PERCEPTIONS OF ONLINE INSTRUCTION

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ABSTRACT
Online instruction has influenced how higher education redefines teaching as universities understand the significance and move towards the paradigm of online teaching and learning. Despite the benefits of online teaching, many university faculty members tend to gravitate toward instructional practices that are most comfortable to them. The purpose of this study was to reveal whether faculty at one university valued and supported the paradigm of online teaching and learning. Participants were asked to rate their comfort levels and training towards teaching online, as well as their perceptions pertaining to student learning outcomes and the delivery of academic tasks being taught online. Advantages, disadvantages and barriers of online instruction as perceived by university faculty were additionally revealed in this study. Perceptions of teaching and learning outcomes were strongly influenced by experience teaching online. Clearly, those who had positive online experiences felt the teaching and learning outcomes were equivalent to traditional classrooms while those who had never taught online, or had previously negative experiences, did not feel the teaching and learning outcomes were essentially the same. Few participants were comfortable with teaching entire courses online, but almost all respondents saw value in using online availability to enhance the traditional classroom environment.

Key Words: faculty perceptions, online teaching, online instruction

INTRODUCTION
The popularity of online instruction in higher education has risen in recent years as evident in the increased number of online course offerings (Beatty & Ulasewicz, 2006; Li & Akins, 2005). During the 2000-2001 academic year, 89% of public 4-year institutions offered distance education courses (Tellent-Runnels et al., 2006). Technological advancements in online teaching (Bennett & Lockyer, 2004) and student demand (Britt, 2006) have influenced colleges and universities to move towards the paradigm of online learning. As institutions understand the significance of online teaching (Sanders & Morrison-Shetlar, 2001), online instruction has influenced how higher education redefines teaching (Conceicao, 2006). Universities are investing in web-based

course delivery systems and are focused on recruiting and training faculty to teach online (Floyd, 2003; Koehler, Punyashloke, Hershey, & Peruski, 2004).

Universities frequently demand the implementation of online instruction despite some faculty members not always having the competency to teach courses online (Sims, 2002). Most university faculty throughout the country perceive technology as stressful (Young, Cantrell, & Shaw, 2001), have little experience with online delivery and do not know how to deliver online courses (Britt, 2006; Koehler et al., 2004). Furthermore, not all faculty members are suited to teach online courses due to differences in individual teaching styles (Christianson, Tiene, & Luft, 2002). While a Hinson & LaPrairie (2005) study concluded that only few faculty members were confident in their ability to integrate technology into instruction, faculty did become more comfortable with online teaching through consistent professional development and interaction with knowledgeable professionals and peers. Therefore, sufficient training and support should be provided to faculty to enhance their ability to deliver online instruction (Bennett & Lockyer, 2004).

Online teaching provides faculty with the flexibility of location and time (Li & Akins, 2005) in addition to the unique dimensions and rewarding experiences that are not always present under traditional instructional delivery conditions (Conceicao, 2006). Online instruction potentially enhances student independence, student retention, and facilitation of higher order thinking (Britt, 2006; Koehler et al., 2004). Despite these benefits, transitioning to online instruction is not easy as university faculty tend to gravitate towards instructional practices that are most comfortable to them (Hinson & LaPrairie, 2005).

While a study conducted by Wilson (2001) revealed that faculty perceived online instruction as being inferior to traditional teaching, Warren and Holloman (2005) concluded that both methods of instruction are equivalent with no significant differences in student outcomes. According to a Christianson et al. (2002) study measuring perceptions of online teaching among nursing faculty, online courses were characterized as highly interactive and effective. Furthermore, faculty perceived their online teaching experiences as being successful and enjoyable to teach.

Quality online instruction is dependent upon faculty not subscribing to the myths of online learning (Li and Akins, 2005). Common misconceptions of online learning identified by Li and Akins included this non-traditional method of delivery being perceived as (a) being limited to content learning, (b) promoting student isolation, (c) serving as a one-way learning process, (d) encouraging student cheating and (e) requiring both learners and instructors to be proficient in technology.

The purpose of this current study was to reveal whether faculty at one university valued and supported the paradigm of online teaching and learning. Faculty members within this institution were encouraged by university administration to develop online courses in efforts to adhere to student demand and increased enrollment. Did faculty members value online teaching despite these demands placed upon them? Participants were asked to rate their comfort levels and training towards teaching online, as well as their perceptions pertaining to student learning outcomes and the delivery of academic tasks being taught online. Advantages, disadvantages and barriers of online instruction as perceived by university faculty were additionally revealed through open-ended questioning.

METHODOLOGY

Participants consisted of 87 faculty members from a public university in a southwestern state. All five colleges within this university were represented. A cover letter explaining the study along with a link to an online survey tool, created through *Survey Monkey,* was distributed to all faculty members within each college of the university to gather participant perceptions of online instruction. This instrument consisted of a questionnaire which allowed participants to provide input pertaining to online instruction in reference to the following: (a) background information, (b) comfort levels and training, (c) student learning outcomes, (d) delivery of academic tasks and (e) perceived advantages, disadvantages and barriers. Survey questions were created utilizing literature review research. This survey instrument was pilot-tested to a select group of university faculty in order to obtain feedback with regards to the validity, reliability, and clarity of the survey tool. The feedback from the pilot-test participants was utilized to improve and enhance the final version of the survey tool. The survey instrument had internal consistency, using Chronbach's alpha of 0.93.

Nonparametric statistics were used to analyze survey results due to the nonrandom sampling of participants and the ordinal nature of the data. The computation of Kruskal-Wallis test statistics was used at the 0.05 level of significance to compare differences in the mean rankings of the Likert scale responses between university faculty members with previously positive, previously negative and no experiences teaching online. SPSS was utilized to

calculate descriptive statistics to include the means, standard deviations and percentage totals of the survey items.

Participants responded to open-ended questions addressing what they perceived to be the advantages, disadvantages and barriers of online instruction. Qualitative statistics were utilized to measure these open-ended survey questions. Data were analyzed by both the researchers and an independent coder based upon categories to construct meaning through the constant comparative method (Lincoln & Guba, 1985). Within the open-ended responses, content was uniquely identified by particular ideas through color-coding. This method was utilized to label and distinguish among categories of the data. Data were then organized based upon emergent categories revolving around similar characteristics.

RESULTS
Data were organized to compare perceptions of online instruction between those faculty members who had previously positive, negative and no online teaching experiences. While 36% (31) of those surveyed had positive experiences teaching online and only 9% (8) encountered generally negative experiences, 55% (48) of the faculty indicated that they had never utilized online teaching as a method of instruction. The College of Nursing and Health Sciences was the most represented among faculty with online teaching experience with 16% (14). The highest representation of faculty with no online teaching experience resided from the College of Arts and Sciences with 28% (24).

The majority of the faculty primarily taught undergraduate students as only 9% (8) of participants surveyed primarily served graduate and post-graduate students. The highest percentage of faculty with positive online teaching experiences identified their teaching style as that of a facilitator, while the demonstrator/personal model was the teaching style for 33% (29) of those surveyed with no online teaching experience. Kruskal-Wallis results, revealed significant mean rank differences between the three faculty groups for all of the Likert-scale survey items in reference to comfort levels and training, student learning outcomes and the delivery of academic tasks. Appendix A provides the means of faculty responses for each of these ranked Likert-scale survey items.

Comfort Levels and Training
Participants were asked to rate their comfort levels, qualifications, training for teaching online, as well as their desire to teach online courses. Most of the faculty with both previously positive and negative online teaching experiences felt relatively comfortable implementing online instruction. Only 10% (4) of all experienced online instructors surveyed did not feel comfortable teaching online compared to the 56% (27) of faculty with no online teaching experience who revealed that they felt relatively uncomfortable with implementing this type of instructional delivery. While 90% (35) of faculty with online teaching experience did consider themselves qualified to effectively teach courses online, only 37% (18) of the participants surveyed without online teaching experience considered themselves qualified to effectively teach online courses.

The perceived comfort level and qualifications towards teaching online courses among faculty with no online teaching experience was likely due to the fact that only 12% (6) within this group believed that they had been provided with sufficient training to conduct online instruction. While 48% (15) of university faculty with positive online teaching experiences responded favorably that they were provided with sufficient training to teach online, the number of faculty with negative online teaching experiences who believed that they were provided with sufficient training accounted for 63% (5).

Overwhelmingly, 79% (31) of experienced faculty teaching online had received either formal or informal training, while 69% (33) of faculty with no online teaching experience had never taken advantage of any type of training pertaining to online instruction. Furthermore, only 13% (11) of participants surveyed with no online teaching experience expressed a desire to teach some of their courses online. Appendix B provides a summary of distribution of faculty responses pertaining to comfort and training levels.
Student Learning Outcomes

The majority of faculty with positive online teaching experiences responded favorably with regards to online instruction positively influencing student learning outcomes. Most participants surveyed within this subgroup believed the following: (a) learning outcomes from online courses are potentially equivalent to traditional courses within their area of specializations, (b) most students within their area of specialization benefit from online teaching and learning, (c) online teaching complements adult learning theory, (d) most students prefer online instruction and (e) online instruction enhances the ability to effectively serve students

Faculty with no online teaching experience responded less favorably than their colleagues with positive experiences. While 74% (23) of the faculty within this group believed that online instruction potentially complements adult learning theory, only 21% (10) believed that online instruction is equivalent to traditional course delivery. Furthermore, 60% (29) either strongly disagreed or disagreed that online instruction is beneficial to most students. Only 12% (6) of those with no online teaching experience responded favorably that the majority of students prefer online instruction.

While 81% (25) of the faculty with positive online experiences considered themselves advocates for online teaching, only 13% (1) with negative experiences teaching online responded in the same manner. Only 25% (2) of faculty with negative experiences agreed that online instruction is equivalent to traditional teaching. No participants within this subgroup believed that online instruction benefits most students, complements adult learning theory or is the preferred method of course delivery for most students. Appendix C compares the discrepancy among the three faculty groups pertaining to these survey responses.

Delivery of Academic Tasks
The majority of faculty with predominately positive experiences teaching online believed that lectures, case studies, group discussions, group activities and research could be effectively taught online. On the other hand, no participants with negative online experiences believed that group discussions, group activities and research could be effectively implemented online. Only 25% (2) of those with negative experiences believed that lectures could be effectively taught online, while 26% (2) responded favorably towards the effectiveness of online case study activities.

Regarding the delivery of particular instructional tasks, faculty with no online teaching experience responded more favorably than their colleagues who had generally negative experiences teaching online. According to survey results, 50% (24) within this group believed that lectures could be taught effectively online, while 47% (23) and 48% (24) responded favorably with regards to online case study and research implementation respectively. Appendix D provides a distribution of participant responses pertaining to the delivery of academic tasks being taught online.

Advantages and Disadvantages of Online Teaching and Learning
Participants within this study were asked to discuss the advantages and disadvantages of online teaching and learning through open-ended questioning. Advantages and disadvantages of online instruction identified by faculty members revolved around common themes pertaining to higher order thinking, student convenience, face-to-face interaction and student honesty.

Higher order thinking
One common theme cited by faculty members who had positive experiences with online teaching revolved around the facilitation of higher order thinking. As one faculty member stated "one advantage includes facilitating higher order thinking among students and the application of adult learning theory."

Lack of higher order thinking was a common disadvantage identified by faculty who had no experiences teaching online courses. One of these faculty members stated that online instruction "provides no or little higher level thinking and application," while another faculty member labeled this form of instruction as "cheap and low level." One participant with no online teaching experience expressed the following:

> Online instruction is very inefficient from a pedagogical and cost/benefit analysis. Online algorithms are great for recitation and practice and to enhance learning. We used to call that homework. Face to face instruction is the best way to become intimate with the essence of discipline. The cold stare of a monitor simply misses the nuances of content.

Student convenience
Student recruitment and student convenience were the other themes addressed by those faculty members who had more positive perceptions of online teaching. One faculty member indicated "online learning is one of the best ways for adult learners, particularly those who work, to participate in higher education." Other participants believed that online delivery is able to "reach a greater number of non-traditional students" in addition to providing an "outreach of students in rural areas." Catering to students who support families was another advantage cited by faculty members who had an overall positive perception towards online teaching. Online learning provides a means to "meet the needs of students who live far from the university or who have children or life demands which limit their ability to attend traditional campus classes."

Participants who previously had either negative or no experiences teaching online courses shared similar input pertaining to student convenience and flexibility. One faculty member who had negative experiences teaching online stated that online instruction "provides a flexible forum for individuals who work and cannot meet in a regular classroom environment." Another participant with no online teaching experience stated that the advantage of online teaching is the "flexibility in choosing learning time and opportunity to review content on an individual basis."

Face-to-face interaction
Lack of face-to-face interaction was not only a common disadvantage identified by faculty members who had positive experiences with online instruction, but for those participants who had never taught online as well. Many faculty members with previously positive experiences stressed that while online instruction served as an effective means for delivering course content, they still missed the face-to-face interaction with students. One faculty member indicated that "a major problem with teaching engineering courses online is regarding (the ability to incorporate) laboratory components and hands-on activities."

The notion of not being able to physically meet with students on a regular basis was what appeared to prevent most faculty members who had never taught online from considering this delivery of instruction. One faculty member with no online teaching experience stressed that online teaching "eliminates personal contact that has value in mentorship and learning," while another indicated that "I like real interaction with students." According to another participant with no online teaching experience, online teaching "is not face-to-face. Teaching is a personal interaction. Online is not teaching and is not appropriate to a university." One faculty member stated that "real teaching requires human interaction. We have lost too much person to person interaction in our society."

Student honesty
Student honesty was a concern expressed by all participants surveyed especially among those faculty members with no experience teaching online. Many faculty expressed concerns that students were more likely to cheat on tests and assignments without the physical proximity of an instructor. Two participants with no online teaching experience expressed the following.

> The biggest barrier to online course offering is that it is purely based on the honor system. There is never any assurance that the person enrolled is the one who is actually doing the work. So far, I would like some assurance that enrolled students are the ones actually taking the exams.

> (A concern is) trust and security. Professor and student don't really know each other. Someone else could be doing assignments and exams. Fraud is less containable than it is in real life, but it is getting harder in real life too. Security in your teaching materials can be compromised.

Faculty members with negative experiences teaching online expressed similar concerns. One faculty member reported
> Everyone can cheat and have someone help them with their work. Who really knows who is doing the work? All the students tell me that they have had someone do some or most of their work for an online course.

A second faculty member was also concerned about the security of online teaching.
> The nature of online courses sets up an atmosphere that is easy to "get around" fulfilling certain types of course requirements. It would be naïve on an instructor to think otherwise. For example, a member of our department tried to give an online exam through a secure website. However, it was discovered that a number of students cheated by linking laptops together on a wireless network.

While student honesty was also a disadvantage expressed by faculty members with positive experiences teaching online, these participants indicated that online teaching caters more towards the self-motivated and disciplined student. Less motivated students and those with learning styles that more appropriately caters towards traditional teaching will likely struggle with online teaching and learning.

Barriers to Online Teaching and Learning
Common barriers perceived by all faculty members surveyed revolved around course preparation time, faculty training and support, and faculty acceptance towards the paradigm of online instruction. Course preparation time was a disadvantage noted by all participants within this study. According to one faculty member who had a previously negative online teaching experience, online teaching is "very time consuming. (It is) like writing a

textbook to explain the textbook." One participant who had a more positive outlook towards online teaching stated that online instruction "takes longer to organize, construct, teach and evaluate." A faculty member with no online teaching experience concluded the following:

> It (online teaching) takes a great deal of instructor time in a normal instructor's class with students. I see big problems working with students online and the time it takes for class preparation and grading, while maintaining a full teaching load and conducting research.

Faculty members within in this study expressed concerns regarding faculty training and support to effectively implement online instruction to their students. Most participants with no online teaching experience were not familiar with how to teach online courses, which lead to the perception that these courses are difficult to organize. As one faculty member with an overall positive outlook towards online teaching indicated, "I have in the past just relied on colleagues' advice, but there must be a better form of training for someone to be tempted to teach more classes online."

Faculty members with positive experiences towards online teaching indicated that faculty acceptance is one of the biggest barriers of online delivery. One faculty member indicated that there is "a lack of acceptance of some (faculty) that online learning is a viable means of teaching." Another faculty member expressed the following.

> (A Barrier is) faculty and administration beliefs about online instruction. The research literature shows no difference in student achievement outcomes. There is a belief by many faculty members that the quality is lower as indicated by college created committees that seek to evaluate the "quality" of online offerings. This debate has been over for five years at most universities.

The previous response was consistent with feedback from participants who had never taught online. One these faculty members believed that "online teaching will never be as effective as traditional classroom teaching," Another participant with no online teaching experience noted that "my biggest barrier with solely online learning is that the material cannot be completely covered. A lot of conceptual questions cannot be asked." One instructor went on to state "my personal bias is that it is a crappy way to educate students." Perhaps some faculty with no online teaching experience would be willing to consider this method of delivery as indicated by the following response. "Since my learning style would not be conducive to an online course, I am naturally biased against it. However, because I am not familiar with how to teach an online course, perhaps there is a way to minimize this bias with effective teaching techniques."

DISCUSSION

Faculty is perhaps the single greatest resource of any university. Faculty support for any new initiative such as online learning is critical to its success. The growing demand for online courses (Britt, 2006; Tallent-Runnels et al., 2006) has a resultant demand for faculty to design and deliver coursework. This study supports research that suggests training in and familiarity with online instruction is important in developing a faculty's acceptance and utilization of this instructional delivery option (Britt; Hinson & LaPrairie, 2005; Sherron, 1998). Training, whether formal or informal, increased the likelihood that faculty would utilize online delivery. Almost half of faculty who had taught online felt they had received sufficient training in online instruction, whereas only 13% (6) of respondents who had never taught an online course felt they had received sufficient training to deliver online instruction.

Interestingly, while only 30% (26) of all respondents felt they had received sufficient training to teach online, 50% (43) of the respondents felt comfortable implementing online instruction and 61% (53) of all respondents felt qualified to teach online. It appears that faculty is learning to teach online from other faculty, using trial-and-error or other informal methods in addition to formal training and does not equate qualification to teach online with formal training or level of comfort. In general, faculty who chose to teach courses using online formats found the experience to be a positive one.

Most respondents clearly saw the value of presenting lecture, case studies and research in online formats. However, almost half of the respondents did not feel that group discussion and group activities could effectively be presented in an online format. When the data are disaggregated, those who had never taught online were not comfortable with including group discussion and group activities online. Traditional classrooms have frequently assigned research and case studies as outside class activities so it is expected that these assignments would be seen as easily transferred online. Additionally, lecture notes and power points are commonly provided to students. Teachers who have had little training and no experience in designing online courses viewed classroom activities through the traditional classroom lens of understanding. On the other hand, most university faculty

members who had taught online recognized the potential of online instruction and believed group discussion and group activities could be effective online.

Perceptions of teaching and learning outcomes were strongly influenced by experience teaching online. Clearly, those who had positive online experiences felt the teaching and learning outcomes were equivalent to traditional classrooms while those who had never taught online, or had previously negative experiences, did not feel the teaching and learning outcomes were essentially the same. Participants with positive online experiences strongly supported that online classes enhance the university's ability to serve students and believed that most students prefer online classes.

CONCLUSION

This study examined faculty perceptions of online learning to determine if they valued online learning as a viable teaching and learning environment. Results from this study characterized a faculty in transition. When examined in the aggregate, respondents seemed to be evenly split in regards to the value of online teaching. However, disaggregated data revealed the divide between those who had taught online and those who had not. Participants in the study who had successfully taught courses online were advocates for this instructional delivery method while faculty members who had not taught online tended to have reservations about the system. Few participants were comfortable with teaching entire courses online, but almost all respondents saw value in using online availability to enhance the traditional classroom environment.

Training was an issue for both those who had taught online and those who had not. Only 30% (26) of all respondents felt they had received sufficient training to successfully teach online. Without sufficient training, it is unlikely that most faculty member would attempt to teach online or see the value of this approach. Thus, a program of initial and continuous training is essential to address both the misconceptions about online learning and to provide the skills necessary for successful online course design and delivery. Adult learning theory should be an integral part of this training. Too few of the participants in this study were clearly aware of the needs of adult learners that could be addressed through quality online courses. Along with this lack of awareness of adult learning theory was a lack of understanding of online instruction. Between one-fourth and one-half of respondents disagreed or strongly disagreed with any positive value statements about online teaching and learning. This strong negative response to an instructional system that is clearly a significant part of 21st Century post-secondary education indicates a need for focused conversations about the reality of online instruction. While all faculty will probably not use or embrace online instruction, all faculty should be aware of the positive aspects of this option so they can make informed decisions about teaching and learning.

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Appendix A

Distribution of Faculty Responses

Item	Faculty with Positive Experiences M (SD)	Faculty with Negative Experiences M (SD)	Faculty with No Experiences M (SD)	All Faculty M (SD)
Comfort Levels and Training				
Comfortable implementing	4.16 (.78)	3.50 (1.07)	2.33 (1.24)	3.09 (1.38)
Consider self qualified	4.26 (.68)	3.88 (.99)	2.98 (1.28)	3.52 (1.23)
Sufficient training	3.42 (.96)	3.00 (1.41)	2.17 (1.12)	2.69 (1.23)
Desire to teach some online	4.03 (.87)	1.75 (.46)	2.56 (1.25)	3.01 (1.33)
Future plans to teach online	4.61 (.56)	2.25 (1.16)	2.75 (1.31)	3.37 (1.43)
Student Learning Outcomes				
Advocate for online teaching	4.19 (.83)	2.13 (1.13)	2.46 (1.22)	3.05 (1.38)
Equivalent to traditional	3.94 (1.06)	2.25 (1.16)	2.38 (1.14)	2.92 (1.34)
Beneficial to most students	3.97 (1.11)	1.75 (.71)	2.31 (1.13)	2.85 (1.38)
Complements adult learning	4.07 (.93)	2.63 (.52)	3.08 (1.03)	3.39 (1.08)
Most students prefer online	3.77 (1.20)	1.75 (.46)	2.52 (.97)	2.90 (1.23)
Enhances student service	4.26 (.96)	2.00 (1.07)	2.54 (1.20)	3.10 (1.41)
Delivery of Academic Tasks				
Lecture	3.81 (1.19)	2.50 (.93)	2.92 (1.35)	3.20 (1.34)
Case studies	4.29 (.78)	2.88 (1.25)	3.06 (1.26)	3.48 (1.26)
Group discussion	4.03 (.80)	1.75 (.46)	2.42 (1.30)	2.93 (1.37)
Group activities	3.71 (1.01)	2.00 (.76)	2.10 (1.15)	2.67 (1.32)
Research	4.16 (.69)	2.13 (.83)	2.90 (1.32)	3.28 (1.29)

Note.   1 = strongly disagree. 2 = disagree. 3 = neutral. 4 = agree. 5 = strongly agree.

Appendix B

Comfort Levels and Training

Item	Strongly disagree % (N)	Disagree % (N)	Neutral % (N)	Agree % (N)	Strongly agree % (N)	Total % (N)
Comfortable Implementing						
Positive experiences	0% (0)	6% (2)	3% (1)	59% (18)	32% (10)	100% (31)
Negative experiences	0% (0)	25% (2)	13% (1)	50% (4)	13% (1)	100% (8)
No experiences	35% (17)	21% (10)	23% (11)	17% (8)	4% (2)	100% (48)
Consider Self Qualified						
Positive experiences	0% (0)	3% (1)	3% (1)	59% (18)	35% (11)	100% (31)
Negative experiences	0% (0)	13% (1)	13% (1)	50% (4)	25% (2)	100% (8)
No experiences	21% (10)	8% (4)	33% (16)	27% (13)	10% (5)	100% (48)
Sufficient Training						
Positive experiences	0% (0)	19% (6)	32% (10)	35% (11)	13% (4)	100% (31)
Negative experiences	25% (2)	13% (1)	0% (0)	63% (5)	0% (0)	100% (8)
No experiences	38% (18)	23% (11)	27% (13)	10% (5)	2% (1)	100% (48)
Desire to Teach Some Online						
Positive experiences	0% (0)	6% (2)	16% (5)	46% (14)	32% (10)	100% (31)
Negative experiences	25% (2)	75% (6)	0% (0)	0% (0)	0% (0)	100% (8)
No experiences	25% (12)	25% (12)	27% (13)	15% (7)	8% (4)	100% (48)
Future Plans to Teach Online						
Positive experiences	0% (0)	0% (0)	3% (1)	32% (10)	65% (20)	100% (31)
Negative experiences	37% (3)	13% (1)	37% (3)	13% (1)	0% (0)	100% (8)
No experiences	23% (11)	23% (11)	19% (9)	27% (13)	8% (4)	100% (48)

Appendix C

Student Learning Outcomes

Item	Strongly disagree % (N)	Disagree % (N)	Neutral % (N)	Agree % (N)	Strongly agree % (N)	Total % (N)
Advocate for Online Teaching						
Positive experiences	0% (0)	3% (1)	16% (5)	39% (12)	42% (13)	100% (31)
Negative experiences	37% (3)	25% (2)	25% (2)	13% (1)	0% (0)	100% (8)
No experiences	29% (14)	23% (11)	25% (12)	19% (9)	4% (2)	100% (48)
Equivalent to Traditional						
Positive experiences	3% (1)	6% (2)	19% (6)	35% (11)	35% (11)	100% (31)
Negative experiences	25% (2)	50% (4)	0% (0)	25% (2)	0% (0)	100% (8)
No experiences	23% (11)	42% (20)	15% (7)	17% (8)	4% (2)	100% (48)
Beneficial to Most Students						
Positive experiences	3% (1)	10% (3)	13% (4)	35% (11)	39% (12)	100% (31)
Negative experiences	37% (3)	50% (4)	13% (1)	0% (0)	0% (0)	100% (8)
No experiences	29% (14)	31% (15)	21% (10)	17% (8)	2% (1)	100% (48)
Complements Adult Learning						
Positive experiences	0% (0)	6% (2)	19% (6)	35% (11)	39% (12)	100% (31)
Negative experiences	0% (0)	37% (3)	63% (5)	0% (0)	0% (0)	100% (8)
No experiences	13% (6)	6% (3)	46% (22)	31% (15)	4% (2)	100% (48)
Most Students Prefer Online						
Positive experiences	6% (2)	13% (4)	6% (2)	46% (14)	29% (9)	100% (31)
Negative experiences	25% (2)	75% (6)	0% (0)	0% (0)	0% (0)	100% (8)
No experiences	17% (8)	29% (14)	42% (20)	10% (5)	2% (1)	100% (48)
Enhances Student Service						
Positive experiences	3% (1)	3% (1)	6% (2)	39% (12)	49% (15)	100% (31)
Negative experiences	37% (3)	37% (3)	13% (1)	13% (1)	0% (0)	100% (8)
No experiences	25% (12)	27% (13)	19% (9)	27% (13)	2% (1)	100% (48)

Appendix D

Delivery of Academic Tasks

Item	Strongly disagree % (N)	Disagree % (N)	Neutral % (N)	Agree % (N)	Strongly agree % (N)	Total % (N)
Lecture						
Positive experiences	3% (1)	19% (6)	3% (1)	42% (13)	32% (10)	100% (31)
Negative experiences	0% (0)	75% (6)	0% (0)	25% (2)	0% (0)	100% (8)
No experiences	23% (11)	19% (9)	8% (4)	44% (21)	6% (3)	100% (48)
Case Studies						
Positive experiences	0% (0)	3% (1)	10% (3)	42% (13)	45% (14)	100% (31)
Experiences	13% (1)	25% (2)	37% (3)	13% (1)	13% (1)	100% (8)
No experiences	17% (8)	17% (8)	19% (9)	39% (19)	8% (4)	100% (48)
Group Discussion						
Positive experiences	0% (0)	6% (2)	10% (3)	58% (18)	26% (8)	100% (31)
Negative experiences	25% (2)	75% (6)	0% (0)	0% (0)	0% (0)	100% (8)
No experiences	31% (15)	29% (14)	13% (6)	21% (10)	6% (3)	100% (48)
Group Activities						
Positive experiences	3% (1)	10% (3)	19% (6)	48% (15)	19% (6)	100% (31)
Negative experiences	25% (2)	50% (4)	25% (2)	0% (0)	0% (0)	100% (8)
No experiences	38% (18)	35% (17)	8% (4)	17% (8)	2% (1)	100% (48)
Research						
Positive experiences	0% (0)	0% (0)	16% (5)	52% (16)	32% (10)	100% (31)
Negative experiences	25% (2)	37% (3)	37% (3)	0% (0)	0% (0)	100% (8)
No experiences	25% (12)	13% (6)	14% (7)	44% (21)	4% (2)	100% (48)