

Appendix D
Qualitative Themes and Indicators With Supporting Data

Theme or Indicator	Supporting Quotes
Institutional, Faculty, Learner, and Technical Support	<p>“I accidentally went into the new technology one [discussion board] that we did when we were up there for practice and many others are placing their questions there. Where do they go?”</p> <p>“I can’t seem to get into Class 10. Am I doing something wrong?”</p> <p>“I just took daily quiz 15 and right when I went to submit it Internet Explorer crashed and I had to restart my computer.”</p> <p>“Thanks so much! You [instructor] have kept me from dropping this class through your constant support and clear answers – you don’t know how much I appreciate your help.”</p>
Design	<p>“Melanie, I will send your message to the administrator of the course.”</p> <p>“The web sites made a difference because it was hard to decide what to read and save, there was just so much.”</p> <p>“I’ve catalogued the websites to use during my classes this year and will be incorporating quite a bit of the material.”</p> <p>“Since much of the information was new to me, I would have liked sites with more animation or video clips.”</p> <p>“I am convinced all aspects [facts, concepts, process skills] can be taught online. The additional websites embedded in each lesson made this possible.”</p> <p>“It was difficult for me to only read text & websites. I am not that type of learner.”</p> <p>“Some of the websites that were more interactive were great!”</p> <p>“One thing I found out about myself is that I need to hear as well as see the concepts being taught.”</p>
Instructional Delivery and Learning Environment	<p>“The reason I asked about the printouts is because in preparing for other course finals, I normally review all of my tests and other materials [in hard copy format].”</p> <p>“The format of the second half of the course is posing serious time-consuming difficulties for me.”</p> <p>“As this course amply demonstrates, an incredible amount of scientific knowledge can be taught online.”</p> <p>“Online is a bit more interactive than flipping the pages of a text, & often there are interactive sites.”</p>
Communication: Instructional and Interpersonal Interaction	<p>“I did discover in myself an interest in geology that I did not know existed.”</p> <p>“Thanks for the help with the group – I think we finally have it straightened out!”</p> <p>“I would try to create a virtual chatroom where everyone could speak all at once at a particular time. I believe that a meeting of the minds in this way would spark even more interesting dialogue.”</p>

Feedback,
Assessment, and
Evaluation

“Perhaps having a discussion organized by unit (this did happen later) or other topic (NC-SCOS objective) would make one’s time responding to discussion questions more efficient.”

“Communication w/ instructor & student & between students functioned well.”

“I was disappointed with my performance of the final.”

“I have completed the lesson plans that I was “taking the Lead” on and they are now submitted for review. Thank you so much for the preliminary review...it was very helpful in fine-tuning both plans.”

“Please explain #1 on the class 13 test. I do not understand how I got that one wrong.”

“When process skills are needed, or specific performance skills are involved, hands-on activities could be difficult, but online evaluation/assessment of these would be difficult.”

“Would it be possible to have a brief, multiple choice assessment at the end of each lesson?”
