate how often you…Contact instructor to clarify problems
8.	LS-15o	Estimate how much time you spend … Interacting with instructor
9.	LS-15q	Estimate how much time you spend … Contacting instructor to clarify problems
10.	CE-14	Did you feel the teacher was concerned about you and your learning? How did the teacher communicate that to you?
11.	CE-15	What was the most helpful thing the teacher did to help you learn?
12.	CE-16	Did you feel your communication with the teacher was satisfactory? Describe.
13.	CE-17	Describe any frustrations that you experienced in communicating with the instructor. Include suggestions you have for improving communication.
	Communication with Both Instructor and Peers (4 items)	
14.	LS-15s	Estimate how much time you spend … Reviewing comments from teacher or peers
15.	LS-15t	Estimate how much time you spend … Reading email for this course
16.	LS-15u	Estimate how much time you spend … Participating in discussions for this course
17.	CE-13	Describe how you used the different communication tools: chat, WebCT, Vista Mail, online meetings, etc.

THEME 4 STUDENTS' STUDY HABITS (64 ITEMS)

	No.	Study Habits Item
		Indicate how typical the following study strategies are for you on a scale of 1 to 5, where 1 = Not at all typical and 5 = Very typical [Prompts rotated]
1.	LS-1a	Finding most important ideas from readings
2.	LS-1b	Memorize key words of important concepts
3.	LS-1c	Try to relate to what I know already
4.	LS-1d	Determine concepts I don't understand well
5.	LS-1e	Connect the readings and concepts
6.	LS-1f	Read notes over and over again
7.	LS-1g	Relate my ideas to what I am reading
8.	LS-1h	Decide what I am supposed to learn from this course
9.	LS-1i	Make good use of study time
10.	LS-1j	Give up the difficult parts and study the easy ones
		Indicate how often you use the following study habits, on a scale of 1 to 5, where 1 = Never and 5 = All of the time [Prompts rotated]
11.	LS-2a	Check points of assignment
12.	LS-2b	Read assignment material
13.	LS-2c	Read text
14.	LS-2d	Communicate with classmates via chat room
15.	LS-2e	Interact with instructor
16.	LS-2f	Reread text to clarify problems
17.	LS-2g	Contact instructor to clarify problems
18.	LS-3	Do you study for this online course at a consistent time each day or week (for example, Mondays from 2-4)? Yes or No
19.	LS-3a	If Yes, when do you regularly study for this course?

	No.	Study Habits Item
20.	LS-4	What time of day do you do most of your studying for this online course?
21.	LS-5	How long is your typical study session for this course?
22.	LS-6	How much time do you study for this course per day?
23.	LS-6a	Per week?
24.	LS-8	Do you read module materials online, or print them out and read the hardcopy?
25.	LS-9	Do you read written comments from your teacher and your peer reviewers online, or print them out?
26.	LS-12	Do you understand the due dates for assignments in this course?
		Estimate how much time you spend doing the following activities: (all times are per week) [Prompts rotated]
27.	LS-15a	Reading course materials for this course
28.	LS-15b	Finding most important ideas from readings
29.	LS-15c	Memorizing key words of important concepts
30.	LS-15d	Trying to relate to what I know already
31.	LS-15e	Determining concepts I don't understand well
32.	LS-15f	Connecting the readings and concepts
33.	LS-15g	Reading notes over and over again
34.	LS-15h	Relating my ideas to what I am reading
35.	LS-15i	Deciding what I am supposed to learn from this course
36.	LS-15j	Giving up the difficult parts and study the easy ones
37.	LS-15k	Checking points of assignment
38.	LS-15l	Reading assignment material
39.	LS-15m	Reading textbook
40.	LS-15n	Communicating with classmates via chat room
41.	LS-15o	Interacting with instructor
42.	LS-15p	Rereading text to clarify problems
43.	LS-15q	Contacting instructor to clarify problems
44.	LS-15r	Writing for this course
45.	LS-15s	Reviewing comments from teacher or peers
46.	LS-15t	Reading email for this course
47.	LS-15u	Participating in discussions for this course
48.	CE-6	When did you most often access the course web site?
49.	CE-7	From where did you most often access the course web site?
50.	CE-9	Indicate how many hours you spent online each week working on this course.
51.	CE-10	Indicate how many hours you spent offline (not on the computer) each week working on this course.
52.	TA-2	How many years have you been using the computer?
53.	TA-3	How many years have you been using the computer for learning purposes?
54.	TA-4	From where do you plan to access the course web site? (Place an "X" next to as many as apply.)
55.	TA-5	Do you have high speed internet access at home? (Yes or No)
56.	TA-7	On average, how many hours do you spend on the computer per week?
57.	TA-8	On average, how many hours do you spend on the internet per week?
58.	TA-12	Experience with MS Word
59.	TA-13	Experience with Notepad or Wordpad
60.	TA-14	Experience with MSWorks
61.	TA-15	Experience with WordPerfect
62.	TA-16	Experience with Online or virtual meeting software (for example, BreezeLive or Online Meeting
63.	TA-17	Experience with Web Vista
64.	TA-18	Experience with PowerPoint