

**Practicing Teachers' Perceptions of Social Presence and
Future Success: The Value of Online Learning**

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Academic Partnership Grant

Final Report

July 2013

ACKNOWLEDGEMENTS

Special thanks to Academic Partnerships for support of this research project. I would also like to thank all the students who took time to participate in this study.

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OVERVIEW OF THE STUDY: GOALS AND DELIVERABLES

The purpose of the research was to explore the relations among practicing teachers' value for the online learning experience and, their perceptions of social presence, and preparedness to become future teacher leaders. The study's primary objective was to provide insight about students' feelings about their online learning experience, specifically through Academic Partnership and to show how that value may positively affect other learning outcomes. The study also sought to validate the use of online learning as a legitimate avenue for student learning in higher education, which is consistent with the primary goal of the Academic Partnership (AP) Grant initiative - to investigate the utility of the online programs in affecting critical learning outcomes. Finally, the study sought to identify pedagogical and technological techniques that may be integrated into the curricula to enhance students' experiences in order to create a stronger online learning model through AP.

To assess the relations among teachers' value for online learning, perceptions of social presence, and perceptions of preparedness for becoming future teacher leaders, an online survey was created. Appendix I shows the informed consent form completed by students. The online survey (via SurveyMonkey.com) included a demographic questionnaire and questionnaires measuring students' perception of social presence, value for online learning, and preparedness to become future teacher leaders. The survey link was sent to 155 students on January 16, 2013 (see Appendix II for solicitation email). These students were the only ones in the program who gave consent to allow their personal contact information to be provided for activities such as research. One follow up solicitation email was sent on February 4, 2013, again on February 11, 2013, and again on May, 24, 2013 to encourage non-responding students to participate in the study. Appendix III presents the third and fourth follow-up solicitation email. Only 49 students participated in the study.

STUDY SUMMARY

To understand the link among practicing teachers' value for online learning, perceptions of social presence, and perceptions of their preparedness for becoming future teacher leaders, a research study was conducted during the Spring 2013 semester. Forty-nine practicing teachers enrolled in a Master's in Teacher Leadership online program participated in the study. A simple path model analyzed through multiple regression was used to address the research problem. I hypothesized that teachers' value for their online experiences will have a significant direct positive relationship with perception of social presence. That is, as teachers' value for their online experience increases, then the more socially present they will feel. Similarly, teachers' value for the online learning experience will have a direct positive relationship with perception of future success. That is, the more favorable teachers view the online learning experience, the more optimistic they will feel about their success as teacher leaders. **The overall results indicated that indeed teacher's value for online learning positively affected perceptions of social presence and perceptions of future success.**

Simple descriptive analyses were conducted and participants were expected to report high values for their online learning experience, favorable feelings about the social presence in their Academic Partnership courses, and high optimism about becoming successful teacher leaders. **The results show that students' in the Master's of Teacher Leadership program indeed highly valued their online learning experiences, thought that there was good social presence in the online learning environment, and were very optimistic about their future as teacher leaders.** This was consistent across gender, ethnicity, and age and despite time in the program and years of experience as practicing teachers.

The results of the study appear to indicate that the study met its objectives. That is, the results indeed show that students value the online learning experience that they receive through Academic Partnership and that that valuable online learning experience is critical in determining how students perceive social presence and their career success after matriculation from the online program. The study also seems to point to the legitimacy of online learning for students in higher education. Moreover, the study appears to provide insight into pedagogical and technological techniques that can be used to enhance students' online learning experiences.

BACKGROUND/PERSPECTIVE

Online learning is fast becoming a core component of students' educational experiences in higher education (Ellis, Ginns, & Piggott, 2009). In fact, recent research shows that in 2007, over twenty percent of all students in higher education in the United States took at least one online class in the Fall of 2007 (Allan & Seaman, 2008). These trends are also evident within teacher education departments. With the rise of online learning in higher education in the past decade (Beqiri, Chase, & Bishka, 2010), practicing teachers desiring to pursue post graduate degrees are now actively seeking programs applied entirely online or with an online component (Dell, Low, & Wilker, 2010). Teachers are attracted to the educational experiences that are not limited by time and geographic locations (Osguthorpe & Graham, 2003). As interest in distance education deepens, a myriad of research exploring the online learning experience in higher education has also increased (Laurillard, 2002; Salmon, 2002a, 2004).

However, research exploring the experiences of practicing teachers' online learning experiences has typically focused on teachers' perceptions of the "nature" of the online learning experiences. For instance, Ku, Akarasriworn, Rice, Glassmeyer, and Bernadette (2011) found that practicing math teachers enrolled in an online master's program felt a sense of community, but found interactions in discussion threads difficult.

Cook, Annetta, Dikerson, and Minogue (2011) examined perceptions of in-service science teachers enrolled in a hybrid science methods course. Participants were placed in several online delivery groups. Results show that teachers assigned to asynchronous online delivery felt that the learning environment was more beneficial in terms of support, reflections, and interactions.

However, little is known about the values and perceptions of practicing teachers enrolled in online courses and how these variables are related. Specifically, there is a lack of focused examination on the value of the online learning experience for practicing teachers enrolled in a teacher development program and the relationship of their values with other important factors including social presence and perceived future success. The current study sought to fill that gap in the literature.

Social presence is defined as "the degree of feeling, perception, and reaction of being connected by computer mediated communication" (Tu & McIsaac, 2002, p. 40). Social presence is a critical aspect of successful online learning (Richardson & Swan, 2003). For example, social presence has been positively linked to student satisfaction in online learning (Swan & Shih, 2005), student online interactions (Moore & Kearsly, 2005), learner to learner interaction (Tu, 2000), student learning (Picciano, 2002), and students perceived learning (Swan, 2003). Is social presence directly related to the value teachers place on the online learning experience?

Students' perception of future success in online learning environments is also an important aspect of the online experience and is relevant for the purpose of the study. In fact, Swan (2003) found that students perceived learning is directly related to students' perceptions of their connectedness in the online environment. Are teacher's values for the learning experience

also connected to the perception of future success as teacher leaders? The proposed study sought to answer these pertinent questions. Using simple path analysis, the current research explored the relations between practicing teachers' value for the online learning experience and, their perceptions of social presence, and preparedness to become future teacher leaders.

The primary aim of the proposed research was to explore the relations between practicing teachers' value for the online learning experience and, their perceptions of social presence, and preparedness to become future teacher leaders. The primary objective of the study was to validate the use of online learning as a legitimate avenue for student learning in higher education, which is consistent with the goal of the Academic Partnership (AP) Grant initiative to investigate the utility of the online programs in affecting critical learning outcomes. The study aimed to accomplish its objective in two very critical ways: 1) results from the study would provide insight about students' feelings about the online learning experience. Such findings may lead to the conclusion that students value the online learning experience that they receive through Academic Partnership, which may translate into positive outcomes and 2) the findings may help us identify pedagogical and technological techniques that may be integrated into the curricula to enhance students' experiences in order to create a stronger online learning model through AP.

METHODOLOGY AND RESEARCH DESIGN

Participants

A total of 49 practicing teachers (40 females; 9 males) enrolled in a Master's of Teacher Leadership online program participated. The combined mean age of participants was 37.5 (SD = 9.2) years old with a range of 24 to 56 years. On average, participants had a 3.47 (SD = .95) self-reported GPA. Taken together, 65.3% of participants were white, 16.3% black, and 18.4% were Hispanic. Participants were educators for an average of 9.6 years (SD = 6.1), on average were at their current school for 4.9 years (SD = 4.2), and the majority of participants taught at the middle and high school levels. On average, participants were enrolled in the program for approximately nine five-week sessions and estimated their level of computer expertise as intermediate.

Participation in the study was limited to teachers who had taken at least two courses in the program. This may potentially limit the influence of other confounding variables (e.g., computer navigation experience). The participants took an average of 8 courses in the program.

Instruments

Demographic Questionnaire. A demographic questionnaire was administered that asked for students' age, self-reported GPA, ethnicity, gender, etc. See Appendix IV for scale.

Perception of Social Presence. The questionnaire was adopted from Richardson and Swan (2003), but some items were rewritten to reflect social presence in an online teacher leadership program. There were 10 items on a scale ranging from 1 (strongly disagree) to 6 (strongly agree). One sample item includes, "I feel comfortable conversing through this medium". See Appendix V for scale. Alpha reliability estimate was .90.

Value for Online Learning. Value for online learning was measured by a 6-item instrument developed for the purpose of this study. The scale ranged from 1 (strongly disagree) to 5 (strongly agree). One sample item includes, "I value my online learning experience in this online Teacher Leadership program". See Appendix VI for scale. Alpha reached .91.

Perception of Future Success. Perception of future success was measured using a 5-item instrument developed for the purpose of this study. The scale ranged from 1 (strongly disagree) to 5 (strongly agree). One example of an item is, "I feel confident that I will be a successful teacher leader at the end of this program". See Appendix VII for scale. Alpha was .92.

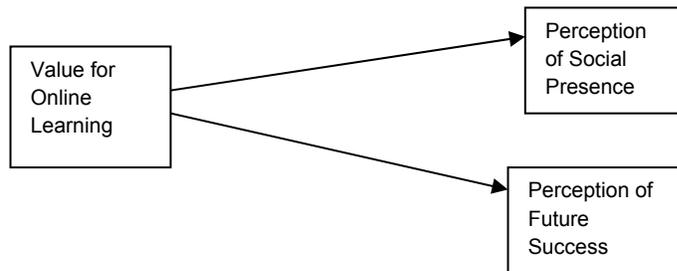
Procedure

At the beginning of the semester and several times hereafter, participants were solicited to participate in the study via email. Questionnaires were administered online using the online survey tool Survey Monkey (www.surveymonkey.com). Participants were asked to complete instruments that measure their perception of the online experience, social presence, and future success as teacher leaders. Participants' demographic information (e.g. age, sex, self-reported Grade Point Average, ethnicity, gender, time in program, number of years as a teacher, number of years at current school site, etc) were also collected.

Design/Data Analysis

To determine whether value for the online learning experience is related to perception of social presence and perceived future success, path analysis was used to examine the hypothesized path model in Figure 1. Path analysis is an extension of multiple regression that provides estimates of the size and significance of hypothesized relationships among variables. In the model, perception of online learning environment was the independent variable and the perception of social presence and perception of future success, the dependent variables. Given there is no prior research on practicing teachers' (enrolled in online learning programs) value for the online learning experience and the relationship to other factors, the hypothesized model was purely exploratory in nature based tangentially on findings from the limited articles reviewed above.

Figure 1: *Hypothesized Model*



Simple descriptive statistics were also ran to provide means of respondents' value for the online learning experience, perception of social presence, and perception of future success. It is noteworthy to mention that although value for online learning was the independent variable in the path model, for the simple descriptive statistical analysis, it was treated as a dependent measure.

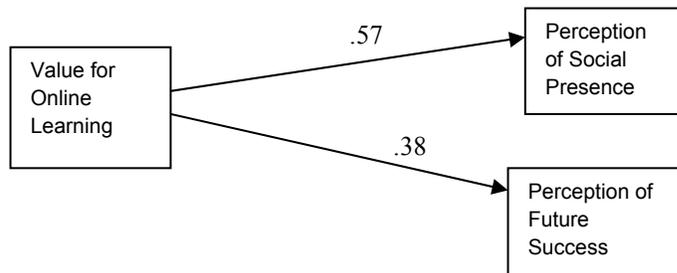
These statistics were also analyzed by ethnicity, gender, time in program, age, and years of teaching experience. Four age ranges (20-30, 31-40, 41-50, and 51-60) were arbitrarily created to easily obtain estimates of the measures across these ranges. Three ranges of time in program were also created (1-5, 6-10, and 11-15). These ranges were created from the number of five-week sessions. Five ranges of number of years of experience were also created (0-5, 6-11, 12-16, 17-22, and 23+). These analyses provided a more comprehensive assessment of value of the online experience and perceptions of social presence and future success.

RESULTS

Path Analysis Results

Results showed that value for online learning was positively related to perception of online social presence ($\beta = .57, p < .005$) and perception of future success ($\beta = .38, p < .005$). That means that teachers who valued their online learning experience in the program more, felt more socially connected in their online courses and were more optimistic about their future success as teacher leaders. Figure 2 presents the model results.

Figure 2: *Model Results*



Descriptive Statistics Results

Measures

Perception of social presence ranged on a scale from 1 (strongly disagree) to 6 (strongly agree), value for online learning ranged from 1 (strongly disagree) to 5 (strongly agree) and perception of future success ranged from 1 (strongly disagree) to 5 (strongly agree).

The results of the analysis show that participants rated the measures on the higher end of their respective scales. That is, participants had a very high perception of social presence in the online program, they were optimistic about their future success as teacher leaders, and they place a high value on their online learning experience in the program. See Table 1.

Table 1. Descriptive Statistics About Measures

Measures	N	Mean	SD
Perception of Social Presence	49	4.66	.74
Perception of Future Success	47	4.54	.48
Value for Online Learning	48	4.42	.57

Note. SD = Standard Deviation. N = Sample size.

Gender Across Measures

The results of the analysis indicated that both males and females had high perceptions of the social presence in the online program, they were both optimistic about their future as successful teacher leaders, and they both highly valued their online learning experience in the program. Independent samples t-test showed that there were no statistical differences between the genders on the measures. See Table 2.

Table 2. Descriptive Statistics by Gender Across Measures

Measures	Male			Female		
	N	Mean	SD	N	Mean	SD
Perception of Social Presence	9	4.84	.76	40	4.62	.73
Perception of Future Success	8	4.53	.45	39	4.54	.49
Value for Online Learning	9	4.43	.59	39	4.42	.57

Note. SD = Standard Deviation. N = Sample size.

Ethnicity Across Measures

The results of the analysis demonstrated that all ethnicities represented in the participant pool had high perceptions of the social presence in the online program, they were all optimistic about their future as successful teacher leaders, and they all highly valued their online learning experience in the program. Analysis of Variance (ANOVA) test showed no statistical differences among the ethnicities on the measures. See Table 3.

Table 3. Descriptive Statistics by Ethnicity Across Measures

Measures	Black			Hispanic			White		
	N	Mean	SD	N	Mean	SD	N	Mean	SD
Perception of Social Presence	8	4.91	.522	9	4.66	1.12	32	4.60	.66
Perception of Future Success	8	4.47	.47	8	4.63	.52	31	4.53	.49
Value for Online Learning	8	4.56	.41	9	4.28	.72	31	4.45	.57

Note. SD = Standard Deviation. N = Sample size.

Age Ranges Across Measures

The results of the analysis showed that across all age groups, participants had high perceptions of social presence in the online program, they were all optimistic about their future as successful teacher leaders, and they all highly valued their online learning experience. ANOVA showed that there were no statistical differences among age ranges across measures. See Table 4.

Table 4. Descriptive Statistics by Age Ranges Across Measures

Measures	20-30 Years			31-40 Years			41-50 Years			51-60 Years		
	N	Mean	SD									
Perception of Social Presence	17	4.59	.62	12	4.48	.81	14	4.76	.84	6	5.00	.64
Perception of Future Success	16	4.56	.44	11	4.64	.47	14	4.48	.49	6	4.42	.66
Value for Online Learning	16	4.59	.50	12	4.25	.67	14	4.30	.60	6	4.58	.39

Note. SD = Standard Deviation. N = Sample size.

Range of Time in Program Across Measures

The results of the analysis demonstrated that despite time in program, participants had high perceptions of the social presence in the online program, they were all optimistic about their future as successful teacher leaders, and they all highly valued their online learning experience in the program. According to ANOVA, there were no statistical differences among range of time in the program across the measures. See Table 5.

Table 5. Descriptive Statistics by Time in Program Across Measures

Measures	1-5 Years			6-10 Years			11-15 Years		
	N	Mean	SD	N	Mean	SD	N	Mean	SD
Perception of Social Presence	11	4.78	.71	14	4.39	.71	24	4.77	.75
Perception of Future Success	11	4.57	.45	12	4.48	.47	24	4.55	.52
Value for Online Learning	11	4.52	.47	13	4.14	.52	24	4.53	.61

Note. SD = Standard Deviation. N = Sample size.

Range of Time as Educators Across Measures

The results of the analysis indicated that across years of teaching experiences, participants had high perceptions of the social presence in the online program, they were all optimistic about their future as successful teacher leaders, and they all highly valued their online learning experience in the program. Results of an ANOVA showed that there were no statistical differences across range of time as educators on the measures. See Table 6.

Table 6. Descriptive Statistics for Years of Teaching Experience Across Measures

Measures	0-5 Years			6-11 Years			12-16 Years			17-22 Years			23+		
	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD
Perception of Social Presence	14	4.82	.67	18	4.63	.77	10	4.74	.76	6	4.37	.84	1	4.1	
Perception of Future Success	13	4.46	.47	17	4.59	.46	10	4.68	.44	6	4.25	.61	1	5.00	
Value for Online Learning	13	4.60	.40	18	4.40	.55	10	4.37	.75	6	4.17	.68	1	4.50	

Note. SD = Standard Deviation. N = Sample size.

DISCUSSION AND CONCLUSION

Particularly noteworthy is that the present study seems to show that value for online learning in the Academic Partnership model is a critical component of the learning process in an online environment. That is, online students' value for the online learning environment may affect how they perceive their social connectedness in the online classroom and how they view their future success at the end of their online program. The study is also critical because it may have practical implications for curriculum design for other online degree programs. That is, like Academic Partnership, online educators may implement best pedagogical practices that may enhance students' value for their online courses, which may in turn lead to higher sense of social presence, and more optimism about their future. In addition, like AP, curriculum can be designed that target creating a better sense of social presence in the online environment. Online programs may also utilize technical tools that can create a better sense of value for the online learning experiences (e.g., using the tools to improve course layout, course structure, course pacing, etc).

The findings of the current study also have theoretical implications. That is, it adds to the extant literature on online learning in higher education in that it moves beyond merely looking at perceptions of the nature of online learning, but studied online students value for online learning and the relationship of their value for online learning with other important variables. It is important to interpret the findings of the study with caution as it may have been limited by a relatively small sample size.

BUDGET ITEM

Supplies	
(Presentation poster)	\$54.00
Travel	
Travel for the 24 th International Conference on College Teaching and Learning from April 8 -12, 2013 in Ponte Vedra Beach, Florida.	\$830.00
Total Expense to Date	\$884.00

The remaining monies in the grant are budgeted for salary for the principal investigator and is currently being processed.

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APPENDIX I

Informed Consent to Participate in Research Study

Purpose of the Study

You are invited to participate in this research study. The purpose of this project is to examine your online experience in the Teacher Leadership Program.

Participants

You are being asked to participate in the study because you are an graduate student at Lamar University enrolled in the Online M.ED. in Teacher Leadership Program.

Procedures

If you would like to participate, you will be asked you for some basic information about yourself (your age, sex, major, GPA, years teaching, etc) then you'll complete three questionnaires. The questionnaires are designed to measure your value for online learning, perceptions of your future success as a teacher leader, and perceptions about your social connectedness in the online program. The questionnaires should take you, at most 20 minutes to complete. You will NOT be compensated for your participation.

Benefits of Participation

Benefits include an opportunity for you to learn about your perceptions about your online learning experience. Having the opportunity to assess your online learning experience may help you identify strategies that may enhance your learning experience in the online environment.

Risks of Participation

There are risks involved in all research studies. This study may include only minimal risks. A possible risk is anxiety normally associated with filling out questionnaires.

Cost /Compensation

There will not be financial cost to you to participate in this study. The study will take at most 20 minutes of your time. Lamar University may not provide compensation or free medical care for an unanticipated injury sustained as a result of participating in this research study.

Contact Information

If you have any questions or concerns about the study, you may contact Dr. Ordene Edwards at 409-880-8926. If you have any questions about the research or your rights as a subject, please contact Twila Baker, the Director of the Research Compliance at 409-880-8933.

Voluntary Participation

Your participation in this study is voluntary. You may refuse to participate in this study or in any

part of this study. You may withdraw at any time without prejudice to your relations with the university. You are encouraged to ask questions about this study at the beginning or any time during the research study.

Confidentiality

All information gathered in this study will be kept completely confidential. No reference will be made in written or oral materials that could link you to this study. All records will be stored in a locked facility in Room 228 at Lamar University for at least 3 years after completion of the study. After the storage time the information gathered will be destroyed.

This study is approved by the Lamar University Institutional Review Board (IRB # 7341328).

APPENDIX II

First Solicitation Email to Students

Hi,

I am Dr. Ordene Edwards, a professor in the Department of Professional Pedagogy at Lamar University and a course professor in the online Teacher Leadership program.

You are receiving this email because you are currently a graduate student at Lamar University, enrolled in the Online M.ED in Teacher Leadership Program.

I am conducting a survey about students' online learning experiences in the Teacher Leader program and I would be very grateful if you participate. The study will help us identify areas we can improve in order to enhance your online learning experience.

If you would like to participate, you will first sign a consent form. I will then ask you for some basic demographic information, then you will complete three short surveys. All your information will be kept completely confidential. This should all take at most 20 minutes of your time (at least 10 minutes).

If you would like more information about the study, please email me at oedwards@lamar.edu.

Here is a link to the survey:

<https://www.surveymonkey.com/s.aspx>

This link is uniquely tied to this survey and your email address. Please do not forward this message.

Thanks for your participation!

Please note: If you do not wish to receive further emails from us, please click the link below, and you will be automatically removed from our mailing list.

<https://www.surveymonkey.com/optout.aspx>

APPENDIX III

Third and Fourth Follow-up Solicitation Email to Students

I am Dr. Ordene Edwards, a professor in the Department of Professional Pedagogy at Lamar University and a course professor in the online Teacher Leadership program.

This may be the third (or fourth) email you are receiving from me about this survey, which examines your online learning experiences in the Teacher Leadership program. I apologize if the number of emails is bothersome, but, I really need your response.

The research is supported by a grant by Academic Partnership and the results of the research have significant educational implications for the program. For example, the research will identify areas that we need to improve to make your experience in the program better.

If you would like to participate, you will first sign a consent form online (after clicking on the link embedded in this email). I will then ask you for some basic demographic information, then you will complete three short surveys. All your information will be kept completely confidential. This should all take at most 20 minutes of your time (at least 10 minutes).

If you would like more information about the study, please email me at oedwards@lamar.edu.

Here is a link to the survey:

<https://www.surveymonkey.com/s.aspx>

This link is uniquely tied to this survey and your email address. Please do not forward this message.

Thanks for your participation!

Please note: If you do not wish to receive further emails from us, please click the link below, and you will be automatically removed from our mailing list.

<https://www.surveymonkey.com/optout.aspx>

APPENDIX IV

Demographic Questionnaire

Directions: Please answer the following questions. Your information will be kept very confidential in a locked cabinet in the researcher's office. Only the researcher will have access to your information and your information will not be used for any other purpose, but research. If you have any questions about this demographic questionnaire, please email the researcher at oedwards@lamar.edu.

1. What is your age (in years)?
2. What is your gender?
 - Female
 - Male
3. What is your ethnicity?
 - Hispanic of any race
 - American Indian or Alaska Native
 - Asian
 - Black or African American
 - Native Hawaiian or other Pacific Islander
 - White
 - Two or More Races
 - Race and Ethnicity Unknown
4. Please estimate your level of computer expertise.
 - No experience
 - Novice
 - Intermediate
 - Expert
 - Other (please specify)
5. How many courses (in the Teacher Leadership Program) have you taken so far?
0 1 2 3 4 5 6 7 8 9 10 more than 10
6. How many five-week sessions (in the Teacher Leadership Program) have you been in enrolled in so far?
0 1 2 3 4 5 6 7 8 9 10 more than 10
7. Number of years as an educator? If no experience, please enter "0".
8. Number of years as an educator at your CURRENT school?
9. What is your current post graduate-level GPA?
Note: If this is your first semester as a graduate student and you don't yet have a post-graduate GPA, please indicate your undergraduate GPA.

10. Please indicate the department in which you are currently assigned at your campus

Business___ Computers___ English___ ELL___ Fine Arts___ Foreign
Language___ Health/PE/Careers___ Math___ Performing Arts___ Science___
Social Studies___ Special Education___ Not Applicable___ Other (please
specify)_____

11. Grade(s) you primarily teach/work with this year (check all that apply): k, 1, 2, 3, 4, 5,
6, 7, 8, 9th___ 10th___ 11th___ 12th___ Not applicable___

APPENDIX V

Perception of Social Presence Scale

Directions: Please indicate how well each statement describes you in regards to your perception of social presence in the online Teacher Leadership program.

Rating Scale

1	2	3	4	5	6
Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

1.	Online or web-based education, like the Teacher Leadership program, is an excellent medium for social interaction.	1	2	3	4	5	6
2.	I feel comfortable conversing through this medium.	1	2	3	4	5	6
3.	I feel comfortable introducing myself in my Teacher Leadership course/s.	1	2	3	4	5	6
4.	The introductions enable me to form a sense of online community.	1	2	3	4	5	6
5.	Course professors and/or Instructional Coaches generally create a feeling of an online community in my Teacher Leadership course/s.	1	2	3	4	5	6
6.	I feel comfortable participating in discussions in my Teacher Leadership course/s.	1	2	3	4	5	6
7.	Course professors and/or Instructional Coaches generally facilitate discussions in my Teacher Leadership course/s.	1	2	3	4	5	6
8.	I feel comfortable interacting with other participants in my Teacher Leadership course/s.	1	2	3	4	5	6
9.	I feel that my point of view is acknowledged by other participants in my Teacher Leadership course/s.	1	2	3	4	5	6
10.	I am able to form distinct individual impressions of some course participants in my Teacher Leadership course/s.	1	2	3	4	5	6

APPENDIX VI

Value for Online Learning Scale

Directions: Please indicate how well each statement describes you in regards to your value for the online learning environment in the Teacher Leadership program.

Rating Scale

1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
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1.	I value my online learning experience in this online Teacher Leadership program.	1	2	3	4	5
2.	I feel that the online learning experience in this program is important.	1	2	3	4	5
3.	I think I will be able to use what I learn in this online learning platform in the future.	1	2	3	4	5
4.	I think that my online learning experience in this program is useful.	1	2	3	4	5
5.	I like my online learning experience in this program	1	2	3	4	5
6.	I see the importance of my online learning experience in this program.	1	2	3	4	5

APPENDIX VI

Perception of Future Success Scale

Directions: Please indicate how well each statement describes you in regards to your perceptions of your future success once you complete the Teacher Leadership program.

Rating Scale

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

1.	I feel confident that I will be a successful teacher leader at the end of this program.	1	2	3	4	5
<hr/>						
2.	I believe that I will function effectively in my role as a teacher leader at the end of this program.	1	2	3	4	5
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3.	I believe that I will excel as a teacher leader once I complete this program.	1	2	3	4	5
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4.	I look forward to my role as an effective teacher leader once this program ends.	1	2	3	4	5
